

Students Entrepreneurial Character Building Through Lembaga Dakwah Kampus (LDK)

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Abstract—The actualization of Islamic values within the daily life of Muslims is a necessity. The campus has determined as a place for student to creatively apply the faith and knowledge. The Higher education has ability to drive its policy and resources in order to support the student creativity including in entrepreneurial aspects. This paper has discussed about Lembaga Dakwah Kampus (LDK) and its impact to the Students' entrepreneurial skill of Politeknik Negeri Pontianak. The research has employed the Policy study method to analyze the case which taken place at Politeknik Negeri Pontianak. Politeknik Negeri Pontianak is a provider of vocational Institution that has constituted its activities on principles that consist of: personal devote to the Almighty God, discipline and entrepreneurship. The conclusions of the finding are: LDK is place for the Da'wah activist within the campus's community; the Management of POLNEP has supported the LDK activities by and their policies; and The activities of LDK has impacted the character building on students with the presence of the religious principle, discipline principle and entrepreneurial principle.

Keywords—character building; entrepreneurial; LDK

I. INTRODUCTION

There has the of emerge of the religious principle within the campus live which spotted both in Private Higher Education Institutions and Public Higher Education Institutions. This phenomenon has existed from the movement of groups within the campus's community itself. It has risen from the needs and the pursuit of Islamic live goal on the Muslim activist [1].

Ghirah or also known as a spirit to achieve the campus live with sense of Islamic principle [2], has one which motivated some of Muslim students (activists). Hence, number of discussion have been intensively intensively and periodically conducted. This activity has marked as a way of Islamization on knowledge and science which may lead to form the campus live that integrate the Islamic values [3].

Dakwah or deliver an address of Islamic messages has been believed as a noble practices in Islam, as it may initiate to the personal change. Every Muslim has obligation to do Dakwah. Dakwah may deliver in a form of advice or guidance to other muslim in every possible and convenience ways. Dakwah in Islam has three core meanings, which are; 1) the delivering process of Islamic values 2) Ordering right and Prohibiting wrong (*amar ma'ruf nahi munkar*), 3) and to promote the forming of Islamic community who follow the Sharia law (Islamic law) [4].

Lembaga Dakwah Kampus (LDK) has the role to deliver dakwah for the campus community. The institute has been constituted with Islamic principle as code of conduct. The similar institutes have also found in most of the universities in Indonesia, even though they may not have similar name. The institute has conducted its activities by using masjid as central of activities with campus community as its core and scope [5].

The LDK institute has believed will give the Islamic color within campus activities. Hence, the effect has been also expected to contribute in character building of Islamic students. Students as subject of activities will be poured with Islamic way of life that may integrate in all of campus with Islamic way of life that may integrate in all of campus activities including entrepreneurial activities. Furthermore, the supportive policies of university's management have considered needed and be synergized with the LDK activities. The expecting result is to deliver positives outcomes in enhance the entrepreneurial skill of students of Politeknik Negeri Pontianak.

II. THEORETICAL

Islamic education has acted as a reference of moral values for community in general together with other local values. Islamic education has also taught about ethics (akhlak) in doing business. The tutorial of Islamic subjects can be delivered both as part of curricular and extracurricular. The curricular activities are organized by lectures and the extracurricular activities are organized by Islamic student bodies (UKM) that also known as Campus's Institute for Dakwah /Lembaga Dakwah Kampus (LDK). The institute has need to be supervised by Islamic lectures.

A. Campus's Institute for Dakwah

Indonesia is constitutionally base on religion. The government is compulsory to assure the religious live of every citizen [6]. This assurance has been stated in article 29 paragraph 1 and 2 UUD 1945. Hence, it has a general consensus that Indonesia is a religious nation.

The Institute (LDK) run its activities by maintaining synergy with the Islamic course as they have similar mission, which is spiritual development for Islamic students. The Islamic course is a compulsory course that need to be taught in every level of educations in Indonesia. This obligatory is stated in article 39 paragraph 2 UU no. 2 1989 on National Education

System. In universities the course has 2 credits and belong to group of character development courses, together with Pancasila course and citizenship [7]. By the decree of Menteri Pendidikan Nasional Nomor 232/U/2000 dan Nomor 045/U/2002 about core curriculum, it has been stated that religion subjects are part of core curriculum that need to be designed based on competency and need to be function as a core source of values and reference for development of program competency in order to deliver the proses of student's character building [8].

The decree No. 232 and 045 have been followed with decree of Direktorat Jenderal Pendidikan Tinggi No. 38/DIKTI/Kep/2002 on 18 July 2002 about technical guidance of character development courses implementation program (RRPM) in university. The group of character development course is a group that contain the subjects as study materials for development of Indonesian generation with faith and devote to almighty God, virtuous, strong character and have social and national responsibility. The religion subject its self has missions to assist the students in order to gain the core values and cultural aspects of the religion that may implemented in live as a citizen and contributed in term of science, technology and art with a degree of responsibility [8].

