

Article

Optimizing The Role Of Islamic Boarding School Students In The Digital Age In Realizing Entrepreneurial Ability

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Abstract: The purpose of this research is to elaborate on efforts to optimize Islamic boarding school students in realizing technology-based entrepreneurial abilities. Islamic boarding school students have very low digital economic capabilities, which causes a negative stigma against students who are considered old-fashioned to this day. This research method uses descriptive qualitative research using primary data sources and secondary data sources as a means of obtaining data and using descriptive analysis in data analysis techniques. The results of this study are (1) the role of santri is very strong in supporting the progress of entrepreneurship and technology at this time (2) various Islamic boarding schools can develop the BMT UGT Sidogiri and Basmalah Supermarket cooperatives as a manifestation of the progress of Islamic boarding schools and students in the field of entrepreneurship.

Keywords: Santri, Islamic Boarding School, Digital Age, Entrepreneur.

1. Introduction

The development of the digital era in Indonesia has changed various transaction and sales tools using various methods, starting from using QR Code payments to non-cash payments with the help of applications that are increasingly happening in various marketplaces. This development has become a globalization development that will never die to make all access easier and instant to use. Various countries in the world have campaigned for themselves as a civilized countries, this existence has been seen from the rapid development of technology that has exceeded the limits of human ability itself, Indonesia is currently also one of the countries that has taken part in the practice of technological development which is currently competing competition shows its existence.

The various lines that the Indonesian state has carried out advance its civilization with technology, including sustainable economic growth, poverty reduction, and community empowerment in the digital era (Ministry of Finance Republic of Indonesia., 2020). Community empowerment in the digital era has become part of the role of the Indonesian government to be able to adapt to the times, for example in developing a technopreneur minded society, the government has planned 1000 technopreneurs in 2020 (Purwani, 2021). This step is part of building civilization and adjusting to the world of internet-based trade and business.

This important role is of course welcomed by the Indonesian people, where the Indonesian people are one of the largest active internet user communities in the world. Based on the results of a report by the Association of Indonesian Internet Service Providers (IPJII), the internet penetration rate in Indonesia is 77.02% with a total population connected to the Internet from 2021-2022 of 210,026,769 people out of a total population of 272,582,500 people (APJII, 2022). This development shows that there has been a

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movement in the growth chart of people using Internet services in Indonesia starting in 2018-2020. The community's growth in internet use can also be seen from the development of the marketplace which is currently being widely used in various social media or applications such as Shopee, Tokopedia, and other applications.

The development of technology in Indonesia, of course, still needs to be carried out with various evaluations, where various aspects such as students of course still have a low understanding and ability to use technology. The role of santri in the world of technology, especially in areas such as Islamic boarding schools is very low. Islamic boarding schools are considered classic, old-fashioned educational institutions that seem to negate students in Islamic boarding schools as those who are technologically illiterate (Kamran As'at Irsyady, Wajidi Sayadi, 2021). This phenomenon makes students increasingly eroded by the civilization of the times, resulting in a slow understanding of students in mastering the world of technology.

In some cases, such as on various social media, we can see that the role of the santri is minimal in contributing to technological developments. Apart from that, in the development of a digital-based economy, students still tend to lack understanding and cannot adapt properly. This problem occurs because the government's role in developing students who understand technological developments is very small, the government is only able to reach people outside Islamic boarding schools in developing technological capabilities for the community. While the potential of students in developing the world of technology can support economic growth because students can have an impact on issues of economic roles, this happens in the consistent attitude of students who have been taught from Islamic boarding schools to *istiqomah* values.

In many cases, santri is only considered a propagation role holder. Santri is more likely to be a content creator in the field of *da'wah* and instilling religious values. Meanwhile, in the economic field, less able students have a big contribution as part of economic development in the digital era. These weaknesses are of course a big concern for various circles of scholars, where the important role of santri is very low due to understanding of the economic world in the digital era not playing a good role. While economic progress amid technological civilization is very fast and it is carried out by people who incidentally go to schools outside Islamic boarding schools.

Salaf-based Islamic boarding schools are certainly Islamic boarding schools that are far from the technology category, apart from that semi-based Islamic boarding schools (guidance of salaf and public schools) are still half measures in developing their students to understand the world of technology. In addition, the tendency to understand the economic world is also very low, so when students have finished studying at Islamic boarding schools, their ability in the digital economy is very low. Such issues need to be considered carefully as a form of developing a digital economy for students at Islamic boarding schools. Based on this explanation, of course, we need to see how to use technology for Islamic boarding school students in developing good entrepreneurial skills. This certainly needs to be studied in a research framework to look at various problems and appropriate opportunities in formulating the understanding of Islamic boarding school students in this era of development.

2. Theoretical Reviews

2.1. Scope Of Santri

In simple terms, the term santri is known as someone who lives in an institution to study Islamic religious knowledge. According to Nurchilis Madjid, the

origin of the santri comes from the word "sastri", a Sanskrit word which means literacy. Nur Cholis Madjid views that santri are a literacy class which in the view of the Javanese seeks to explore religion and knowledge of written books from Arabic (Yasmadi, 2005). Fundamentally, the conception of the meaning of santri is learning religion from a teacher, whether they live or not.

