The Use of Entrepreneurship Education in Community Empowerment School at LintangSongo Islamic Boarding School of Yogyakarta

Muhammad Roy Purwanto, Supriadi, RahmaniTimoritaYulianti

Abstract: This paper discusses entrepreneurship education at Lintang Songo Islamic Boarding School which is taught to students and the surrounding community. Islamic boarding schools are the oldest educational institutions with unique and distinctive characteristics in Indonesia. It came into existence hundreds of years ago. According to historical records, the first Islamic boarding school in Indonesia was founded by Syeh Maulana Malik Ibrahim in 1399 AD to spread Islam on Java. Therefore, it has become a part of Indonesian education for a long time. Lintang Songo is one of such Islamic Boarding Schools that aims at surviving with consistency in carrying out its social functions. Furthermore, the uniqueness of its pesantren’s activities and programs is associated with entrepreneurship education for students and society. This paper, therefore, discusses entrepreneurship education to improve the economy of students and society. This field research uses qualitative methods in analyzing data. Meanwhile, data obtained by observation, documentation and interviews. The informants of this study consisted of 12 people, from the head of the Lintang Songo Islamic Boarding School, the teachers, students and the community. Several questions were asked to informants, such as what economic empowerment program was developed at Lintang Songo Islamic Boarding School, why Lintang Songo Islamic Boarding School developed economic empowerment education. The answers to these questions are then analyzed using qualitative methods. The results showed that Lintang Songo Islamic Boarding School succeeded in economic empowering of its students and local communities with entrepreneurship education, which is taught as the curriculum of Lintang Songo Islamic boarding school. Economic empowerment conducted by Lintang Songo Islamic Boarding School for its students and community is agricultural empowerment, plantations, animal husbandry, forestry, fisheries, home industry, food, and convection.

Keywords: Lintang Songo Islamic Boarding School, entrepreneurship, economy, empowerment of the community.

I. INTRODUCTION

Pesantren/Islamic boarding schools are traditional Islamic educational institutions that study, understand, explore, appreciate, and practice Islamic teachings by emphasizing on the importance of religious morality as a guide to everyday life [1]. The word "traditional" indicates that this institution existed for hundreds of years. According to historical records, the first Islamic boarding school in Indonesia was founded by Syeh Maulana Malik Ibrahim in 1399 AD to spread Islam on Java [2]. Since its creation, other pesantren have been established. Therefore, it has become a part of Indonesian education for a long time [3]. It is a community of life consisting of education, teaching, and community development [4].

According to Rahim [5], Pesantren is an educational institution that has been part of the lives of Indonesian people for hundreds of years. As an institution, it is unique with distinctive characteristics and its ability to last for a long time shows that it has the capability to deal with the existing plurality of polemics. According to historical records, pesantren contributes significantly to educating and enlightening the community with the ability to create intellectual institutions that are comparable to formal schools [6].

Lintang Songo Islamic Boarding School is among the traditional pesantren that has been in existence with consistency in carrying out its social functions. Its unique feature lies in the entrepreneurship education for students and the surrounding community [7]. Three learning models are optimized, namely religious (general learning in all pesantren), science (formal learning according to its level), and self-reliance and social learning [8].

Since its establishment, the school not only functioned as an educational institution but also as a social change and community empowerment agent [9]. It also serves to convey Islamic science and values carry out social control and engineering [10]. According to Qomar, pesantren are actively involved in community welfare mobility. Similarly, Ma’sum stated that it comprises of three main functions, namely religious, social, and educational [11].

Entrepreneurship training should be exemplified by educational institutions or other schools in Indonesia. Regarding modernization, it tends to perform its function to empower community self-reliance. The pesantren must be able to create human resources consisting of religious and entrepreneurship knowledge, with the ability to empower people to possess entrepreneurial these skills at the same time [12].

The Percentage of entrepreneurship and community empowerment data [13].

Revised Manuscript Received on December 15, 2019.

