




Santripreneur : Eksplorasi Potensi Entrepreneurial Dalam Tradisi Pesantren untuk Menyiapkan Generasi Muda yang Sukses di Era Globalisasi

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Abstract. This research aims to investigate the entrepreneurial potential within traditional Islamic boarding schools, known as pesantren, as a means of cultivating high-achieving young generations in the era of globalization. In this context, the term "santripreneur" is utilized to describe the development of an entrepreneurial spirit among the students, or santri, in traditional pesantren. The study employs a qualitative approach, combined with a case study method, to gain a thorough understanding of the potential of traditional pesantren to empower marginalized rural youth. The findings of this research indicate that traditional pesantren possess significant potential to produce resilient and innovative santripreneurs, with factors such as strong religious education, leadership values, a supportive environment, and the development of practical skills playing a crucial role in shaping the entrepreneurial mindset of the students. Furthermore, collaborations with external stakeholders, including the government, academia, financial institutions, and local business actors, are crucial in supporting entrepreneurship development within traditional pesantren. By harnessing this entrepreneurial potential, traditional pesantren can equip the younger generation with the necessary skills and values to succeed in the era of globalization. This study provides insightful and relevant observations on the role of traditional pesantren in fostering entrepreneurship among the youth, with policy implications that can enhance entrepreneurship education within traditional pesantren.

Keywords: Empowerment of Dropout Youth, Santripreneur, Traditional Pesantren.

1 Introduction

1.1 Background and Problem

Santripreneur is a designation that is utilized to identify entrepreneurs who hail from Islamic boarding schools, known as pondok pesantren, in Indonesia. The emergence of the Santripreneur movement has garnered significant attention in recent years as a new approach to cultivating successful young generations in the era of globalization

by combining Islamic values, entrepreneurship, and innovation. The reach of the Santripreneur movement extends beyond Indonesia to countries with Muslim-majority populations, such as Malaysia, Pakistan, and Turkey. The objective of this movement is to uncover the entrepreneurial potential that lies within the Islamic education system, to create successful young entrepreneurs, and to contribute to the global economy.

The issue of dropouts among pesantren students in Indonesia is a matter of grave concern, particularly in traditional boarding schools. The graduation rate of students in traditional pesantren is dismally low compared to their counterparts in formal schools. This is attributable to several factors, including the lack of supporting facilities, inadequately trained educators, inadequate government support, limited access to financial institutions, and the inadequate involvement of parents in the education of their children. [1] The lack of support from parents in the education of their children is a significant contributor to the high rate of dropouts in traditional training. Additionally, the lack of access to technology and information is also a critical factor in this problem. This makes it difficult for school graduates to access the information and learning resources they require. Moreover, economic factors are also an important contributor to the issue of leaving school in traditional pesantren. The lack of economic support from families and the surrounding environment creates difficulties for students in accessing education and employment opportunities. Consequently, it is essential to take more resolute action in addressing the problem of dropouts in traditional training.

The issue of preparing the younger generation for the challenges of the globalized world is of utmost importance, given the high demand for skilled and innovative individuals. In this context, the potential of entrepreneurship education in traditional training programs as a means of empowering young people and addressing the problem of school leavers is a significant concern. This research aims to examine how it can contribute to the development of a successful young generation in the era of globalization. The originality of this study lies in its focus on the unexplored potential of entrepreneurship education in traditional training, which has not been extensively studied in the literature. To investigate the potential of entrepreneurship education in traditional training in creating a competent young generation in the era of globalization, this research proposes three research questions:

1. What is the potential of entrepreneurship in traditional pesantren and how can it be harnessed to develop entrepreneurial skills to its fullest extent?
2. What factors, both supportive and hindering, can influence the growth of entrepreneurship in traditional pesantren?
3. In what ways can Santripreneur cultivate a leader who possesses a strong entrepreneurial spirit and the ability to positively influence the achievements of younger generations in the era of globalization?