Ethics as a Santri according to KH. Hasyim As'ary is divided into ten kinds of ethics;

- a. Before starting the process of seeking knowledge, a student should first cleanse the heart of various kinds of dirt and heart disease for example is lies, prejudice, incitement (envy), and morals and creeds that are not commendable.
- b. Building noble intentions.
- c. Hasten yourself and don't procrastinate in seeking knowledge, remembering that opportunity or time will not come a second time.
- d. Willing, patient, and accepting limitations (concerns) in times of seeking knowledge, both regarding food, clothing, and so on.
- e. Share and take advantage of time and don't waste it, because all the time that was wasted will be worthless
- f. Not excessive (too full) in consuming food and drink. Because too much will hinder the worship of Allah, a little consumption of food will make the body healthy and protected from various diseases.
- g. Be *wara'* (alert), be careful in every action
- h. Not consuming the types of food that can cause one's mind (intelligence) to become dull (stupid) and weaken the strength of the body's organs. These types of food include apples that taste sour (sour), various nuts, vinegar, and so on.
- i. Don't sleep too long as long as it doesn't hurt your physical and spiritual health.
- j. Abstain from associations that are not good, especially with the opposite sex.

2.2. Entrepreneurial Basic Concepts

The term entrepreneurship is the equivalent of the word entrepreneurship in English. The word entrepreneurship itself comes from the French language, namely *entereprende* which means adventurer, creator, and business manager. This term was first introduced by Rihard Cantillon (1755). This term became increasingly popular after being used by economist J.B. Say (1803) to describe entrepreneurs who can move economic resources from low productivity levels to higher levels and produce more. (Anoraga, 2002).

According to M. Scarborough and Thomas W. Zimmerer, an entrepreneurial character suggests eight characteristics, which include;

- a. Desire of Responsibility, namely having a sense of responsibility for made efforts. Someone who has a sense of responsibility will always be self-aware.
- b. Preference for moderate risk, which prefers moderated risk, meaning that he always avoids low risk and high risk.
- c. Confidence in their ability to succeed, namely believing in their ability to succeed.
- d. Desire for immediate feedback, namely always wanting or returning immediately.
- e. High energy, namely enthusiasm and working hard to realize their desires for a better future.
- f. Future orientation, namely oriented to the future, perspective, and far-sighted.

- g. Skill at organizing, namely having skills in organizing resources to create added value.
- h. Value of achievement over money, namely assessing achievement with money

3. Materials and Methods

This study uses descriptive qualitative research by trying to look at the role of Islamic boarding school students in optimizing entrepreneurial abilities in technological developments. Where in conducting this research, the data used by the author is primary data in the form of research results from various previous studies, and secondary data in the form of various data that supports the use of primary data. The analysis technique used in this research is the descriptive analytic technique as an effort to describe the author's research in a perfect description of the problems of Islamic boarding school students in developing entrepreneurial abilities with the use of internet technology developments.

4. Result & Discussion

Islamic Boarding Schools and Technological Developments in Creating Entrepreneurial Skills

The development of technology and information in Indonesia seems to continue to grow every time very quickly, this development supported by the large number of people who take advantage of currently developing technological sophistication. Almost all sectors, from the economy, law to the world of education, have taken advantage of technological sophistication, as if technology in this era has become part of human life. According to Wawan Setiawan (2017), the development of the digital age is no longer a question of whether we are ready or not ready, but rather the consequences, technology will continue to move like ocean currents that run in the midst of human life. Technological advances must also be responded well by Islamic boarding schools, where Islamic boarding schools will face more technological advances in the midst of various studies of Islamic religious knowledge.

The role of Islamic boarding schools in developing Indonesian society is enormous, especially at the grassroots. Therefore the modernization of students at Islamic boarding schools through additional teaching besides religious studies is one part of sustaining the progress of the times (Arif, 2016). In a sense, Islamic boarding schools are currently one of the parts that provide many contributions and roles in technological progress but are able to balance with religious scholarship as the main foundation of the Islamic boarding school itself for its students.

Islamic boarding schools are basically traditional Islamic educational institutions or dormitories where students live and study religious knowledge under the guidance of a kiai. While santri students or people who live in Islamic boarding schools to study religion. In various opinions it is explained that pesantren comes from "funduq" which means a bedroom, a guest house or a simple hotel because it is generally called a pondok as a simple place in the development of religious scholarship (Nining Khairatul Aini, 2021).

Simplicity in the Islamic boarding schools is a positive value to start and improve students' skills to understand technological developments. That can proven by the various advances that have been greatly built by various Islamic boarding schools such as supermarkets, cooperatives for the community and various other skills that help improve the economic level of the community. In a study submitted by Ridwan, he questioned Islamic boarding schools have opportunities to develop an entrepreneurial culture. The

results of this study indicate that it can foster entrepreneurial interest, where Islamic boarding schools are not only a place to train recitation and religious skills, but in the entrepreneurial world of student at Islamic boarding school has good potential (Ridwan, 2021).

