

The Effectiveness of Information Technology-Based Student Entrepreneurship Competencies in Islamic Boarding Schools

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Abstrak: *This study aims to determine the effectiveness of the competence of students based on information technology. This research is a qualitative research case study model (case study). The study was conducted by direct observation and in-depth interviews at the IT Yogyakarta Islamic Boarding School. Observations were made during information technology-based learning from marketer, multimedia, and programmer programs. Then an open interview was conducted to obtain data on the digital effectiveness of the students' competence. The results of in-depth observations and interviews in this study indicate that the use of information technology as the main learning in addition to learning religious knowledge is very effective in helping students benefit when they enter the community. Information technology-based competencies increase income when entering the entrepreneurial world or become a plus when working in the e-commerce world.*

Keywords: *Entrepreneurship; Islamic boarding school; Information Technology*

INTRODUCTION

Technology in the 4.0 era occupies a central position and forces everything that exists today to adapt to technological developments. Including Islamic boarding schools, educators must be able to use technology and even make it a characteristic of Islamic boarding school education. (Ritonga, n.d.) The Industrial Era 4.0, forcing every educational institution including Islamic boarding schools to demand the availability of human resources who understand technological developments. This is very important because Islamic boarding schools that have superior human resources in the 4.0 era will be able to make breakthroughs to produce quality graduates with technology as their basic skills. (Maisah, Syukri, & Sungkowo, n.d.)

The ability to use information technology is very important for every student who has his primary education at an Islamic boarding school. Because all aspects of life until now there is nothing that is not touched by the influence of information technology. Although not all of them have positive values, their use is very helpful in facilitating human work in general. One aspect of life that really needs the role of information technology is the field of entrepreneurship.

Entrepreneurship is one of the skills that need to be mastered by students. So it is not surprising that entrepreneurship material will be found in every teaching curriculum. Therefore, every teacher must master entrepreneurship material to be given to his students. Entrepreneurship when associated with education relates to what students think to then be transformed in the form of productive creativity. (Deveci & Çepni, n.d.) Entrepreneurial competence includes abilities related to personality characteristics, skills, and knowledge. These three competencies are the main abilities to achieve success in entrepreneurship (Meutia & Ismail, n.d.)

The creation of skilled human resources is very much needed in building entrepreneurship as an answer to the problems that have occurred so far such as social inequality, increasing unemployment and poverty. One of the social problems in this country is that every year there is an addition to the new workforce from high school graduates. These graduates are waiting to find jobs that match their potential. However, problems then arose with the majority of them failing to find work. They don't know what they want to do with the potential they have (Keat, Selvarajah, & Meyer, 2011).

Entrepreneurship education is education that aims to develop individual potential, conceptualization process, organizing a business that has the potential to grow in a complex environment. (Maula, Wardana, & Wibowo, n.d.) Entrepreneurship education in Indonesia is different from that in other countries. Entrepreneurship education in other countries has existed for decades

before, but in Indonesia it was only discussed in the 80s and was introduced in the 90s. Although this education has not been realized for a long time, many schools have implemented entrepreneurship education, including in Islamic boarding schools. One of the characteristics of Islamic boarding schools is the management of cottage households that are independent, including equipping students with technology-based skills to be able to survive after graduation. (Naimah, n.d.)

Entrepreneurship learning according to Cope and Watt emphasizes the need for mentoring to understand important events experienced as learning, so that learning outcomes are effective. Sullivan emphasized the importance of client-mentor matching for success in mentoring. Rae further explained that the development of entrepreneurial abilities is influenced by drives, values in individuals, competencies, learning, relationships, and desired goals. Meanwhile, Minniti and Bygrave prove through a dynamic model in entrepreneurship learning, that entrepreneurial failure and success will enrich and renew the stock of knowledge, and entrepreneurial attitude so that he becomes more capable in entrepreneurship. (Fatchurrohman & Ruwandi, n.d.) Effective mentoring on entrepreneurial orientation will ultimately be positive for competitive innovation. Including mastery of knowledge about management will have more effect on the implementation of entrepreneurial strategies (Rofiaty, 2019)

Based on these problems, entrepreneurs must be able to collaborate with academic intelligence and skills so that they can grow business opportunities for themselves. So the use of information technology has become an attraction in itself for business actors to maximize it to support their entrepreneurship. Moreover, this can be grown and developed in an Islamic boarding school environment where in fact the students have been trained in terms of emotional quotient and spiritual quotient. Where this coaching can anticipate the negative role in the use of information technology. Rather, this information technology is expected to provide many benefits for students' skills.

