

# The Use of Entrepreneurship Education in Community Empowerment at Lintangsono 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 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. The results showed that LintangSongo Islamic Boarding School succeeded in economic empowering of its students and local communities with entrepreneurship education, which is taught as the curriculum of LintangSongo Islamic boarding school. 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.

**Keywords:** LintangSongo 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].

LintangSongo 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].

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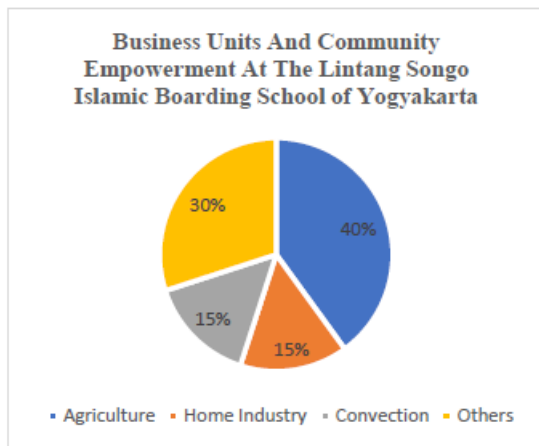
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Presently, there are no other studies has been found related to Entrepreneurship Education as Community Empowerment. However, the author was able to determine some similarities between this study and previous studies, as follows: The first was found 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 PiyunganBantul Yogyakarta

(*PembentukanKarakterMandiriMelaluiPendidikan Agriculture di PondokPesantren Islamic Studies Center AswajaLintangSongoPiyunganBantul 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 (*PengembanganKewirausahaanBerbasisPotensiLokalmelaluiPemberdayaanMasyarakat*) [15].

Fourth, is in a journal entitled "Poverty Alleviation through the Social Entrepreneurship Approach" written by NurFirdaus (2014). The fifth is found in Nuryetty Zain, et al. (2017) journal entitled "Entrepreneurship Socialization and Children's Education between e-commerce and parenting in the Digital Age (*SosialisasiKewirausahaanandanPendidikanAnak Antara Bisnis On Line danMengasuh di Era Digital*) [16].

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

(*DampakPendidikanKewirausahaanMasyarakat (PKUM) DalamKonteksPemberdayaanMasyarakat*) [17] The seventh

was by Azel Raoul Reginald and ImronMawardi (2014) in a journal entitled "Social Entrepreneurship in Sidogiri Islamic Boarding School of Pasuruan." Eighth, Eni Riwayati (2015) in a journal entitled "Self-reliance Education at LintangSongo Islamic boarding school in Bantul, Yogyakarta (*PendidikanKemandirian Di PondokPesantren Islamic Studies Center AswajaLintang Songo PiyunganBantul 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

### 1. 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, Kalimantan, Ambon, Central Sulawesi, Jepara, etc.).

However, this is not a criterion as anyone can be a student there, starting from elementary school children to graduates [22]. Based on the above elaboration, it is understood that the empowerment activities of students and self-reliance-oriented of the community are the results of the collaboration between the *pesantren* educators and various parties.

**2. Pesantren and Community Economic Empowerment**

Islamic boarding schools are character building institutions with numerous advantages in transforming science-intensive theology. Since the pre-independence until now, it has played an essential role in realizing the independence and development of Islam in Indonesia. Presently, they are demanded not only to be oriented towards religious studies and formal education but to create skilled human resources and benefit the surrounding environment [23].

Islamic boarding schools have a strategic role in fostering students in studying the Islamic sciences. Also, it teaches about self-reliance and community economic empowerment. Islamic boarding schools as "cultural institutions" are established from community initiatives which are autonomous. Initially, most *pesantren* were educational and religious institutions, however, currently, some of having tried to reposition themselves in addressing various social issues, such as economics, social affairs, and politics [24].

According to Sumodiningrat, economic empowerment is an effort to create a strong, modern, and highly competitive economy in the right market mechanism. Community economic development requires structural change, capital, economic skills, education, as well as protection and support [25].

According to the author, it is not only oriented to religious literature but also contributes to the society through entrepreneurship education, which is a life skill that helps students after graduating from the *pesantren*.

ACTIVITIES UNITS IN LINTANG SONGO ISLAMIC BOARDING SCHOOL			
No	Time	Activities	Description
1.	07.00 – 17.00	School/college	Those who did not attend any educational institution will recite the Koran and undergo skills acquisition
2.	Fajr and Maghrib	Koran recitation	Study Unit: Tawheed, Fiqh, Morals, history, Al-Qur' an and KitabKuning
3.	Afternoon	Skills	Skill units: Agriculture, Convection, Home Industry, Fisheries, Forestry, and others

Development, stabilization of attitudes, behaviors, abilities, and interests in entrepreneurship are the efforts needed to realize self and economic resilience. Entrepreneurship drives the economy of the community and accelerates national growth. This effort requires support from the government, the community, and the business world in a directed and sustainable manner [26].

The process of learning by practical such as in agriculture, fisheries, forestry, convection, etc., shows the

transformation of technical skills acquired by the students. Recently, it has become imperative to analyze the role of *pesantren* in the community economic empowerment because it is a source of new inspiration for facing modern 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 convectional 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.





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