

AN ANALYSIS OF ENGLISH LANGUAGE LEARNING TOWARD ENTREPRENEURSHIP EDUCATION FOR SANTRI IN PONDOK PESANTREN SLEMAN YOGYAKARTA

Rahayu¹

¹English Education Study Program, Universitas Nahdlatul Ulama Yogyakarta
Universitas Nahdlatul Ulama Yogyakarta

Jl. Lowanu No.47, Umbulharjo, Yogyakarta, 55162, Indonesia, Phone: (0274)
419769

e-mail: rahayu@unu-jogja.ac.id

Abstract : *Entrepreneurship education in Islamic Boarding Schools (Pondok Pesantren) is still growing in certain areas in various parts of Indonesia. According to data from Ministry of Religious Affairs Yogyakarta (2018), there are 288 Islamic Boarding Schools (Pondok Pesantren) in the Special Region of Yogyakarta. Although some Islamic boarding schools (Pondok Pesantren) still implement education traditionally and only in the form of religious education, some of them are already modern enough to introduce the importance of learning English to their santri. This study uses a qualitative descriptive approach, which produces descriptive data in the form of written or oral words from people and observable behavior. This approach is directed towards the background and the whole individual. The first step is profiling all Pondok Pesantren in Sleman Regency. Then Pondok Pesantren Nawesea is selected because it has an area of excellence in English curriculum with various learning activities using English language. After collecting data and visiting Pondok Pesantren Nawesea, several conclusions and description were drawn and it influenced the implementation of English learning in the entrepreneurship education. The next step is to make observations about the understanding of students toward entrepreneurial competencies in entrepreneurship education in Pondok Pesantren Nawesea. Regarding the result of the study, the researcher concludes that it is undeniable that Pondok Pesantren Nawesea (Nawesea Islamic boarding school) has an excellent implementation of English language learning for students, especially for its language intensive programs. The other main objective soon to be developed is to implement entrepreneurial competencies of santri in Pondok Pesantren Nawesea. The data from the observations of this research shown that the closest step that can be taken is to build Kopontren (Kooperasi Pesantren) in which the management activities can involve independent students (santri mandiri) in Pondok Pesantren Nawesea.*

Keywords: *English, Entrepreneurship, Islamic boarding schools.*

INTRODUCTION

Education is a system and a way to improve the quality of life in all fields in accordance with the development and progress of the times. Islamic boarding school

(Pondok Pesantren) is one of the Islamic educational institutions in Indonesia that is quite influential in the values of society because they are interrelated with one another. In the era of globalization and the

development of the current industrial revolution, Islamic boarding school (Pondok Pesantren) is an alternative educational institution must always proceed towards a better direction by improving the quality of self and the ability of students to be able to compete in the world of work. One of the example is about entrepreneurship education as a provision for the students in developing their abilities.

Indonesia has a young population because about half of Indonesia's total population is under 30 years old. With an indication that the country has a large workforce, the strengthening of Indonesia's human resources (human resources refers to knowledge, experience, and skills) needs to be developed to face the challenges of work in a global society. One of the improvements in the quality of these resources is through entrepreneurship education that can be introduced since young.

According to Riani Asri Laksmi (2006), as with the conditions and problems faced by the Indonesian people at this time and in the future as national goal of educating and prospering the life which currently exceeds 200 million inhabitants with

locations spread over more than a thousand of these islands, then the urgency of developing entrepreneurship and the importance of English language learning can be explained as follows:

In the beginning of the 21st century, Indonesia in terms of population has become the fifth largest country in the world, with most of its population being in the labor force, and a portion of that number are young graduates of tertiary education. This large population could be potential if it is of good quality, but if it is not a large population it will add to the burden of development.

According to McClelland's research, there seems to be a correlation between the number of people who are entrepreneurial and the level of prosperity of a society. Developed countries have more than 6% of the population, while the number of Indonesian entrepreneurs according to a 1982 study has not reached 0.5%.

It has been proven that the level of progress and backwardness of a country does not lie in the population, natural wealth, area, skin color or ethnicity, or the length of

independence experienced, but it lies in the quality of its people who are able to compete globally by learning English in addition to entrepreneurship.