Entrepreneurship comes from the word entrepreneurship and effort, given the affix to entrepreneurship, defined as a hero or knight. While business is an activity of working in doing something, in the sense that entrepreneurship is a behavior that dares to take risks and is creative in doing something (Kusuma, 2021). People having entrepreneurial abilities, have talent in getting to know new products and learn various things in developing their products. Product development in the entrepreneurship will increase the turnover ability itself, in which case the role of students in entrepreneurship development can be relied upon properly.

Santri, entrepreneurship, and technology development certainly have a excellent role in increasing the progress of the global economy. santri has high consistency (istiqomah) abilities in doing anything, santri instilled with behavioral values that follow the sunnah of the Prophet SAW, and the role of Istiqomah means following and adapting to the guidelines and completing them thoroughly (Ibn Qayyim al-Jauziyah, 2003). The role of istiqomah within the students in the development of Islamic boarding school students' entrepreneurship can be used as a major capital in developing the students' entrepreneurship itself, especially in developing technological capabilities will be able to balance between entrepreneurship and the context of technological progress.

Apart from the high commitment and consistency factors, on the other hand, Islamic boarding schools teach a very high level of obedience. That can seen from the reflection of the santri is always ready to follow all directions, orders and the guidance of a kiai. This compliance can reflected in the principles of character education taught by Islamic boarding schools to each student. Where according to Thomas states that the notion of character education is a deliberate effort to help someone so that he can understand, pay attention to, and carry out core ethical values (M. Arifin, 2013). That ability in the concept of entrepreneur is the performance of employees who can follow all the rules in a company, which in this context can be a positive value for students who desire to develop the business.

Thus entrepreneurship is a part of Islamic boarding schools in developing the students' skills. In addition, entrepreneurial abilities matched by technological advances have certainly provided many great opportunities for Islamic boarding schools to be able to become part of the economic progress in Indonesia. that always applies to students who consistently and obediently develop Islamic boarding schools to create a good entrepreneurs and compete in the technology era.

The Entrepreneurial Role of Santri and Islamic Boarding Schools in Various Economic Sectors

The progress of Islamic boarding schools by mobilizing students is able to have entrepreneurial abilities in the era of technological development can be seen in various sectors that are developing at this time, as has been done for example in the world of retail businesses such as Basmalah Supermarkets. There are supermarket that is existed and developed by ex students at the Sidogiri Pasuruan Islamic boarding school in East Java. Supermarket is an integration between entrepreneurship and technological advances developed by students and Islamic boarding schools.



Figure 1. Supermarket Basmalah

Supermarket play a role in increasing economics progress for students is the one of the factors in the progres of Islamic boarding schools today. Islamic boarding schools can provide positive abilities and skills for their students to be more advanced in developing entrepreneurial skills. it is an example of various Islamic boarding schools that want to increase the progress of santri entrepreneurship and current technological advances.

Apart from self-service, the BMT UGT Sidogiri cooperative is one part that is closer to the community. The BMT UGT Sidogiri Syari'ah Financial Services Cooperative (Baitul Maal wat Tamwil Integrated Joint Venture) founded by several BMT-MMU administrators and people who were in one UGT-PPS activity (Teacher Task of the Sidogiri Islamic Boarding School) in which there were PJGT, Madrasah leaders, teachers, ex-student and PPS participants spread across East Java. KJKS BMT-UGT Sidogiri started operating in Surabaya on 5 Rabiul Awal 1421 H/ 6 June 2000 M.



Figure 2. KSPS BMT UGT Sidogiri

KSPS BMT UGT Sidogiri is a cooperative that has successfully developed its line of business that was born from the womb of students and Islamic boarding schools. BMT UGT Sidogiri can provide convenience for the community in economic matters. In term of economics affairs, the role of Islamic religious values instilled by Islamic boarding schools is a not separate major so that consistency, honesty, and adherence to Islamic religious values can be seen in muamalah (Taufiqulhakim & Hendratmi, 2019).

The role and ability of Islamic boarding schools in increasing economic progress are enormous. Students equipped with entrepreneurship can instill innovative, creative, productive, and highly responsive ideas (Badawi, 2021). It has been proven by Swalayan Basmalah and BMT UGT Sidogiri as one of the roles of santri is very large for the country. The tendency of students in entrepreneurship is very high. Santri has various motivations for entrepreneurship as taught in religious scholarship as they have learned while studying at Islamic boarding schools (Kasidi, 2021). This can affect the students when they are outed at the Islamic boarding schools.

5. Conclusions

The role of Islamic boarding schools in developing entrepreneurial science and technology is very large. It is supported by the value of *istiqomah* that is realized in the development of santri entrepreneurship. In addition, obedience taught in character education can create high honesty and remain in the path of Islamic religious teachings which can be useful for increasing students' entrepreneurial abilities. Various Islamic boarding schools such as Islamic boarding schools in Sidogiri were able to develop BMT UGT Sidogiri as sharia cooperatives and Basmalah supermarkets as shopping areas. This is one proof of the ability of students supported by collaboration with Islamic boarding schools to increase high entrepreneurial abilities in the midst of technological advances.

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