

Integration of Entrepreneurship Education in the Pondok Pesantren Curriculum: A Case Study at Hidayatul Mubtadi-ien in Indramayu

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ABSTRACT

Purpose – This research aims to explore the integration of entrepreneurship education within the curriculum of the Pondok Pesantren Hidayatul Mubtadi-ien in Indramayu, Indonesia, and its impact on the character development and self-reliance of the students (santri).

Design/methods/approach – This research was conducted through in-depth interviews, participatory observation, and document analysis using a qualitative case study method. A thematic analysis approach was applied to identify key themes from the data collected over a six-month research period.

Findings – The results indicate that Pondok Pesantren Hidayatul Mubtadi-ien has successfully integrated entrepreneurship education with Islamic values. This is reflected in the curriculum, daily activities, and projects involving the students. Government involvement in project funding demonstrates an essential synergy between educational institutions and the government. The practical approach to entrepreneurship education in the pesantren has proven effective, creating a dynamic and interactive learning environment.

Research implications – These findings provide theoretical and practical contributions to developing entrepreneurship education management in Pondok Pesantren and education in Indonesia more broadly. This research opens up opportunities for further studies on the implementation of entrepreneurship education in other educational institutions and expands the scope of research on the role of entrepreneurship education in the character development and self-reliance of students. The limitations of this research, such as the specific context of the pesantren and available resources, offer opportunities for broader and more in-depth research in the future.

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1. Introduction

Pondok Pesantren, a unique Islamic educational institution in Indonesia, plays a crucial role in shaping the character and independence of its students (santri). Pesantren are not only centers for disseminating religion but also hubs for education and character development (Karim et al., 2019). In a global context, entrepreneurship education is crucial in preparing the younger generation to adapt to the dynamics of the economy and society. This research examines the role of pesantren in fostering independent character in santri, mainly through entrepreneurship education integrated with Islamic values. This is relevant to the global trend of recognizing the importance of entrepreneurship education in communities' economic and social development.



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Entrepreneurship education has been a significant focus of research in recent decades. Previous studies show that digital entrepreneurship education and knowledge can enhance students' entrepreneurial intentions (Wibowo et al., 2023). Research by Arul et al. (2023) found that entrepreneurship knowledge and business experience positively impact product innovation. Rahmah et al. (2023) added that economic and digital literacy education significantly contributes to entrepreneurial intentions. These findings indicate a correlation between entrepreneurship education and enhancing entrepreneurial skills and intentions.

The effectiveness of entrepreneurship education in schools is an important research topic. Du Toit and Ntimbwa (2023) argued that entrepreneurship education in secondary schools requires improvements in curriculum content and teacher education. Minna, Elena, and Timo (2018) demonstrated that school principals play a crucial role in developing entrepreneurship education. Shahin et al. (2021) revealed that STEM-based entrepreneurship programs increase entrepreneurial intentions among female students. These studies provide insights into approaches and challenges in implementing entrepreneurship education in school environments.

Innovation in entrepreneurship education has also been a focus of research. Nurcahyo, Wibawa, and Rusmono (2020) highlighted the importance of developing scenarios for educational entrepreneurship games. Sommarström, Oikkonen, and Pihkala (2020) emphasized the importance of school-company interactions. Floris and Pillitu (2019) proposed a co-production approach to entrepreneurship education in elementary schools. These innovations show the importance of diverse and collaborative approaches in entrepreneurship education.

However, there are also constraints and challenges in implementing entrepreneurship education. The school curriculum in South Africa needs improvement to support entrepreneurship education (Du Toit & Kempen, 2018). Sommarström, Oikkonen, and Pihkala (2020) highlighted a paradox in entrepreneurship education in Finland. Chaerudin and Hartati (2018) showed that intensive development of entrepreneurship curricula in high schools can shape students' mindsets. These challenges indicate the need for more effective and inclusive strategies in entrepreneurship education.

Previous research has identified various essential aspects, but limitations, controversies, and gaps remain. The lack of integration of entrepreneurship education in the curriculum in some countries leads to a gap in developing entrepreneurial skills (du Toit & Kempen, 2020). This research will explore how the integration of entrepreneurship education in the context of pondok pesantren can fill this gap, particularly in the Indonesian context. This research aims to explore the integration of entrepreneurship education in the curriculum of Pondok Pesantren Hidayatul Muhtadi in Indramayu, Indonesia, and its impact on the character development and independence of the santri.