REVIEW OF RELATED LITERATURE

Related Theory

Islamic Boarding School (Pondok Pesantren)

Islamic boarding schools as educational institutions as well as religious and social teaching institutions, have several characteristics that are generally still maintained today. The education and teaching system in Islamic boarding schools is classified into three types, namely traditional boarding schools, semi-modern boarding schools, and modern boarding schools.

Islamic boarding schools in general have similarities between one and another, the similarity of ideologies and similarity of references with the same teaching methods, thus making pesantren have a significant strength and can be calculated by anyone. The strength possessed by the pesantren is because the boarding school grows and is recognized by the surrounding community with a boarding system. Santri receive

religious education through the study system or madrasa which is entirely under the sovereignty of a kiai's leadership, with charismatic and independent characteristics in all respects. The development of Islamic boarding school education is a manifestation of the community's need for an alternative education system. The existence of the Islamic boarding school as an educational institution, also as an Islamic and Islamic propaganda and religious social institution (Alwi, 2013).

The boarding school or residence of students is a hallmark of the pesantren tradition which distinguishes it from other education systems. There are three main reasons pesantren must provide dormitories for students. First, the students are interested in the kiai's fame or depth, so they want to get closer to the kiai. Second, almost all pesantren are in villages that do not provide housing to accommodate the students. Third, the santri consider the kiais as if their own fathers, while the kiai consider the santri to be entrusted by God who must always be protected. One of the protections provided by the kiai is to provide lodging for students.

In general, Islamic boarding schools have the above characteristics with the aim of producing prospective scholars and preachers who are steadfast, tough, and sincere in broadcasting Islam. Islamic boarding schools at this time, still retain the function of the cottage to print prospective scholars and religious experts.

The Implementation of English Language Learning in Entrepreneurship Education

In the era of digitization, the development of skills to face the Industrial Revolution is very important to be developed. Proficient human resource management will have the potential to drive the community economy, especially entrepreneurial competence for the quality of self-development. It is expected that in the future Islamic boarding schools will be able to become agents of development for students or the surrounding community so that students have the provision of entrepreneurship knowledge that can be practiced after graduating from boarding schools.

Entrepreneurship education needs to be done through the provision of materials and training. The material of entrepreneurship has been given a lot especially to college students.

According to Priyanto (2009), there are four objectives in entrepreneurship education, namely, motivational education, knowledge education, skills education, and skills development. These goals can be incorporated into the curriculum for learning and skills development and the skills to learn English as the global language is one of the important factor to achieve the goals.

According to Fairclough (2006) Language and Globalization explores the effects of language in the processes of globalization. In responding to the challenges of the future and the complexity of the 4.0 Industrial Revolution, entrepreneurship education is very important for the advancement of human resources. The rise of entrepreneurship education in developing entrepreneurial competence lately is also caused by the awareness of the younger generation in shaping creative, innovative and courageous character to manage risk. And one of the important things to be included in entrepreneurship education is the English learning curriculum so that later on each graduate can developed

themselves to be a real entrepreneurial and also be able to have English language skills and be able to compete globally.

The need for entrepreneurship education in Indonesia according to R. Djatmiko Danuhadimedjo (1998: 77) is as follows:

- a) To develop, foster and nurture seedlings or entrepreneurial talents so that the seeds are more weighty and always follow the latest scientific developments.
- b) To provide opportunities for every human being to the extent possible and foster an entrepreneurial personality.
- c) Entrepreneurship education becomes a character and superior human being, giving the ability to clean negative mental attitudes increases competitiveness and fighting spirit.
- d) Thus, if our entrepreneurial personality has, our developing country will be able to catch up or catch up with developed countries.
- e) To foster a rational and productive way of thinking in utilizing the time and capital factors possessed

by indigenous indigenous entrepreneurs.

Entrepreneurship

In the Cooperative and SME Study Journal Number 2 Year I, there are four factors that need attention in developing entrepreneurship, namely: (1) access to capital, (2) the role of innovation, (3) entrepreneurship training, and (4) the role of government in creating a business climate that is conducive to the birth of competitive entrepreneurs.

Thailand and the USA are countries which state that access to capital is an important factor for the development of SMEs, especially new entrepreneurs. In fact, in some countries, such as India, the United States, Japan, and Taiwan there are special funds for business start-ups. Government involvement is very important in the development of innovation and entrepreneurial processes. By investing in innovation, it means that the government invests for the welfare of the people.

