



Informal Education as a Realm of Developing Entrepreneur Skills of Students in Pondok Pesantren

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Abstract. The development of entrepreneur skills is one of the efforts made by educational institutions to provide provisions for their students so that after they complete their education, they are ready to face life in society, especially in the Volatility, Uncertainty, Complexity, Ambiguity (VUCA) era. These efforts have been made in many educational institutions in Indonesia, both formally, non-formally, and informally. These three domains of education have different principles in their implementation. One of them is informal education based in Pondok Pesantrens. Therefore, the purpose of this study is to analyze the extent to which the development of entrepreneur skills for students organized by boarding schools as informal educational institutions. This research was conducted using a qualitative approach with interview and observation data collection techniques. The results show that boarding schools have an informal learning concept in developing students' entrepreneur skills through informal apprenticeship activities, namely by the process of introduction, direct involvement, and habituation.

Keywords: entrepreneur skills, vuca era, informal education, pondok pesantren.

1 Introduction

Volatility, Uncertainty, Complexity, Ambiguity (VUCA) is the embodiment of a world that is constantly evolving, changing and never stagnant. The speed of change is unpredictable, complex, uncertain, so that future changes are unpredictable [1]. In addition to uncertainty, in this VUCA condition, competition in the world of work becomes very tight so that people are required to look for better opportunities with new creations and innovations [2]. To keep up with the increasingly unpredictable times, educational institutions have begun to prepare their students to improve life skills as provisions in facing this era. One of the skills organized is entrepreneurship skills. This is intended so that students are accustomed to innovating and not only depend on institutions that provide jobs, but familiarize themselves with honing their creative ideas and being able to open new jobs.

Entrepreneur skills are the ability to identify opportunities, develop business ideas, manage resources, and face challenges in the business world. These skills are not only

relevant for individuals who want to become entrepreneurs, but are also very useful abilities in various aspects of life, including in the world of work.

Entrepreneurship education, entrepreneurship learning, and achievement motive affect student entrepreneurial interest [3]. The entrepreneurial spirit possessed by individuals has a direct positive effect on entrepreneurial behavior and an indirect positive effect on business independence. Furthermore, entrepreneurial values have a direct impact on entrepreneurial behavior and also have an indirect positive effect on business independence. Meanwhile, entrepreneurial behavior has a positive effect on business independence [4].

In addition, the entrepreneur approach is also in line with Islamic teachings that prioritize values such as effort, honesty, responsibility, and justice. Therefore, the development of entrepreneurial skills in Pondok Pesantren will not only provide economic benefits, but will also strengthen moral and ethical values in society. The value of worship-based entrepreneurship, where all economic activities carried out are intended to worship Allah SWT. The entrepreneurship education process is carried out with a strategy where students are trained to manage economic institutions in the boarding school under the supervision and guidance of kiai and boarding school administrators [5]. The view of the motivation of an entrepreneur is the command to spread out on earth not to stay in place, then the command to seek Allah's bounty and remember Allah a lot. In addition, an entrepreneur is required to help each other or help each other in goodness and not enrich themselves so that the needs of the world and the hereafter are balanced [6].

Pondok Pesantren, as traditional educational institutions in Indonesia, have had a very important role in shaping the character, values, and skills of their students. So far, education in Pondok Pesantren has been focused on religious and academic aspects. However, in this growing era, it is important to broaden the horizons of boarding school education by including the development of entrepreneurial skills as an integral part of its learning.

2 Method

This research was conducted using a qualitative approach. The choice of this approach is based on the research objectives, namely obtaining the results of the analysis of how the process of developing students' entrepreneurial skills carried out by the boarding school caregiver on his students in the boarding school environment. This qualitative research uses a type of phenomenology that aims to reveal and understand the meaning (noumena) that lies behind the phenomenon of the actions of each individual who takes action on the basis of their own perceptions and various aspects behind their actions [7]. Researchers chose the type of phenomenological research with the aim of knowing and obtaining data about the meanings of entrepreneurship learning in the perspective of informal education. These meanings are related to the activities carried out by the students who are the subjects of research in the process of entrepreneurship in the cottage.

Data collection in this study was conducted at Pondok Pesantren Hidayatul Mubtadiin in Kabupaten Magetan using interview techniques as the main technique and supported by observation techniques to complement the required data. The stages carried out in this research are preparation (information gathering, literature review, data collection strategies), field research (area analysis, interviews, observations), data analysis, conclusion drawing, report writing.

3 Results and Discussion

3.1 Forms of Activites to Implement School Branding

Indonesia as a majority Muslim country, the cultivation of entrepreneurial spirit can be done through Pondok Pesantren. This is considered effective considering the number of pesantren in Indonesia is also quite large [8]. Pondok Pesantren Hidayatul Mubtadi'in has a very conducive location, because it is located in a mountainous area. Mingling with residential areas, but far from the city crowd. Pondok Pesantrens have three educational paths that are applied simultaneously, namely formal, non-formal, and informal education [9]. Likewise, what is organized at Hidayatul Mubtadiin Pondok Pesantren. In the implementation of these three educational pathways, the students are guided by Pak Kyai and Bu Nyai as the caregivers of the boarding school, ustadz ustadzah diniyah, teachers in formal schools, and peers, including brothers and sisters in the dormitory. Hidayatul Mubtadi'in Pondok Pesantren in addition to carrying out general learning activities in its formal school, there is also non-formal learning such as diniyah, and informal learning which is carried out by habituation, exemplary, guidance and mentoring. In this cottage the students are also equipped with life skills, namely skills in entrepreneurship.