2 Method

The methodology employed in the research on Santripreneur: Exploring Entrepreneurship Potential in Traditional Islamic Boarding Schools to Foster High-Achieving Youth in the Era of Globalization will encompass the following processes:

1. Preliminary Study: Undertaking a formal review of relevant literature and conducting research into the potential for entrepreneurship in traditional Islamic boarding schools, including the supporting factors and barriers to entrepreneurial development, as well as the impact of the presence of Santripreneur on the achievements of youth in the era of globalization. This phase will provide a comprehensive understanding of the relevant context and issues related to the research.
2. Research Design: In conducting the research, traditional Islamic boarding schools, along with their students (santri) and administrators, shall serve as the subjects of the study, and qualitative research methods such as interviews and observations shall be employed in gathering data.
3. Data Collection: Utilizing appropriate instruments and techniques to gather information about the entrepreneurial potential within traditional Islamic boarding schools, we aim to investigate the supporting factors and barriers to entrepreneurial development, as well as the impact of the presence of Santripreneur.
4. Data Analysis: Analyzing the data utilizing appropriate qualitative analysis techniques in order to identify patterns, themes, and relationships among the variables under investigation, with the aim of addressing the research questions that have been posed.
5. Interpretation of Results: Interpreting the results of the data analysis and relating them to existing theories is a crucial step in providing answers to the research questions posed in the study. Drawing relevant conclusions from the analysis is also essential in ensuring the validity and reliability of the findings.
6. Report Writing: This research report will convey the findings and contributions of the study in a formal and structured manner, utilizing an introduction, literature review, methodology, research findings, analysis, conclusions, and recommendations. The purpose of this report is to provide a scientific communication of the research conducted.

Utilizing the research methodology outlined above, it is anticipated that the study will result in a more comprehensive understanding of the entrepreneurial potential within traditional Islamic boarding schools and the efforts being made to nurture high-achieving youth in the current era of globalization through the concept of Santripreneur.

3 Result and Discussion

Islamic boarding schools, also known as pesantren, are one of the oldest and most established religious educational institutions in Indonesia. The growth and expansion

of pesantren in Indonesia has been exponential and has reached even the most remote areas. [2]. As of April 2022, the number of pesantren in Indonesia had reached 26,975 units. This increase is accompanied by a high number of students (santri) in Indonesia, spread across various regions of the country. The highest number of pesantren is located in West Java, with 8,343 units, followed by Banten Province with 4,579 units. East Java has 4,452 pesantren, while Central Java and Aceh have 3,787 and 1,177 units, respectively. In West Nusa Tenggara, there are 684 units of pesantren, and Lampung and Yogyakarta have 677 and 319 units, respectively. Papua Barat Province has 18 pesantren, while Maluku has the lowest number with 16 units. As of September 2022, the total number of santri in pesantren throughout Indonesia is approximately 1.67 million. These statistics demonstrate the continued importance of pesantren in nurturing and educating the Indonesian society.

Pesantren in Indonesia can be classified into two categories: traditional and modern. Traditional pesantren primarily rely on classical texts, known as "kitab kuning," and are predominantly located in rural areas far from urban centers. They do not have formal schools. In contrast, modern pesantren incorporate subjects such as algebra, Arabic, and English and are usually situated in urban areas with formal schools. In 2013, it was recorded that Rabithah Ma'ahid Islamiyah (RMI) NU administered 13,477 traditional pesantren out of an estimated 24,000 pesantren in Indonesia. The following Fig. 1 data illustrates the proportion of modern pesantren compared to traditional pesantren in Indonesia.

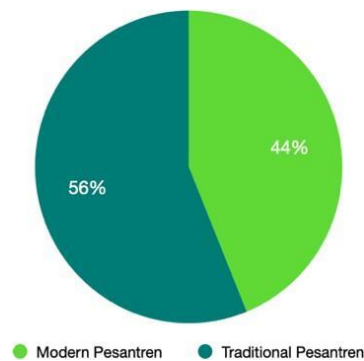


Fig. 1. proportion of modern pesantren compared to traditional pesantren in Indonesia

The statistics show that traditional pesantren account for 56% of the total number of pesantren in Indonesia, while modern pesantren comprise 44%. It is noteworthy that traditional-style pesantren hold the highest proportion among modern and traditional-modern combination pesantren.