The foundation and the key policies for the growth of new entrepreneurs or beginners concerns service centers, business exhibitions, training programs, and business

incubators. Difficult to find the spirit of entrepreneurship causes the government to grow entrepreneurship through education and training. Providing entrepreneurship education materials began to be directed at the world of education.

The age of learning, especially productive age, still has a high fighting spirit to find new types of productive businesses. As explained by Priyanto (2009) that rational entrepreneurs have high motivation and dream characteristics, dare to try, innovative, and independent. There are three steps that can be taken in creating entrepreneurs, namely (1) entrepreneurship education and training, (2) regulations that facilitate the opening of new businesses, and (3) entrepreneur creation models.

METHODOLOGY OF STUDY

Subject of the Study

The study was conducted in Sleman Regency with the consideration that Sleman regency has the highest number of Islamic boarding schools compared to other districts in Yogyakarta. Site selection is determined using the Purposive Sampling method, which is based on the number of Islamic boarding

schools that apply the English curriculum in each activity and has programs on the language development program.

Nawesea Islamic Boarding School or mostly known as Nawesea English Pesantren is one of Islamic boarding schools in Sleman who develop student's ability in English and has a future goal to develop the entrepreneurial skills for their santri.

Design of the Study

This study uses a qualitative approach, which is research that produces descriptive data in the form of written or oral words from people and observable behavior. This approach is directed towards the background and the whole individual. By using a qualitative approach researchers are expected to be able to solve problems as expected in order to improve the potential and welfare of students in the future. In the implementation, the data collected by making observations, discussions both formally and informally from the data source, without making interventions let alone change. The approach used in this study is a qualitative descriptive approach.

Data Collecting Techniques

The data collection techniques used in these are as follows:

a. Observation

The observations made in this study were by giving pre questionnaires, training, post entrepreneurship education questionnaires to find out how much interest students have towards entrepreneurship. The use of this observation technique aims to obtain accurate data and information where the researcher directly interacts with the students as respondents.

b. Interview

The source of information in this study is the Human Resources at Nawesea Islamic Boarding School in Yogyakarta. While this interview aims to get information about entrepreneurship education that is owned by each Ponpes. This interview technique is used to obtain complete and in-depth data about how far the understanding of human resources about entrepreneurship education.

c. Documentation

The documentation used in this research is to collect data from

Islamic boarding schools to get written information as a complement to the use of observation and interview techniques. The documents needed in this study are related to the history of the establishment of Islamic boarding schools, vision and mission, organizational structure, facilities and infrastructure, the state of the cleric and cleric and the state of students in the boarding school.

Data Analysis Techniques

In accordance with the research objectives to be achieved, the data analysis technique in this study is descriptive analysis, which describes and analyzes all the things that are the focus of this study. In other words in this analysis technique, the writer will describe and investigate all matters related to the focus of research in the form of an understanding of Islamic boarding school entrepreneurship education. The analysis used by the authors is a model developed by Miles and Huberman. The steps are as follows:

a. Data Reduction

Reducing data means summarizing, choosing the main points, focusing on the things that are important, looking for themes and patterns and

removing unnecessary. Thus the reduced data will provide a clearer picture, make it easier for researchers to conduct further data collection, and look for it if needed specifically relating to the understanding of entrepreneurship education in Islamic boarding schools.

b. Data Display

The author presents the data that has been reduced in the form of a brief description, chart, or narrative text that is related to the understanding of English language learning toward entrepreneurship education in Pondok Pesantren (Islamic Boarding School).

Research Flowchart

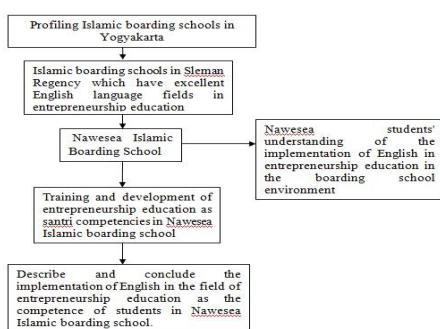


Figure 1. Research Flow Framework

RESULT AND DISCUSSION

Pondok Pesantren (Islamic Boarding School) are two terms that indicate one understanding. The term pesantren comes from the word santri, where the

word "santri" means students in Javanese. The term “pondok” comes from the Arabic funduq (فندق) which means lodging. Pesantren, according to its basic understanding, is a place for students to study, while pondok means a simple lodging house or residence. Nowadays, especially in the Special Province of Yogyakarta, some Pondok Pesantrens are already very advanced and modern, because they not only teach religious knowledge from the direct clerics in the cottage, but some areas of excellence in the field of education in general and entrepreneurship are also increasingly actively developed in neighborhood of Pondok Pesantren.