The LDK Institute has important role in students' character building to achieve what have been stated in National Education system. By synergizing with Islamic subject within the curricula. The institute will gain access to empower students with the character, faith and social and national responsibility [9].

B. LDK Institutes and the Students's Entrepreneurial

The entrepreneurship education has been designed as pedagogic program to complement the education process in order to develop attitude and skill to be *entrepreneur* which involve quality and qualification development. The entrepreneurship education can also be applied in community development as its aimed the collective entrepreneurial engagement within the community members. The center of curriculum of minister of Education (Kementerian pendidikan Nasional) has pointed 16 value of The entrepreneurship education [10].

III. METHOD

The research has employed the policy analysis method. The method is an applied research which aimed systematically and clearly to find the substantial aspect of the policies that related with the research subject. The method has descriptive and factual in nature of explaining the research finding related both to causality of the policies.

As stated by Duncan MacRae, the policy analysis is a discipline of applied social science that employ rational argument to explain, evaluate and solve the research problem on public affair based on related facts [11]. Suryadi and Tilaar were also stressed on the way and procedure on using the human understanding to solve policies' related problems.

The policy analysis has employed two kind of approaches, descriptive approach and normative approach [11]. This paper

has used descriptive approach to explain or interpret the policy of Polnep that related with LDK in promoting student entrepreneurial character. The normative approach also known as perspective approach will focus on Polnep policies that accommodate LDK as tool for deliver norms, rules or guidelines to solve problems related with entrepreneurial character building program of student.

The analytical procedure for policies study in education field are categorized as follows; the first is allocation function, which focused on deployment of agenda setting mechanism. The second is inquiry function that focused on rational dimension to deliver technical information as input in decision making process. The third is communication function that related to the marketing procedure of policies in order to be considered in decision making process [11]. In term of this research, allocation function has been based on entrepreneurial character building for students of Politeknik Negeri Pontianak. The inquiry function can be recognized from LDK policies in developing entrepreneurial skill of the students. The all function should be bounded together as they have been designed to complement and synergize each other.

IV. RESULT AND DISCUSSION

The existing of research findings on entrepreneurship have been identified with variety of focus. Husaini Usman and Nuryadin Eko Raharjo wrote about "Model of Entrepreneurial Character Education in Vocational High School", can be described as a mix of character building and entrepreneurial development skill. The practice has been conducted in curricular activities, co-curricular and extracurricular. Rosiful Aqli Qosim, in "Entrepreneurial ethic and management in Islam" has written that according to Al Qur'an, every business will be never experience any losses, as in term of Islam there are two dimensions of action which are vertical and horizontal (akhirah/afterlife) [12].

The higher education institutions have the central role in enhancement of entrepreneurial characteristic within the society. The universities is *center of excellence*, where it have been assigned to create the agent of change. The polytechnic as a form of higher education has also been spotted as an alternative institution to optimally create new entrepreneurs [13]. The polytechnic with its vocational based education system and the availability of human resources can play significant role in elevating the local potencies both in national and regional scope.

Education is a profitable investment, as it has been believed that with every amount of dollars invested in providing education services will contribute to more that other kind of investments [14]. However, it need to be sure that every factors involved in education serviced have to well perform to achieve the desirable outcomes.

From the statute of Polnep, has been informed implicitly that the educational process of POLNEP has a mission to enhance the social welfare by developing and engaging in science and technology. This mission can be achieved by delivering the educational process and engaging in science and technology that targeted its graduates in gaining welfare that expected will contribute to social welfare in the large extent.

The entrepreneurs that arise among the graduates are expected to be entrepreneurs who can demonstrate the engagement of science and technology [15].

As been stated above, Politeknik Negeri Pontianak has a main goal to deliver the educational service that can provide both qualities and advantages for their alumnus. The term of qualities and advantages have divided as follows: firstly, the quality and advantage have need to be relate with the devoting to the almighty god. Secondly, the quality and advantage have need to be related with humanity which inbounding the values of discipline, creativity, independence, and the ability in using ICT. Thirdly, the quality and advantage have need to be related with environmental aspects that include to utilize and to preserve.

The existing of campus institute for Dakwah (LDK) has also contributed in achieving the desired goals. The entrepreneurial mindset cannot merely be achieved by entrepreneurship courses, it need to be complemented by the religious values in order to have the quality and advantages of the graduates who has been stated as a goal of Polnep in delivering its services. Hence, the role of LDK has been considered very important.

The LDK institute has been active to deliver the core Islamic values throughout the campus activities including entrepreneurial activities. The role of LDK institute in contributing to students' entrepreneurial character building can be recognized from following activities, which are first: LDK has formed Islamic student entrepreneur network, the network for Islamic student to work together and share resources in order to gain entrepreneurial experiences and practices. Second: LDK has contributed in achieving the Polnep goals.