Traditional pesantren currently serve as educational institutions for the younger generation in various regions, despite limitations and constraints. Based on observations at Ar-Rhosifah Sariwangi Islamic Boarding School in Tasikmalaya, it was found that the average educational attainment level among students is only up to high school graduation (SMA). Upon graduation, some choose to remain and work as administrators within the pesantren, while others leave to seek employment. Unfortunately,

many santri who discontinue their education often end up with jobs that do not match the qualifications of a high school graduate, such as casual daily labor. This is supported by data from the Central Bureau of Statistics (BPS) [3], which indicates that in 2022, the highest rate of out-of-school children will be at the high school level, particularly in rural areas. The following Fig. 2 data presents the number of out-of-school children based on educational levels and residential areas.

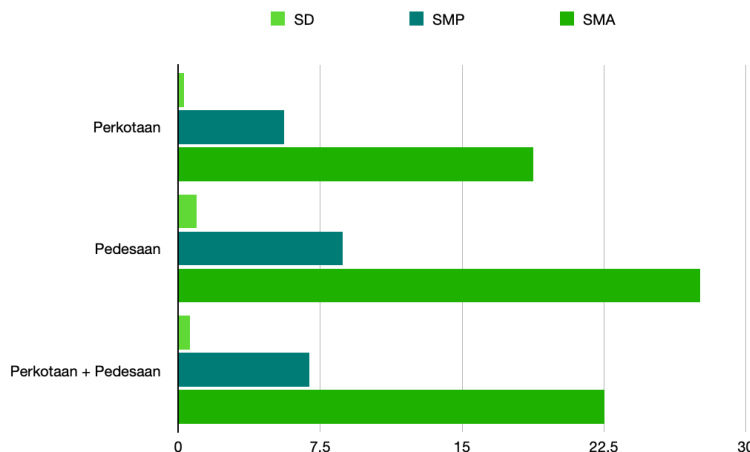


Fig. 2. out-of-school children based on educational levels and residential areas

The findings of this observation indicate that there is a potential that can be harnessed, particularly in the context of entrepreneurial development, to foster high-achieving young individuals in the era of globalization. By providing comprehensive entrepreneurship training, such as understanding business planning, financial management, marketing, and innovation, dropout students from traditional pesantren can develop their talents and skills in the entrepreneurial world. Entrepreneurship encompasses three dimensions: innovation, risk-taking, and proactiveness [4].

The integration of these essential elements into the curriculum of the pesantren ensures a unique environment for the cultivation of entrepreneurial skills and knowledge.

Traditional pesantren can serve as institutions that transform the challenges faced by dropouts into genuine opportunities for young generations to achieve success and confront the global economy with resilience. By harnessing this potential, they can become independent entrepreneurs and create job opportunities, making a significant contribution to the global economy.

Research into the supporting factors for entrepreneurship within traditional pesantren has been conducted. [5] Entrepreneurship education within pesantren serves as a crucial element in the promotion of entrepreneurial excellence. Students are provided with comprehensive training and learning that encompasses business skills, management, and leadership, thereby equipping them with a solid foundation to become successful entrepreneurs. [6] It is crucial to acknowledge the vital role of Ustadz and Kyai in shaping the attitudes and values of entrepreneurship among stu-

dents. They play a pivotal role in providing motivation, inspiration, and encouragement for students to develop entrepreneurial interests and skills. This influence is often instrumental in fostering a sense of innovation and entrepreneurship among the future leaders and innovators of the country. [7] The infrastructure and support provided by traditional pesantren, such as ample facilities, specialized training, and access to capital, significantly contribute to the promotion of entrepreneurship among students. These elements create a favorable environment that enables students to hone their skills, explore business ideas, and launch ventures with assurance.

On the other hand, there are several factors that impede the development of entrepreneurship in the traditional pesantren setting. [8] The inadequacy of integrated entrepreneurship education within the Pesantren curriculum is a significant factor that impedes the development of entrepreneurial skills among students. The limited knowledge and abilities of students in this area can hinder their ability to create and manage business ventures. This is further supported by findings The Journal of Islamic Economics and Finance underscores the dearth of support and access to financial resources as a significant constraint impeding the commencement of business ventures within pesantren. The scarcity of capital and limited access to financing may hinder the growth and development of Pesantren students' businesses. [9] The academic system that places great significance on religious education and conventional subjects may restrict the emphasis on fostering entrepreneurial capabilities and passions. [10] In addition, the complex economic and regulatory environments can pose significant obstacles to the establishment and growth of businesses within traditional pesantren.