* Correspondence Author
Muhammad Roy Purwanto*, Faculty of Islamic Studies, Universitas Islam Indonesia, Yogyakarta, Indonesia. Email: muhammadroy@ui.ac.id
Supriadi, Faculty of Islamic Studies, Universitas Islam Indonesia, Yogyakarta, Indonesia. Email: supriadiofficial13@gmail.com
RahmaniTimoritaYulianti, Faculty of Islamic Studies, Universitas Islam Indonesia, Yogyakarta, Indonesia. Email: rahmanitimorita@ui.ac.id

Retrieved Number: B3740129219/2019©BEIESP
DOI: 10.35940/ijeat.B3740.129219

Published By:
Blue Eyes Intelligence Engineering
& Sciences Publication
Presently, there are no other studies has been found related to Entrepreneurship Education as Community Empowerment. However, the author was able to determine some similarities between this study and previous studies, as follows:

The first was found in, MangunBudiyanto and Imam Muchali (2014) in a journal entitled " Establishment of the Character of Self-reliance through Agriculture Education at the LintangSongo Boarding School of PyiunganBantul Yogyakarta (Pembentukan Karakter Mandiri Melalui Pendidikan Agricuture di PondokPesantren Islamic Studies Center AswajaLintangSongoPyiunganBantul Yogyakarta) [14].

The second is UyuWahyudin (2012) in a journal entitled "Eco-cultural Background Entrepreneurship Training for the Empowerment of Rural Poor." The third was found in Abdul Malik and Sungkowo Edi Mulyono (2017) journal entitled "Local Potential-Based Entrepreneurship Development through Community Empowerment (Pengembangan Kewirausahaan Berbasis Potensi Lokal melalui Pemberdayaan Masyarakat) [15].


While the sixth was written by EntohTohani (2015) in a journal entitled "The Impact of Community Entrepreneurship Education (PKUM) in the Context of Community Empowerment (Dampak Pendidikan Kewirausahaan Masyarakat (PKUM) Dalam Konteks Pemberdayaan Masyarakat) [17]. The seventh was by Azel Raoul Reginald and ImronMawardi (2014) in a journal entitled "Social Entrepreneurship in Sidgori Islamic Boarding School of Pasuruan." Eighth, Eni Riwayati (2015) in a journal entitled "Self-reliance Education at LintangSongo Islamic boarding school in Bantul, Yogyakarta (Pendidikan Kemandirian Di Pondok Pesantren Islamic Studies Center Aswaja Lintang Songo Piyungan Bantul Yogyakarta) [18].

These previous studies are more directed to entrepreneurial training and development, leading to the development of the economic potential of the community. In addition, this research also focuses on the practice of Entrepreneurship education initiated by the LintangSongoAswaja Islamic Boarding School, which highlighted the community empowerment program carried out through Entrepreneurship training and education. It focuses on the study of self-reliance community empowerment programs at this institution. However, it is one of the modern pesantren that has practiced social activities with community empowerment programs through Entrepreneurship education.

II. RESEARCH METHOD

The place of this research is LintangSongo Islamic Boarding School located in Yogyakarta Indonesia. This study aims to find out more about the role of the LintangSongo Islamic Boarding School in economic empowering of its students and community. To achieve these goals, this field research uses qualitative methods in analyzing data. Meanwhile, data obtained by observation, documentation and interviews. The informants of this study consisted of 12 people, from the head of the LintangSongo Islamic Boarding School, the teachers, students and the community. Several questions were asked to informants, such as what economic empowerment program was developed at LintangSongo Islamic Boarding School, why LintangSongo Islamic Boarding School developed economic empowerment education. The answers to these questions are then analyzed using qualitative methods.

III. RESULT AND DISCUSSION

I. Overview of LintangSongo Islamic Boarding School

Figure 1: The front yard of the LintangSongo Islamic Boarding School

The Islamic Boarding School is located in Pager Gunung 1, RT 1 Sitimulyo Village, Piyungan District, Bantul Regency Special Region of Yogyakarta. The pesantren which began in 1991 by KH.Heri was inaugurated 2006 [19]. Its development and construction as a center of religion and community social activities through entrepreneurship training affected the economic development of the surrounding community. This is because it developed entrepreneurship skills and provided business capital [20]. The author argues that its establishment involves the cooperation of many parties. Entrepreneurship education in various fields in the pesantren involves alumni from UGM, UNY and some Islamic boarding schools in Yogyakarta. The training and entrepreneurship education activities have received a lot of government appreciation and attention, including from the former President of the Republic of Indonesia, Susilo Bambang Yudhoyono [21]. It consists of 70 students (43 male and 27 female) and six teaching staff. Most of the students are orphans or come from poor families, from various regions in Indonesia (Aceh, Tapanuli, Medan, Padang, Palembang, Lampung, Banten, Jakarta, NTT, etc.)
challenges [27]. Therefore, knowledge and skills are part of the instruments in achieving work competencies. The effort to empower community self-reliance is the duty and responsibility of the government and local institutions or organizations (like pesantren) [28].