In the era of digitization, skill development and skilled human resource management will have the potential to drive the community economy, especially entrepreneurial competence for the quality of self-development. Pondok Pesantren (Islamic Boarding School is expected to be an agent of development for students (santris) or the surrounding community so that students have stock of entrepreneurial knowledge that can be practiced after graduating from boarding school. especially the ability

to speak English so that later in the world of work can compete globally.

In the province of Yogyakarta there are more than 288 Islamic Boarding Schools which are spread in several regencies, and Sleman Regency has the highest rank with 88 Islamic Boarding Schools compared to other Regencies in Yogyakarta Province. Data from the Ministry of Religion (2018) shows that the second highest rank is occupied by Bantul Regency with a total of 79 Pondok Pesantren, then Kulon Progo with 55 Pondok Pesantren, Yogyakarta with 36 Pondok Pesantren, and finally Gunung Kidul with 30 Pondok Pesantren.

By using the Purposive Sampling method, which is based on the number of Islamic boarding schools in Sleman Regency, the Nawesea boarding school is chosen because it has the characteristics and well-known as English Pesantren. Santris at Nawesea Islamic boarding school have very intensive special language programs, English language program and Arabic language programs. Initially this pesantren had 20-25 students, the students had difficulty not being able to continue

their studies abroad because of English language constraints. Therefore, by studying in Nawesea Islamic Boarding Schools, they can master English, or students who are already proficient in English can master Arabic also, so that the birth of Islamic Boarding School Nawesea becomes a starting point for caregivers and boarding school managers to develop students' abilities in other fields, including entrepreneurial ability.

Until early 2009, there were two Nawesea students earning an MA at Leiden University, Netherlands. There were seven students graduated from Al Azhar, Cairo, one from Yemen and one from Syria. In the field of language, especially the implementation of English learning in Nawesea boarding schools has become a field of excellence for santris in Nawesea.

After researchers observed and conducted training and development of understanding related to the implementation of English learning towards entrepreneurship education in Nawesea students, many students hoped for the development of several businesses in the field of entrepreneurship in the boarding

school environment. There are many types of entrepreneurship that can be started by students such as Canteen/Santri Mart (Supermarket santri), BMT (Baitul Mal Wattamwil) and etc so that later by combining the implementation of English in the entrepreneurship education curriculum, students will be able to create jobs and be able to open businesses and compete globally. But the real thing that can be started by santris as a first step to do is Kopontren (Koperasi Pesantren).

Cooperatives (Koperasi) are business entities consisting of one or more legal entities of cooperatives by basing their activities based on the principle of kinship. Koperasi Pesantren (Pesantren Cooperative), which is then abbreviated as Kopontren, according to Agus Eko Sujianto, defines that Kopontren is an economic institution within the boarding school environment, and becomes a medium for students to carry out work practices, so that there is a balance of religious and entrepreneurship education patterns. Likewise with the Kopontren in Pondok Pesantren Nawesea, this Kopontren is expected to be able to

meet the needs of students, especially for the needs of stationery and daily needs of learning process in the environment of the lodge and the most important thing is kopontren should be managed by independent santri (santri mandiri) so that they can practice the entrepreneurial skills of their own.

CONCLUSION AND SUGGESTION

Regarding the result of the study, the writer concludes that it is undeniable that Nawesea Islamic boarding school has an excellent implementation of English language learning for students, especially for its language intensive programs, especially in the form of English language.

The other main objective soon to be developed at the Nawesea Islamic boarding school is to implement entrepreneurial competencies of santris in Nawesea. It is expected that in the future the santris will have a place of practice and improve their entrepreneurial skills before graduating from a boarding school and be able to open business and employment opportunities with capabilities to compete globally.

