

IMPROVING SANTRI'S ENTREPRENEURSHIP MOTIVATION THROUGH PROBLEM-BASED LEARNING APPROACH ENTREPRENEURSHIP TRAINING

Dina Fitriana¹, Sri Nurhayati²

^{1,2} IKIP Siliwangi, Cimahi, Jawa Barat, Indonesia

¹dinaf376@gmail.com

Received: November, 2021; Accepted: September, 2024

Abstract

The purpose of this study is to determine how to improve santri's motivation for entrepreneurship and to examine the impact of entrepreneurship motivation training in salafiah santri using a Problem Based Learning approach. The technique and methods utilized in this study are qualitative with descriptive methods. The research was done in salafiah pesantren in Cimahi City, and the subjects were six santri individuals who had previously attended training or had never attended. Data collecting techniques include observing, interviewing, and documenting. According to the data analysis, there has been a considerable growth in entrepreneurial motivation and interest in starting a business. From the research findings it can be concluded that conducting entrepreneurship training for students will significantly assist them in starting a successful business and increasing their confidence as entrepreneurs.

Keywords: Problem-Based Learning, Entrepreneurship Training, Santri

Abstrak

Tujuan Penelitian ini adalah untuk mengetahui bagaimana peningkatan motivasi para santri dalam berwirausaha dan melihat pengaruh pelatihan motivasi berwirausaha melalui pendekatan Problem Based Learning terhadap santri salafiah. Pendekatan dan metode yang digunakan dalam Penelitian ini adalah pendekatan kualitatif dengan metode deskriptif penelitian ini dilakukan di pesantren salafiah kota cimahi dan subjek dalam penelitian ini adalah 6 orang santri yang sebelumnya pernah atau belum pernah mengikuti pelatihan. Teknik pengumpulan data yang digunakan melalui observasi dan wawancara serta studi dokumentasi. Dari hasil analisis data bahwa terdapat perubahan peningkatan motivasi berwirausaha yang signifikan serta, tumbuhnya minat untuk memulai berwirausaha. Hasil dari penelitian Dengan diadakannya pelatihan kewirausahaan bagi santri akan sangat membantu mereka untuk memulai berwirausaha yang baik dan meningkatkan kepercayaan diri santri sebagai seorang pengusaha.

Kata kunci: Pembelajaran Berbasis Masalah, Pelatihan Kewirausahaan, Santri

How to Cite: Fitriana, D. & Nurhayati, S. (2024). Improving Santri's Entrepreneurship Motivation Through Problem-Based Learning Approach Entrepreneurship Training. *EMPOWERMENT: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah* 13 (2), 122-130.

INTRODUCTION

Additionally, entrepreneurialism is becoming more necessary in these increasingly difficult economic times, as it is a necessary skill. Entrepreneurship does not necessarily imply the ability to start one's own business. Entrepreneurship, on the other hand, can be broadly defined as the process of changing one's thought patterns and behavior in order to improve one's lot in life. Entrepreneurship, according to Jailani (Jailani, 2019) is a business activity that identifies business opportunities and organizes, organizes, risks, and develops a business for profit. Economic development is one of the most fundamental issues confronting the Indonesian nation. Economic development enables a community to thrive. In this case, Indonesia faces increased unemployment as a result of increased human resources. Nurikasari, (Nurikasari,

2016) suggested that the lack of interest among young people in entrepreneurship has become a source of concern for a variety of stakeholders, including government, education, industry, and society. Self-employment also contributes to creative renewal through the courage to see and alter what is already established, routine, and satisfying. Self-employment also has the potential to act as an innovator, introducing novel ideas to the community. Additionally, entrepreneurs play a critical role in identifying and capitalizing on new business opportunities. Entrepreneurship is viewed as the most direct and effective method of revitalizing the economy of community life in the face of growing economic pressures and increasingly difficult jobs. As a result, early motivation and debriefing on the region are critical in preparing for the global world.

To begin an entrepreneurial career and grow into a dependable and professional entrepreneur, one must possess a strong entrepreneurial motivation and, of course, a strong determination. Entrepreneurial motivation, as defined by Herwati (2010), is the desire, pleasure, and capacity to engage in self-employed business activities based on one's abilities, strengths, and skills. Individuals' entrepreneurial spirit is what propels and motivates them to start and grow their businesses. According to Bhandari, the following factors motivate entrepreneurs: 1) social prestige, 2) personal challenges, 3) supervisory responsibilities, 4) innovation, 5) leadership, 6) flexibility, and 7) benefits (Jailani, 2019). As with any businessman (entrepreneur), the purpose of this research is to ascertain the motivation of salafiah students studying in a pesantren environment in Cimahi. This study examines what students have previously acquired, particularly through entrepreneurial training in a pesantren setting.

Entrepreneurship Training

Purnomo (Purnomo, 2017) argues that training is a form of education aimed at the development of human resources in the field of knowledge skills. The training itself aims to promote and cultivate an obsession with and motivation for entrepreneurship, in accordance with Priyanto (Muhtarom et al., 2017), who asserts that the fundamental principle of entrepreneurial education is to pique students' interest and motivation. Second, they must be persuaded to see profitable business opportunities. Thirdly, they must possess a variety of skills, including social, industrial, organizational, and strategic.

Entrepreneurship is a person's mental attitude or soul directed toward increasing his income and spirit through his work. According to Tohar, an entrepreneur's strategy enables him or her to plan, manage, anticipate, and capitalize on opportunities for themselves, their business, and others (Sobandi, 2004). This is consistent with Suyanto and Gorontalo's (Suyanto & Gorontalo, 2018) assessment that "Entrepreneurs are constantly on the lookout for opportunities to capitalize on change. Each change is met with inventive and creative responses."