3. LintangSongo Islamic Boarding School as the Center of Community Economic Empowerment

a. Empowerment in Agriculture

The School makes some entrepreneurial activities a source of funds for all its social and religious activities. It provides free education and boarding facilities to all students. More than 36 million rupiahs is required every month per month to meet the bills associated with food, electricity, internet, etc. However, agricultural products are used entirely to meet the daily basic needs of students and the community.

b. Empowerment in the Convection Sector

It provides convection training for students and the community so that they can become entrepreneurs. This effort has been properly carried out, in such a way that students and trainees illustrate self-reliance outside the pesantren[29].

However, the students and community are constrained by the capital to open a convectorial business. Ideally, pesantren does not only provide education but the initial capital assistance.

c. Empowerment in the Field of Home Industry and Washing Soap

It is an education partner for the community in every social activity. Since its inception, it has been empowering home industries with various community needs.

This is in line with the goal of empowerment, which is based on the ability to recognize the real needs of the community. It provides training and entrepreneurship education to make its surrounding environment self-reliance. Besides, the home industrial products are sold in several shops in Yogyakarta, and the results used entirely to meet the needs of the boarding schools [30].

IV. CONCLUSION

LintangSongo Islamic boarding school succeeded in empowering economy of its students and communities with entrepreneurship education. Entrepreneurship education is included in the boarding school curriculum and it is taught to all students and the local communities. Economic empowerment conducted by LintangSongo Islamic Boarding School for its students and community is agricultural empowerment, plantations, animal husbandry, forestry, fisheries, home industry, food, and convection.

REFERENCES

The Use of Entrepreneurship Education in Community Empowerment at Lintangsongo Islamic Boarding School of Yogyakarta


8. Integrated System di Pesantren ISC AswajaLintangSongo Yogyakarta.


11. MujamijQomar, PesantrentransformasiMeteolojiMenjumademokrasi Institute, (Jakarta: Erlangga, 2002), 23


13. Results of Interview with KH. Heri, Caregiver of ISC LintangSongo Islamic Boarding School, April 10, 2019, and Document of LintangSongo Islamic Boarding School.


19. Documentation of the LintangSongo Islamic Boarding School

20. Interview with KH Heri, Educator of the LintangSongo Islamic Boarding School, April 10, 2019

21. LintangSongo Islamic Boarding School of Bantul, taken from http://www.nu.or.id/post/read/43550 on Thursday, 21 2019 at 9:15 p.m.

22. Interview with KH Heri, Educator of the LintangSongo Islamic Boarding School, on April 10, 2019


26. Rudi Haryanto, "MenumbuhkanSemangatWirausahaMenjumakemadianEkonomiU


29. Interview with KH Heri, Educator of the LintangSongo Islamic Boarding School, on April 10, 2019

30. Interview with KH Heri, Educator of the LintangSongo Islamic Boarding School, on April 10, 2019

AUTHORS PROFILE


Supriadi, was born in Padang Sawahl Mati, Mei, 1998. He is student at faculty of hukum studies, Universitas Islam Indonesia. He is editor of the Student Journal of Faculty of Islamic Studies: at-Thullab. His publication is Religious Learning with Social Media and Its Implication for Understanding Religion in International Journal of Engineering and Advanced Technology, Volume-8 Issue-633, (September 2019).

Rahman TimoritaYulianti, was born in Kapung, 27 Juli 1964He studied at the Universitas Islam Indonesia (bachelor).Islamic State UniversitySunanKalijagahidayattullah Jakarta (Master) and Islamic State University SunanKalijaga (Doctoral program).His publications areEconomic Performance AchievementWoman: Experience in Indonesia “ GEOGRAFI online Malaysian Journal of Society and Space, Vol. 9 issue 4, ISSN 2186-2491 (2015).