The development of entrepreneur skills developed in this boarding school is organized with the concept of informal apprenticeship and the process as shown in Figure 1 below.

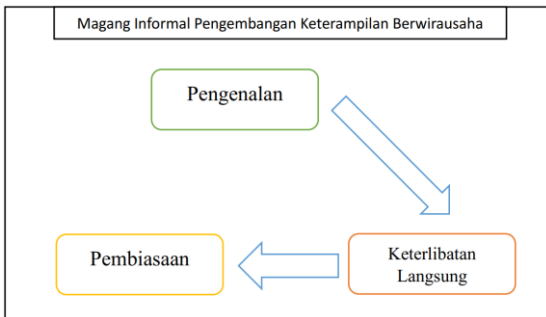


Figure 1. Informal Internship Process in Efforts to Develop Santri Entrepreneurship Skills in Pondok Pesantren

Internship is a program used to hone student skills and prepare students for the world of work [10]. The term internship is often found in formal education, especially at the vocational and higher education levels. However, in context, internships are activities that are carried out non-formally. In its implementation, the internship program carried out at this boarding school is an internship program with an informal concept. Internship itself means carrying out business/work activities in institutions/industries/communities which are intended to provide direct world of work experience to students. That is also what the caregivers do at the boarding school. But in the process, the internship carried out at this boarding school is not bound and not conceptualized in detail regarding the curriculum, so that the internship carried out at this boarding school is included in the category of informal education.

Informal education itself has the meaning of education that has a broader scope than formal education and non-formal education. This is related to the essence of informal education which generally includes family and community development [11]. Pondok Pesantren have an initial concept as an informal education institution, but in its development, currently there are many Pondok Pesantren that integrate the implementation of the three domains of education. Informal education is known as unstructured education and has no curriculum, but informal education has clear goals and visible educational results. Learning outcomes from informal education have also been recognized in society. As is the case with informal education obtained from Pondok Pesantren.

The internship process in the context of informal education carried out at the boarding school is carried out outside of formal and non-formal learning. The initial stage carried out by the caregivers of the boarding school is to provide basic insights or an introduction process to the entrepreneurial field in the boarding school. Entrepreneurial skills provided to students in this boarding school include cattle breeding skills, and also the management of the boarding school cooperative. Male students are given the opportunity to learn to manage cattle farms, and female students alternately have the opportunity to learn to manage cooperatives in this boarding school. The differences in internship experience opportunities here are clearly visible on a gender basis. This is because the boarding school as an Islamic religious institution always keeps its *santri* to avoid 'ikhtilat' (mixing between men and women). Male and female students get the same opportunity to gain entrepreneurial experience, but have differences in their fields.

Male students are given the opportunity for informal apprenticeship in cattle breeding. In this boarding school, there is a special land that is used as a cage for raising cattle. The cattle breeding developed in this boarding school is not only used as a hobby, but is intended to provide business skills for the students. In the process, the caregiver provides an introduction related to cattle, how a series of ways to raise cattle starting from breeding (selection of superior cattle seeds that will be fattened), maintenance, to the marketing process. After that, the *santri* are given the opportunity to be directly involved in each of these series. This direct involvement does not only take place once or twice, but this is done every day with an agreed schedule. This schedule is intended to avoid schedule clashes with formal school and *diniyah* activities. The process that is carried out every day then becomes a habit for the students.

For female santri, the opportunity to develop entrepreneurial skills is provided through the cooperative unit. This unit is led directly by Bu Nyai as the caregiver of the boarding school, especially in the women's dormitory. Cooperatives have principles and values of togetherness, mutual cooperation and shared prosperity [12]. Pesantren was recorded as the first to welcome and develop the cooperative sector with very simple initial management [13]. Pondok Pesantren Hidayatul Muftadi'in began developing cooperatives in the last few years. After seeing the journey of opening and implementing it, Bu Nyai of this pesantren had the initiative to teach the students to participate in managing it.

The management of this cooperative is opened to female santri. The management taught includes data collection of incoming goods, display of goods, cashiers, visitor services, and cooperative bookkeeping. For ordering goods, it is still done by Bu Nyai, but she also provides direction and opens discussions with students when making these orders. The management of this cooperative has not been opened to all students at the same time, but the students are given the same opportunity to become cooperative managers. Similar to the informal internship carried out by male students at the farm, female students in learning to manage cooperatives also start from the introduction process, namely the introduction of concepts, the flow of trade in cooperatives, the introduction of products, services, and bookkeeping. The direct involvement stage is also carried out by the students who are directly guided by Mrs. Nyai. This is also not only done once or twice, but is done every day with agreed scheduling. The mobility of cooperative visitors is also quite promising, both from the students themselves and from the surrounding community.

4 Conclusion

Pondok Pesantrens support national economic development by equipping their students with entrepreneurial skills. The concept of learning in developing these skills is carried out through informal education in informal apprenticeship activities. The informal apprenticeship activities carried out have three stages, namely the introduction process, direct involvement, and habituation.

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