

# Development of Entrepreneurship Module for Improving Santri Self-Fulfillment of Gontor 3 Modern Islamic Boarding School, East Java

Reza Fahmi<sup>1,\*</sup>, Firman<sup>2</sup>, Mukhaiyar<sup>3</sup>, Mudjiran<sup>4</sup>

<sup>1,2,3,4</sup> Doctoral Program of Education of Universitas Negeri Padang

\*Corresponding author. Email: [rezafahmi@uinib.ac.id](mailto:rezafahmi@uinib.ac.id)

## ABSTRACT

The development of this research is on the needs analysis of the entrepreneurship-learning module based. At Modern Islamic Boarding School of Gontor 3, Darul Ma'rifat and the students' Self-Fulfillment and conceptual and theoretical studies can strengthen the developed module. The research subjects were Modern Islamic Boarding School students at Gontor 3 Darul Ma'rifat in the Kediri Regency. Samples are taken used as a purposive random sampling technique. Researchers used a Self-Fulfillment scale, questionnaires, interviews, observation, and validation sheets for each developed module to get this study's selection. To ensure the data's validity, The study's findings show: (1) Self-reliance learning is needed in Pondok Modern Gontor 3. However, several problems are still found, namely: entrepreneurship learning is not well structured; it does not have a syllabus, lesson plans, systematic and programmed modules. So entrepreneurial education emphasizes learning by doing (learning while doing or working and is practical). (2) Entrepreneurship learning for students is taught to creatively and innovatively develop various types of productive businesses (cafeterias, bakeries, mini markets, sports shops, etc.). So it is hoped that they will be able to be independent (standing on their own feet or independent) without depending on anyone. (3) The entrepreneurship module is developed to increase students' Self-Fulfillment desires, and its distinctiveness is compared to other entrepreneurship modules. It used the ADDIE approach. (4) The entrepreneurship module developed is valid, practical, and useful because there are significant differences in the conditions of Self-Fulfillment who follow learning with the ADDIE approach compared to students who use conventional learning.

**Keywords:** *Entrepreneurship, Self-fulfillment, Islamic Boarding School.*

## 1. INTRODUCTION

Currently, the unemployment rate in Indonesia is increasing. Based on data from the Central Bureau of Statistics, it is illustrated that of the 128.06 million labor force. The unemployment rate is 7.01 million people. This unemployment rate increased by 2.6 2 million people from the previous year 2016 [1].

The efforts that need to be made by the community are to increase the inclusion of community participation in overcoming unemployment through entrepreneurial activities. However, only a limited number of community members wish to be actively involved in developing entrepreneurial activities. This fact is shown by the fact that it happened in the field. There is still a lack of interest in entrepreneurship among the Indonesian people, were compared to the total population in the country, only 3.1% work as entrepreneurs. Meanwhile, the ratio between the total

population of Malaysia and the number of entrepreneurs is 5%.

Meanwhile, China was 10%. Singapore as much as 7%, Japan at 11%, and the United States at 12%. (Noor Shadiq Askandar & Jeni, Susyanti, 2018). The data above shows that the number of entrepreneurs in Indonesia is still low compared to other countries globally. Various attempts were made by the government to multiply the number of entrepreneurs in the country[2][3]. However, what is needed is to stop at the Entrepreneurship Education Program, but until the implementation stages, use specific learning models and modules as the primary basis for implementing the program in education. Pesantren huts in the country. Homeland is one of the pesantren that has been paying its students for entrepreneurship for more than 90 years, the Gontor Darussalam Islamic Boarding School.

Based on the interview with five ustad's who teaches entrepreneurship at Pondok Modern Gontor Darul Ma'rifat, who stated that. "Santri are taught entrepreneurship through practical activities directly involved in various productive business units managed by Gontor. The assignment mechanism is carried out by the relay or transferred from one generation (batch) to others. It was not optimal entrepreneurship learning at Pondok Modern Gontor can be observed through there are still very few alumni who enter the entrepreneurship world to become entrepreneurs. Only 500 alumni have become entrepreneurs.