There are a lot of examples for entrepreneurial skills that can be developed by Nawesea Islamic boarding schools such as Canteen/Santri Mart (Supermarket santri), BMT (Baitul Mal Wattamwil), or develop some business ideas of santris in accordance with their respective interests. The closest step that can be taken is to build Kopontren (Kooperasi Pesantren) in which the management activities can involve independent students (santri mandiri) so that they can practice the entrepreneurship education they have gained from training and development. And in the future the writer expected that Nawesea islamic boarding school can implement entrepreneurship competencies for their santri on a larger scale.

REFERENCES

- Ade Suyitno. 2013. *Pendidikan Kewirausahaan*.
<https://www.kompasiana.com/adesuyitno/55286ac36ea8346e238b458b/pendidikan-kewirausahaan-entrepreneurship-education>.
Diakses pada tanggal 11 Februari 2019.
- Adhi Iman Sulaiman, dkk. 2016. *Pemberdayaan Koperasi Pondok Pesantren sebagai Pendidikan Sosial dan Ekonomi Santri*.
<https://journal.uny.ac.id/index.php/jppm/article/view/11303/>.
Diakses pada tanggal 7 Februari 2019.
- Afaf Maulida. 2015. *Relasi Mutualistik Pondok Pesantren dan Masyarakat Sekitar: Kajian terhadap Pondok Pesantren Sunan Pandanaran Yogyakarta*.
https://www.academia.edu/10135674/SEJARAH_PESANTREN_SUNAN_PANDANARA.
N. Diakses pada tanggal 7 Februari 2019.
- Akhmad Sudrajat. 2011. *Konsep Kewirausahaan dan Pendidikan Kewirausahaan di Sekolah*.
<https://akhmadsudrajat.wordpress.com/2011/06/29/konsep-kewirausahaan-dan-pendidikan-kewirausahaan/>.
Diakses pada tanggal 9 Februari 2019.
- Alwi, B. Marjani. 2013. “*Pondok Pesantren: Ciri Khas, Perkembangan dan Sistem Pendidikannya*”. Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan. Vol. 16, No.2.
- Anonim. 2016. *Perbandingan Pendidikan: Sistem Pendidikan Pondok Pesantren*.

- <https://presidentpocong.blogspot.com/2017/06/perbandingan-pendidikan-sistem.html>. Diakses pada tanggal 13 Februari 2019.
- Anonim. 2017. Pengangguran di Indonesia. <https://www.indonesia-investments.com/id/keuangan/angka-ekonomi-makro/pengangguran/item255?> . Diakses pada tanggal 12 Februari 2019.
- Anonim. 2018. Pengertian Pendidikan Kewirausahaan. <http://www.pendidikanekonomi.com/2014/07/pengertian-pendidikan-kewirausahaan.html>. Diakses pada tanggal 8 Februari 2019.
- Danuhadimedja. R. Djatmiko. 1998. Kewiraswastan dan Pembangunan. Bandung : Alfabeta.
- Khaerul Anwar. 2018. Strategi Pengembangan Koperasi Pondok Pesantren Al Munawwir Krapyak Kulon Panggunharjo. http://digilib.uin-suka.ac.id/29854/2/12240090_BAB-I_IV-atau-V_DAFTAR-PUSTAKA.pdf. Diakses pada tanggal 8 Februari 2019.
- Laksmi, Riani Asri. 2006. Dasar-dasar Kewirausahaan. Solo: UNS Press. Miles & Huberman. 2019. Qualitative Data Analysis: A Method Sourcebook. New York: SAGE Publication.
- Priyanto, S. 2009."Mengembangkan Pendidikan Kewirausahaan di Masyarakat". Jurnal Andragogia- Jurnal PNFI. Vol.1. No.1
- Slamet Widodo. 2014. Model Pendidikan Kewirausahaan Bagi Santri untuk Mengatasi Pengangguran di pedesaan. https://www.researchgate.net/publication/309320272_Model_Pendidikan_Kewirausahaan_Bagi_Santri_Untuk_Mengatasi_Pengangguran_di_Pedesaan. Diakses pada tanggal 11 Februari 2019.
- Suryana, 2001. Kewirausahaan. Jakarta: Penerbit Salemba Empat.