[11] Despite the significant contributions of traditional pesantren to education and character development, it is important to acknowledge their shortcomings. Commonly observed weaknesses of traditional pesantren include a limited curriculum, limited interaction with the outside world, lack of diversity, and limited education renewal.

[12] Emphasizing the importance of effective entrepreneurship education in developing entrepreneurial skills and identifying business opportunities Secondly, [13] mentorship and guidance by successful entrepreneurs have been proven to have a positive influence on helping young school dropouts start their own businesses. Third, [14] highlights the role of financing in empowering young school dropouts. Access to micro-finance and crowd funding initiatives provides crucial support for them to start their businesses. Fourth, [15] stresses the importance of social networks in helping young school dropouts acquire resources and collaboration opportunities that are essential in the business world. Lastly, [16] highlights the government's role in creating an enabling environment for young school dropouts who wish to engage in entrepreneurship through supportive public policies.

The Santripreneur movement in Indonesia has garnered significant backing due to its impressive track record in creating successful young entrepreneurs. One such institution that has contributed to this movement is Al-Azhar Syifa Budi Islamic Boarding School in Yogyakarta, which has produced several thriving young entrepreneurs, including the founders of Tokopedia, a leading e-commerce platform in the country. The Ministry of Industry has been actively supporting and facilitating the Santripreneur program in 88 Islamic boarding schools, encompassing a total of 10,199 students

since 2013. The program offers a range of activities, including technical production guidance, equipment facilitation, entrepreneurship mentoring, and digital marketing, to foster the growth of these young entrepreneurs.

The presence of Santripreneurs, who possess a strong entrepreneurial skillset and spirit, can have a considerable positive impact on the accomplishments of the younger generation in the era of globalization. This notion is supported by various studies [22], which have demonstrated that entrepreneurship training in traditional Islamic boarding schools can significantly improve students' ability to establish businesses and foster economic self-sufficiency. Given the increasingly competitive market landscape in the context of globalization, entrepreneurial skills are pivotal for success.

In an era of globalization that demands adaptability and responsiveness to change, students with entrepreneurial skills often possess a positive outlook towards innovation, creativity, and problem-solving [17]. It is noted that students who participate in entrepreneurial pursuits within Islamic boarding schools exhibit strong communication, teamwork, and strategic thinking abilities. This can have a favorable impact on shaping a future generation equipped for global success [18].

The formation of an entrepreneurial attitude in Islamic boarding schools can have a significant impact on students' perceptions of their potential for success in the business world. This is a crucial factor in motivating the younger generation to confront the challenges of globalization [19]. The paramount importance of entrepreneurship education in Islamic boarding schools lies in fostering the development of critical, analytical, and creative thinking skills in young individuals. This capacity for adaptability to change and competition in a global context is essential in today's rapidly evolving business landscape. [20]. The Islamic boarding schools play a crucial role in fostering entrepreneurship development, which can lead to improved financial prospects for students. This in turn helps to reduce the unemployment rate and enhances the economic empowerment of the younger generation in today's globalized world. [21].

4 Conclusion

Traditional Islamic boarding schools possess the potential to transform the challenges of school dropout into opportunities for the younger generation to achieve success in the era of globalization. The development of entrepreneurship within these institutions can be hindered or supported by various factors, but it can be pursued through social networks to provide young school dropouts with crucial resources and collaboration opportunities in the business world. The presence of Santripreneurs, individuals with strong entrepreneurial skills and spirit, can positively impact the achievements of the younger generation in this era.

Entrepreneurship development in Islamic boarding schools can enhance independence, creativity, communication skills, and the readiness of the younger generation to adapt to rapid global changes. By utilizing a formal tone, it emphasizes the importance and potential of traditional Islamic boarding schools in promoting entrepre-

neurship and creating opportunities for the younger generation to succeed in the era of globalization.

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