2. Methods

This research adopts a qualitative case study method to explore and understand the internal dynamics of Pondok Pesantren Hidayatul Muhtadi in Indramayu. This method effectively provides an in-depth understanding of 'how' and 'why' certain phenomena occur, mainly when the researcher is limited in controlling events and focuses on contemporary phenomena in real-life contexts (Cohen et al., 2017). The research procedure involves exploring the Pondok Pesantren as a single entity, with the research conducted over six months, from March to August 2023. The research location in Manggungan, Indramayu, West Java, was chosen due to its unique characteristics in entrepreneurship management, especially in bio floc fish farming. Data was collected through in-depth interviews, participatory observation, and document analysis, allowing the researcher to gather direct perspectives and understand daily dynamics in the pesantren (Creswell, 2014).

Data analysis was conducted using a thematic analysis approach to identify the main themes and patterns in the data. Categorizing data into specific themes and interpreting findings enabled a

deeper understanding of the case study. The reliability and validity of the research were ensured through data triangulation involving various methods and data sources. In addition, expert review was applied to verify the accuracy and consistency of findings. These steps ensure that the research interpretations and conclusions are objective and credible, enhancing the research's credibility.

3. Results

The findings of this research were obtained through a series of observations, interviews, and documentation studies directly related to the research questions. These findings were analyzed by relating them to relevant theories and previous research to address the research problems formulated in the initial chapter. This research focused on four management functions: planning, organizing, implementation, and monitoring. The results are as follows:

3.1. *Entrepreneurship Education Management Planning*

a. History of the Pesantren

In an interview, Kiai Hamdi, S.Hi revealed, "Pondok Pesantren Hidayatul Mubtadi-ien was established as a place for religious study and a center for life skills development. We aim to create a generation of scholars proficient in business. This initiative emerged as a response to the increasingly complex demands of the times. We strive to integrate religious values with practical skills, preparing our students to face various future challenges." This explanation highlights the pesantren's vision of combining tradition with modernity.

The pesantren began their journey by focusing on classical literature teaching and Quranic recitation arts. Over time, however, it has developed its curriculum to include aspects of entrepreneurship. "This change is vital so that our students excel not only in religious knowledge but also can adapt and thrive in a dynamic world," added Kiai Hamdi. This vision is reflected in the curriculum structure and daily activities of the pesantren.

Field observations showed that the pesantren has successfully implemented a balanced curriculum between religious and entrepreneurship education. The classes have modern facilities, while the entrepreneurship practice areas continue to expand. Students are involved in various projects, from product creation to marketing, indicating the application of entrepreneurship theory in practice.

b. Entrepreneurship Funding

In a follow-up interview, Kiai Hamdi added, "We took the initiative to engage the government to strengthen the entrepreneurship aspect in the pesantren," said Kiai Hamdi. "Financial support from the Ministry of Environment and Religious Affairs allowed us to implement innovative projects like bio floc fish farming. It is not just about funds but also about building sustainable strategic partnerships. This step is crucial to ensure that our entrepreneurship program grows and is sustainable," he explained enthusiastically. This explanation shows the importance of synergy between educational institutions and the government. Funds come from the Ministry of Environment and the pesantren incubation program of the Ministry of Religious Affairs.

Government funding has significantly impacted the development of the entrepreneurship program in the pesantren. "With this support, we can expand our program's scope and provide better resources to our students," added Kiai Hamdi. This funding supports the development of physical infrastructure and enriches the student's learning experiences.

Observations clearly showed that government funds have been used wisely. The bio floc fish farming facilities are well-maintained and efficient, demonstrating effective fund

utilization. Students are directly involved in managing these projects, from planning to execution, proving the practical approach in entrepreneurship learning.

c. Entrepreneurship Program Identification

Kiai Hamdi stressed the importance of the entrepreneurship program for student development. "Our main goal is to form students who excel in religious knowledge and have skills to establish and manage their businesses. This entrepreneurship program is designed to facilitate that. We involve students in various business aspects, from ideation to realization, so they understand entrepreneurship comprehensively. This program is not just theoretical lessons but real practices they can apply in life," he said. The program targets all students from 1st grade of MA to 2nd grade of MA. The goal is to train independence and entrepreneurial skills in students.

According to Kiai Hamdi, the program is designed to encourage independence and innovation among students. "We want to train students not just as knowledge recipients but also creators and managers of enterprises. Through this program, we hope our students can develop and apply creative ideas in real projects. This is an essential part of their education," he added. The program's focus on developing practical skills and independence is a critical element.