Meanwhile, the estimated number of Gontor alumni has reached 25,000. The data above illustrated that the alumni of Gontor Darussalam Modern P Pondok, who entered the business world as entrepreneurs, only got 2%. Entrepreneurship learning for students is taught to creatively and innovatively develop various productive businesses (i.e., Cafe, bakeries, mini markets, sports shops, etc.). They are expected to be independent (standing on their own feet or independent) without anyone. Thus, based on the pattern of the problem in the background, the formulation of the situation in this study is as follows: (1) Uncovering the implementation of student entrepreneurship learning at Pondok Modern Gontor 3 Darul Ma'rifat, (2) Producing a student entrepreneurship module, which is valid, practical, and effective, can improve students' Self-Fulfillment, (3) Creating entrepreneurship modules for students can increase students' autonomy and be more optimal in enhancing student learning outcomes than conventional entrepreneurship learning.

## 2. METHOD

This research on developing entrepreneurship modules for students used the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) approach based on achieving the problems and objectives. It chose this model because it can systematically extend and is based on the theoretical foundation of learning design. The ADDIE model is simple and easy to learn because it is one of the systematic learning design models and has five easy-to-understand stages to make it easier to develop a module product and a manual. The development procedure describes the procedural steps the researcher takes in making the product. The development procedure provides instructions on how to take steps to get the produces work.

## 3. RESULTS AND DISCUSSION

The needs analysis stage aims at the extent to which efforts to improve entrepreneurship learning at Pondok Modern Gontor Darul Ma'rifat, Kediri, East Java. Based on interviews obtained by resource persons rs and h

(ustadz) who taught at Gontor 3 (from January 20 to January 30, 2017), information was received that "The process of entrepreneurship learning at Pondok Modern Gontor emphasizes more on practical aspects in the field. Where their seniors or ustadz to manage us aha unit developed by the cottage guides students. Furthermore, learning entrepreneurship uses not using standard modules. This means that each ustadz teaches entrepreneurship learning with various learning sources based on what they understand for themselves", said the two ustadz.

Furthermore, based on further information from the two clerics, it found that two factors caused the above problems." The first is that the cadre process is the main target in the entrepreneurial learning process so that seniors will guide their younger class in the learning process, and second, the top-down learning mechanism is the learning system agenda. So, the patristic system is implemented. Ustadz added rs. Moreover, according to Ustadz H,"... Such a thing gave birth to students who were less enthusiastic or motivated, creative and innovative in carrying out entrepreneurial learning activities. Besides, they tend to carry out their duties and follow seniors or mentors' orders who guide them in carrying out learning activities. So that learning seems one-way and less than optimal.

Another factor that interferes with the entrepreneurial learning process is" The modules used by the two ustadz (RS and H)[4], [5], which are used are publications from outside publishers. The module contents are too long and not coherent, so that the students are confused about using the module. To facilitate learning activities, Ustadz RS and H summarize the material to be taught so that students can receive more material that is concise. However, it is still not adequate. Because, based on the tests carried out previously, many santri scored below the cut score. The cut score in entrepreneurship learning is 6,0. On the interview sidelines, the researcher gave the two ustadz an idea about developing a learning module. They both support this innovation because, as previously stated, the model used still finds various weaknesses in their view. The design stage's focus consists of three activities: selecting materials according to the students' characteristics and the competency demands to be achieved, learning strategies, forms, and assessment and evaluation methods. In this stage, the module structure and module content framework are designed.

Furthermore, to improve the design results, the colleagues evaluated the obtained results at this stage. The results data obtained at the preliminary study stage are used as the basis. The planning stage of entrepreneurship learning design planning is based on Self-Fulfillment education with the Addie approach, starting from March 12 to April 20, 2017). The module specification (mostly) to be developed is the

Competency Standard (SK), selected for the developed module. In the module's design, there are directions for the cleric to instill the values of Self-Fulfilment in students (affective), namely emotional Self-Fulfillment, intellectual Self-Fulfillment, social Self-Fulfillment, and economic Self-Fulfillment framed in entrepreneurship learning in decorative handicraft material. The designed module can develop students' cognitive abilities and social skills in addition to practical skills.