In general, pesantren can be categorized into two, the first is Khalaf or modern Islamic boarding school. The khalaf Islamic boarding school is a boarding school that has adopted a western model of education system where one of its characteristics is that it teaches all branches of knowledge. The second is the Salaf Islamic Boarding School, the Salaf Islamic Boarding School is a pesantren that only teaches knowledge based on the yellow book. The books taught by salaf Islamic boarding schools, such as nahwu (syntax) and shorof (morphology), fiqh, usul fiqh, hadith, tafseer, monotheism, tasawuf and ethics, and other branches such as dating and balaghah. (Rosyid, 2018)

Pesantren as a characteristic of Islamic educational institutions were originally established to provide students with pure Islamic knowledge using the

yellow book as one of the main sources besides sources from Kyai.(Sofyan, Asari, & Rasyidin, n.d.) But with technological and social developments in society, Islamic boarding schools are also increasing their role in society by taking advantage of these technological developments.(Sugiarti, 2010) Therefore, the output of pesantren graduates is not only normative teaching mastery, the increasingly complex problems in the midst of a free flow of information require pesantren graduates who have entrepreneurial knowledge and skills.(Zaki, Widiastuti, & Mi'raj, 2020)

Educational institutions are one of the important factors in the development, dynamics and progress of Islam in Indonesia. Since the beginning of massive Islamization in the early 12th century, there has been a development of educational institutions from traditional to modern, each of which has had an influence on Islamic society in Indonesia.(Azra, 2015). In general, traditional Islamic education can be characterized or tied to pesantren, pondok, surau and dayah. The Islamic boarding school itself, in its development, is bound by elements of the mosque, class, dormitory, and the Kyai's house(Arjmand, 2018)

Life skills are defined as the ability to adapt and behave in a positive way that enables individuals to face the demands and challenges of life. Life skills can be categorized into three categories

- a. Thinking skills, namely skills to improve the brain's ability to analyze, think creatively and critically, and develop problem solving or decision-making abilities
- b. Social skills, including interpersonal skills, communication skills, leadership, advocacy management, and team building skills.
- c. Emotional skill, is the ability to feel comfortable with oneself and be able to manage emotions, stress and even rejection from others (Kumar, 2019).

Previous research related to entrepreneurship education was conducted by Irhan Zaki et al about the process of implementing an entrepreneurial culture. The results showed that entrepreneurship education was initiated by internalizing entrepreneurial values into learning, then actualized in the form of practice by being directly involved in the business units of Islamic boarding schools (Widiastuti, 2020). In line with that research, Ahyadi (2021) discussed the entrepreneurship education model at the Api Tegalrejo Islamic Boarding School, Magelang. The results of this study indicate that entrepreneurship education is carried out with two models, namely observational learning, theory, mentoring, work shop. Meanwhile, Aldeia & Israpil (2021) researched entrepreneurship in building the independence of Islamic boarding schools. The results of this study indicate that the entrepreneurial practices carried out by

Islamic boarding schools are effective in supporting the cottage economy and making Islamic boarding schools more independent in developing institutions

The literature review above has the same theme under study, namely about entrepreneurship in Islamic boarding schools. The purpose of this research is to examine how entrepreneurship education is in Islamic boarding schools. While the difference lies in the place and curriculum for entrepreneurship education. This research was conducted at the IT Islamic Boarding School. The location of the novelty of this research focuses more on improving the entrepreneurial skills of students by using information technology

In general, this research was conducted to determine the extent to which the practice of IT Islamic Boarding School Leaders in ensuring the continuity of entrepreneurship education in Islamic boarding schools. In particular, this research was conducted to determine the practice of IT-based entrepreneurship education to students. Two questions that will help in this research are 1) How is technology-based education carried out at Pondok IT; 2) What are the advantages and disadvantages along with how to solve problems related to education carried out

RESEARCH METHOD

This research is a qualitative type of case study model (case study). This research focuses on the management of life skills programs based on information technology as the main support for entrepreneurial skills.