Observations showed that students are actively involved in various entrepreneurship projects. They learn about business and entrepreneurship theories and apply them in authentic contexts. This involvement creates a dynamic and interactive learning environment where students can develop their skills practically.

d. Background of the Entrepreneurship Program

Kiai Hamdi emphasized, "We established this entrepreneurship program to prepare students to face the real world. Religious education remains the core of our pesantren, but we also recognize the importance of equipping students with practical skills. This is our effort to balance spiritual needs and practical requirements. Our goal is to produce a generation that is proficient in religious knowledge and capable of adapting and competing in modern society," he added, highlighting the pesantren's holistic approach to education.

"We want our students to be examples for society, where they can demonstrate that religious scholarship and entrepreneurship skills can go hand in hand," continued Kiai Hamdi. "This entrepreneurship program is our means to achieve that. By combining religious education and entrepreneurship, we hope our students can bring positive social change," he said. This approach reflects the pesantren's commitment to creating individuals competent in various fields.

From field observations, it was evident that the entrepreneurship program has become an integral part of pesantren life. Students are involved in various projects, from planning to implementation, covering different aspects of entrepreneurship. This shows the pesantren's success in integrating religious and entrepreneurship education, providing valuable learning experiences for students.

3.2. *Organizing Entrepreneurship Education Management*

e. Organizational Structure and Membership

Ustadz, the manager, stated, "Organization in this pesantren is very structured. We involve students in various levels of management to give them real experience in managing an organization," said the ustadz responsible for management. "Our organizational structure is designed to optimize efficiency and effectiveness. Students are taught about task division,

authority determination, and the importance of regular reporting." This explanation emphasizes systematization and professionalism in organizational management.

In this organization, student participation is crucial. "We want students to learn not just theory but also the practice of managing an organization. They are involved in decision-making processes and task execution, providing valuable experience," explained the ustadz. This shows the pesantren's commitment to developing students' leadership and managerial skills.

Observations indicated that the organizational structure in the pesantren is designed to maximize student potential. Students are involved in various levels of management, from planning to execution. This creates a conducive environment for practical learning and organizational skill development.

f. **Wages and Salaries**

Ustadz, the manager, added, "We implement a unique wage and salary system for students involved in entrepreneurship, especially in the bio floc fish farming project," said the ustadz manager. "This system is based on the profits from sales. In addition, students receive free boarding as a form of appreciation for their contribution." This explanation describes the pesantren's innovative approach to providing incentives to students.

The wage and salary system is designed to encourage student engagement and dedication. "We want students to feel that their contributions are valuable and appreciated. This system also teaches them about economic principles and financial management," added the ustadz. This approach reflects the pesantren's effort to integrate entrepreneurship learning with financial aspects.

From observations, it was evident that this wage and salary system positively impacts student motivation. Students appear more enthusiastic and responsible in carrying out their tasks. This system also helps students understand the value of hard work and the importance of individual and organizational contributions.

3.3. Implementation of Entrepreneurship Education Management

The pesantren guardian emphasized, "The implementation of the entrepreneurship program in this pesantren involves students in a wide range of direct practical activities," explained the guardian. "We focus on developing entrepreneurial skills through real activities like managing the pesantren cooperative, goat farming, and bio floc fish farming. This approach is designed to provide students with direct experiences that will be useful in their lives."

The guardian added, "We provide training and guidance to students to ensure they gain optimal learning experiences. Our goal is to form students with theoretical knowledge and the practical skills needed in the business world." This explanation underlines the pesantren's commitment to providing comprehensive entrepreneurship education.

Observations showed that the implementation of this program is highly effective. Students are involved in various practical activities, from project management to implementation. This creates a dynamic learning environment where students can apply the theories they learn in practice.

3.4. Evaluation of Entrepreneurship Education Management

The activity coordinator emphasized, "The evaluation of entrepreneurship activities in this pesantren covers various aspects," revealed one of the coordinators. "We assess project implementation, member skills, awareness of rights and duties, and their level of participation. This

evaluation is important to identify areas needing improvement and enhancement. We always strive to improve the quality of our program."

The coordinator added, "We involve guardians and managers in the evaluation process to gain diverse perspectives. This approach helps us identify the strengths and weaknesses of the program and gives us insights for future improvements." Emphasis on comprehensive evaluation shows the pesantren's commitment to improving the quality of entrepreneurship education.