As a support for entrepreneurial development courses, LDK has also been synergized its activities to achieve the entrepreneurial engagement of their members. This synergy will lead to the contribution for the achievement of Polnep's goals which is the quality and qualify graduates either in comparative and competitive terms. The graduates need to show the sense of faith to the almighty god, sense of humanity with values of discipline, creativity, independence, sense of professionalism and also entrepreneurial characteristics [16]. The LDK has encouraged their members to incorporate the Islamic values and principles within the entrepreneurial activities.

TABLE I. ENTREPRENEURIAL CHARACTERISTICS COMPARATION

ISLAMIC	Entrepreneurial characteristics	NON-ISLAMIC
<i>Aqidah</i> (transendental values)	ASAS	Secularism (materialistic values)
life-afterlife	MOTIVATION	Life
Profit and benefit, growth, going concern, blessing	ORIENTATION	Profit,growth, going concern
high, business is part of devotion	WORK ETHICS	high, business is part of fulfill the needs
Move forward and be productive as a devotion and faith manifest	MENTALITY	Move forward and be productive, as a self-actualization
Be skillful and be an expert, as a consequences be a muslim	SKILL	Be skillful and be an expert, as a consequences of reward & punishment mechanism
Be trusted and responsible as a way to be halal	TRUSTWORTHY	The dependable to capital owner
Halal	CAPITAL	Halal and haram
According to work agreement	Human Resources	According to work agreement or according to the owner
Halal	Sources of resources	Halal and haram
Organization vision and mission have strong relation to the meaning of human existence.	STRATEGIC MANAGEMENT	Organization vision and mission have strong relation to materialism
The halal guarantee to every input, process and output, which promote syariah based productivities	Oprational Management	There is no guarantee for Halal in every aspects of business operation. Productivities are based on benefit.
The halal guarantee to every cash flow activities	Financial management	There is no guarantee of halal to every cash flow activities
Halal ways of marketing	Marketing	Marketing in every possible ways (no guarantee of halal)
Professional and integrated with Islamic personality.	Human resources management	As a professional and production factor

^a. (Source: [17])

The entrepreneurial policies of LDK Polnep have been based on Islamic business ethics. The policies have been categorized as 1) spiritual policies 2) business policies (ikhtiar) and 3) income policies.

The spiritual policies are LDK's Policies that have strong relation to the Islamic faith and devotion as a muslim. It have

contained the rule of engagement to the almighty God in form of daily activities. The policies are *Sodaqoh* (giving) (Qs. 2:261), *taq'wa* (Devotion) (Qs. 64:2-3), *istighfar* (ask forgiveness) (Qs.71: 10-12), *tawakkal* (surrendered) (Qs. 65: 3), *syukur* (thankful) (Qs. 14:7), praying and solat (to ask for

help in getting success) [18]. The spiritual policies will lead to develop the Islamic character of the students.

The Business policies (*Ikhtiar*) of LDK Polnep have been pointed to integrate the Islamic ethics within the student's business activities. Those ethics such; halal sources for the capital; *syari'ah* based practices, and *syari'ah* based products and services. By the meantime, LDK institute has operated number of businesses such, 1) typing services 2) honesty canteen. 3) stationaries store. From those activities the students have been expected to develop strong character in running business and be steadfastness (*istiqamah*) to the Islamic business ethics when they are choosing, starting, and running the businesses [19].

The income policies of the LDK Polnep has constituted that the business generate incomes will be distributed on following ways, such: 1) paying the income zakah if the income has reached the certain requirement amount (*nisob*), 2) business improvement, 3) paying the expenses related to LDK activities. Those policies are considered to be affected the character of social responsibility, persistence in doing business and organization commitment.

The LDK institutes has believed that the business need to be success, where it need to be achieved from blessing and halal based activities [20]. LDK has encouraged its members to avoid *Riba'* [12]. The blessing of business incomes not merely about the amount of money, it has also involved on the benefit given to others such as on form of dakwah or moral and religious messages.

V. CONCLUSION

From discussion about the role of campus's institute for dakwah (LDK) in entrepreneurial aspect for the students in Polnep, the paper has brought out numbers of conclusion, which are:

- LDK institute has been a place for Islamic activists within Polnep to engage in activities with the sense of Dakwah. The LDK institute has organized its activities by forming strong network with Islamic lectures community, masjid community within the campus and student body that has focus on spiritual development.
- The Polnep policies which have been stated in statute of Polnep, that consist with the goals such: devoted to the almighty god, strong discipline with high working ethic, gaining professional knowledge, attitude and skill, demonstrate entrepreneurial character have been internalized within the LDK's Activities which has also be enriched with the Islamic values.

The LDK's activities has contributed to students' entrepreneurial character by promoting entrepreneurial activities for its members which incorporated the Islamic business ethics. The Islamic based business policies which have been implemented by LDK institutes are categorized as 1) spiritual policies 2) business policies (*ikhtiar*) and 3) income policies.

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