In the development phase of entrepreneurial learning design based on students' Self-Fulfilment, the researcher designed a prototype syllabus to integrate autonomy values[5]–[7]. As with the syllabus format that is usually used by ustadz, then, for a syllabus that contains Self-fulfillment education, it should be included in the learning activity column using the entrepreneurship module on the syllabus, which contains the values of Self-Fulfillment education. During the implementation phase from August 9 to October 14, 2017, several activities were carried out searching and collecting various relevant sources to enrich the material, making illustrations, charts, and graphics needed, typing, editing, and arranging the layout of the entrepreneurship module. The next activity in the development stage is validating the draft product development and revision after experts' input. The validation process by some validator also corrected until the module is revised or updated. The validation is done after repaired. The last stage is conducting an evaluation (starting from November 8 to December 22, 2017), including formative and summative assessments. Evaluation formative is done to collect the data at any stage used for the improvement and summative evaluation conducted at the end of the program to determine the effect on students' learning outcomes and the quality of learning in general. In this research, the only formative evaluation was carried out because it relates to the development research stages to improve the development products produced. Assessment in the Addie model is systematically done. After the entrepreneurial model, the development research model is developed. The next step is to carry out validation activities for the resulting product. The following describes product development trials' results from expert practices with subject content experts, learning design experts, learning media experts to small group trials with santri trial subjects.

Based on the research's results of the research on the practicality of the santri response questionnaire by the validators, it was obtained that the lowest average score was 3.67, with a percentage value of 73.3%, while the highest average score was 4.67, as much as 93.3%. Overall, the validators considered that the practicality of the santri response questionnaire was classified as practical. A product will be said to be effective against something if that product increases that something. In this development research, data on the work's

effectiveness were obtained from observations of students' activities, learning outcomes (proles and pastes) of students, and affective and psychomotor assessment rubrics at Pondok Modern Gontor Darul Ma'rifat. Based on the data analysis, the students' activities obtained a count of 3.648, while the t table was 2.045 with a significant level of 0.05. The value of t is greater than the t table, so that the module using the Self-Fulfilment module, which contains Self-Fulfilment education, is useful.

#### 4. CONCLUSION

Based on the needs study results, it was found that entrepreneurship learning among the santri had not gone well. Several problems were found, among others; there is no appropriate module to develop entrepreneurship learning to optimize students' Self-Fulfilment. Santri are only taught to follow clerics or seniors' instructions in learning entrepreneurship learning. The students are more focused on practical knowledge by directly doing by the cleric or senior. They are less concerned with entrepreneurial development theories that mean that substantially the cognitive and affective mastery is still not running optimally. Producing a student entrepreneurship module, which is valid, practical, and effective, can increase students' Self-Fulfilment. This study's results have provided an overview of the development of entrepreneurship modules for santri at Pondok Modern Gontor Darul Ma'rifat. The problem of freedom is an essential issue in entrepreneurship learning because, through Self-Fulfilment, they are sure of their abilities. Then they can find potentials that they have not yet explored when they are assigned the responsibility of developing the business units designed by Pondok Modern Gontor 3 Darul Ma'rifat. They direct their respective abilities. Whereas the autonomy to decide good attitudes individually, emotionally, intellectually, and economically will significantly determine the students' courage to develop their business in the future according to their respective interests and skills. It makes one of the obstacles for the alumni of Pondok Modern Gontor 3, Darul Ma'rifat, to dare to develop individual entrepreneurs that they want to run. Then the existence of the module has been completed during the learning process. So that in its implementation, entrepreneurship learning not only relies on practice alone but also involves the development of academic abilities. The module's presence has contributed to increasing the Self-Fulfillment of the students because they are confident in their practical skills. At the same time, they know the appropriate theory for practical problems in the field by revealing relevant approaches for solving their problems, producing entrepreneurship modules for students that can increase students' Self-Fulfillment, and be more optimal in improving student learning outcomes than conventional entrepreneurship learning.

The entrepreneurship module design based on autonomy has its peculiarities, which are the hallmarks of entrepreneurship learning.

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