From observations, it is clear that this evaluation process has had a positive impact. There is evidence of improved skills and participation of students in entrepreneurship activities. The evaluation also encourages reflection and continuous learning among students and managers.

Overall, the entrepreneurship activities at Pondok Pesantren Hidayatul Mubtadi-ien have significantly contributed to the students' development of independence and skills. The program also received positive responses from the surrounding community, providing support and participating in the entrepreneurship activities conducted by the pesantren.

4. Discussion

This research highlights the success of Pondok Pesantren Hidayatul Mubtadi-ien in integrating entrepreneurship education with Islamic values, aligning with the global trend in entrepreneurship education. Karim et al. (2019) stated pesantren's critical role in shaping students' character and independence, underscoring the relevance of entrepreneurship education in the pesantren context. The findings of this study demonstrate how pesantren can innovate in facing contemporary challenges, in line with the research of Wibowo et al. (2023) that emphasized the importance of digital entrepreneurship education in enhancing entrepreneurial intentions.

The government's involvement in funding the entrepreneurship program at Pondok Pesantren Hidayatul Mubtadi-ien highlights the importance of synergy between educational institutions and the government. This relates to Du Toit and Ntimbwa's (2023) findings, which stressed the need to improve curriculum content and teacher education in entrepreneurship education. Government funding not only aids in infrastructure aspects but also enriches the learning experience, supporting the development of students' practical skills.

Observations and interviews show that the practical approach in entrepreneurship education at the pesantren is highly effective. The emphasis on student involvement in actual projects reflects the approach Rahmah et al. (2023) recommended, where economic and digital literacy education contributes to entrepreneurial intentions. This integration proves that entrepreneurship education is not just theoretical but also practical applications that prepare students for the real world, in line with Shahin et al.'s (2021) research on STEM-based entrepreneurship programs.

Despite significant successes, this research identified some challenges in implementing entrepreneurship education. Sommarström, Oikkonen, and Pihkala (2020) highlighted paradoxes in entrepreneurship education, which may relate to the challenges faced by pesantren in integrating religious education with entrepreneurship. Chaerudin and Hartati (2018) showed the need for intensive development of entrepreneurship curricula, aligning with the finding that the pesantren's curriculum needs continuous updating to meet the demands of the times.

This study provides new insights into how entrepreneurship education can be effectively integrated into the pesantren curriculum. It opens opportunities for further research on implementing entrepreneurship education in other educational institutions. It expands the scope of research on entrepreneurship education's role in shaping students' character and independence. The limitations of this research, such as the specific context of the pesantren and available resources, can lay the groundwork for broader and more in-depth future research.

5. Conclusion

The research conducted at Pondok Pesantren Hidayatul Muftadi-ien Indramayu has provided significant insights into integrating entrepreneurship education within the context of Islamic education. The findings show that the pesantren successfully combines entrepreneurship education with Islamic values, creating a balanced educational model between spiritual and practical needs. This success aligns with the global trend emphasizing the importance of entrepreneurship education, especially in preparing the younger generation to adapt to economic and social changes.

The government's involvement in funding the pesantren's entrepreneurship program highlights an essential synergy between educational institutions and the government. This funding supports not only the infrastructure aspect but also enriches students' learning experience in developing relevant practical skills. The practical approach in entrepreneurship education, implemented in the pesantren, has proven effective. Student involvement in actual projects underlines the importance of applying theory in practical contexts, which not only helps them prepare for the real world but also enhances their motivation and responsibility.

Despite various successes, this research also reveals challenges faced in implementing entrepreneurship education, including the need for continuous curriculum updates and better integration between religious and entrepreneurship education. These challenges indicate the importance of a more adaptive and inclusive approach to curriculum development and teaching practices.

This study also paves the way for further research on implementing entrepreneurship education in various educational institutions. The study's limitations, such as the specific focus on one pesantren and resource constraints, provide an opportunity for broader and deeper future research. The results of this study significantly contribute to the development of entrepreneurship education in Indonesia and offer new perspectives in the global discussion on entrepreneurship education in faith-based educational institutions.

Declarations

Author contribution statement

Oman Fathurohman conceived the presented idea. The theory was developed by Sulaiman, Lina Marliani, Muhammadun, Moch Mahdiyan Nasikhin, and Abdul Karim. All authors discussed the results and contributed to the final manuscript.

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Data availability statement

The datasets generated during and analyzed during the current study are available from the corresponding author upon reasonable request.

Declaration of Interest's statement


The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

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