This research will focus on the leadership of pesantren caregivers, technology-based competencies from teachers, santri competencies, and users from boarding school graduates. Determination of the subject using purposive sampling technique, namely informants who have more information and influence the problem under study. The instruments used to obtain data are interviews, observations and documentation studies (Syukri, 2022). The first informant of this research is the caretaker of the pesantren as the person who knows the most about education in pesantren, whether based on normative teachings or based on entrepreneurship. The next informant was from some of the students in the IT Yogyakarta Islamic boarding school. The documentary method is carried out by collecting data from documents, archives and photos at the IT Yogyakarta Islamic boarding school.

RESULTS AND DISCUSSION

Entrepreneurship education has been implemented by eight Islamic boarding schools selected in this study. Based on interviews with respondents, it was concluded that pesantren residents synergize by internalizing the values of

self-reliance. The following are the results of interviews with respondents. Interview with the caregivers of the IT Yogyakarta Islamic Boarding School, conveyed the importance of entrepreneurship education for students in Islamic boarding schools from an early age as a provision for them when they graduate and return to society. This boarding school has a special mission to form pious and independent students with information technology competencies.

This IT cottage has a special technology-based curriculum and is intended for high school graduates equivalent to a 3-year education period. The first one focuses on learning information technology and the next two years following an internship in a company in collaboration with a cottage foundation. The education model at Pondok IT is 50% diniyyah lessons and 50% IT lessons. Diniyah lessons include tahfidz, adab, Arabic, and Islamic studies. The IT programs offered at this lodge are marketer programs, programmer programs and multimedia programs. Each student will be directed to take part in one of these programs. In the marketer program, students will learn about social media marketing, building an online store, SEO Marketer, or customer service.

Pondok IT waives fees for all of its students, starting with the cost of education, boarding, or meals. This free model can be achieved because it is taken from the donations of students who are participating in an internship at the company. This means that 50% of the salary of students who take part in the internship is returned to the cottage to finance their younger generation who are still taking 1 year of IT education. While the remaining 50% is used by the students concerned to meet their needs.

In the marketer program, students will learn;

1. Concepting a marketing strategy and advertising a brand's products/services using Facebook Ads.
2. Advertise a brand's products/services using Instagram Ads.
3. Concepting a marketing strategy and advertising a brand's products/services using Facebook Ads
4. Concepting marketing strategies and looking for traffic through organic traffic, such as Facebook, Instagram, TikTok, SEO, and Marketplace
5. Creating a website, online store or landing page for a brand's products/services
6. Serving online business customers and customer follow-up

In the programmer program, students will learn are:

1. Learning programming, the web starts from building layouts using html and css, and creating functionality using Java Script and using React JS as the framework.

2. Learn php programming as the basis, then create server and database architecture and make the correct API so that it can be consumed by FrontEnd, and use Laravel as the framework.
3. Learn android programming starting from building layouts in applications, as well as making applications run using JavaScript with the help of React Native as the framework

In the multimedia program, students will learn how to make videos, edit videos, and create interesting da'wah content through multimedia.

In addition to studying at the cottage, the students are also taught how to socialize with the community. Moreover, the students come from various regions in Indonesia with different cultural backgrounds. Santri are often involved in local community activities, especially religious activities, such as being a TPA teacher, being a prayer priest and filling Islamic studies.

As a boarding school that operates in the realm of mastering information technology, the role of this boarding school is very important, especially in building the independence of the students after graduation. Or for profit or non-profit institutions that directly get staff with good personalities and competencies. Most cottage graduates can take advantage of their digital competencies to be able to become entrepreneurs independently, especially through e-commerce. With this e-commerce alumni can market products from various companies. For alumni of multimedia programs, graduates create a lot of creative content to market certain products.

CONCLUSION

Pondok IT Yogyakarta makes IT and religious materials as the main learning with a portion of 50% each. The goal is to make IT the main curriculum so that later students can become entrepreneurs by using IT as the main marketing medium. In addition to being projected to become entrepreneurs, students are expected with IT skills to help advance the boarding school both in IT-based administration or create interesting da'wah content using IT media. In addition, by learning marketers by utilizing information technology, students can become entrepreneurs independently or work in a company. The advantage of this marketer program is that students are trained in both theory and practice in marketing their products to various social media platforms. Not only with this marketer program, students sell their services to be able to market products from various companies.■

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