Self-employment represents the opportunity to develop into a prosperous and more humane person. To compete in an increasingly competitive era of trade, we must not only be human resources prepared to work, but also capable of preparing and opening new jobs for others in order to become superior people and benefit the surrounding environment. This can also aid the government's role in increasing superior human resources and prepared to compete in the global world.

Entrepreneurs' Motivations

Entrepreneurship motivation refers to a person's interest, enjoyment, and inclination to engage in self-employed business operations based on their abilities, capabilities, and skills (Krisnaldy, Ahmad Syukri, Sintia Sulistyani, sulaiman, 2020). That is, if a person wishes to become an entrepreneur, he must have a desire to develop his inherent potential in order to become self-sufficient and adaptable to future challenges in any industry. Motivation is derived from the Latin word *movere*, which translates as "to encourage or move." The significance of motivation is that it is what causes, channels, and sustains human behavior, enabling individuals to work diligently and enthusiastically to attain ideal results (Hadiyati, 2011). Motivation is the energy that propels and leads one's actions, and it can be both a goal and a tool for learning, as well as a factor in the development of interests. Motivation can be internal, in the sense that it comes from inside, or external, in the sense that it comes from professors, parents, and friends, among others. As a result, understanding the motivations of individuals requires a comprehension of some of the theories advanced by experts.

According to Uno, the indicator of entrepreneurial motivation is the desire and want to succeed, (1) there is encouragement and need for entrepreneurship, (2) there are passions and ideals for the future, and (3) there are passions and ideals for the present (heryenzus, 2017). Concerning some of the aspects that can influence an individual's drive to pursue entrepreneurship According to Adi Sutanto (2000), there are three reasons that encourage a person to become an entrepreneur: the desire for self-success, the achievement of self-success, and a tolerance for risk. The definition of work freedom is the ability to determine how much income we earn by not being constrained by regulations or working hours in general. According to Winarsih, indicators of entrepreneurial interest include awareness, willpower, feelings of interest, and pleasure (heryenzus, 2017). The four characteristics will manifest themselves in an individual who is interested in entrepreneurship and wishes to begin.

Problem-Based Learning

Problem-based learning can refer to project-based or experiential learning, as well as learning that is grounded in real-world problems. According to Gijbels, PBL is a method of learning that entails a problem-based training process (Indriyatni et al., 2015). The primary consideration is the weighted average of these fundamental issues in the spelling process. PBL-based training requires participants to apply critical thinking and problem-solving skills to real-world situations, thereby promoting skill development and gaining in-depth experience. It can be described as a cycle of Problem Based Learning training methods according to Delice, starting with the assignment of problems to trainees and ending with the evaluation of their performance on those problems (Indriyatni et al., 2015).

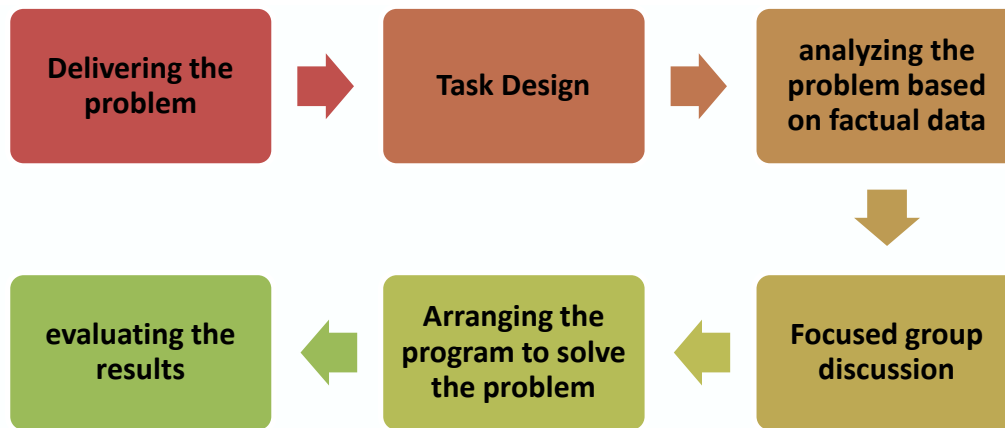


Figure 1. Problem Based Learning

Salafiah-Pesantren

Pesantren is a subset of an Islamic educational institution whose sole purpose is to educate its students about Islam's science. Indeed, Islamic education is fundamentally founded on two concepts: 'education' and 'Islam'. The term 'Islam' is an addition to this statement, although both convey the multifaceted nature of Islamic education. According to Arifin (Arifin, 2015), salafiah pesantren is commonly viewed as a traditional pesantren. In KBBI, the term salafi, or salafiyah, also refers to a pious previous individual (Tim penyusunan pusan bahasa, 2002). Meanwhile, the salafiah pesantren are students in pesantren who study about religion and the yellow book that can provide motivation in addition to other things knowing their religion is also provided incentive to be able to self-sufficient after leaving the salafiah pesantren.

METHODS

This study employs a descriptive method to conduct qualitative research on students' entrepreneurial knowledge and motivation, as well as the increase in entrepreneurial motivation before and after training. Qualitative research, according to Sugiyono (Sugiyono, 2019), is a research method based on postpositivism that is used to examine natural objects in which researchers act as critical intrusions. The santri-ordered salafiah who have previously followed or have never followed the entrepreneurial path are included in the criteria. Santri satisfies the research criteria for six people, four of whom have previously attended entrepreneurship training and two of whom have never attended.

The data collection techniques used in this study include observation, interview forms, and documentation studies, as well as the use of test instruments to assess success. After all data has been collected, data analysis begins.

RESULTS AND DISCUSSION

Results

According to the results of interview conducted on six Santri people, 60% of students understand what entrepreneurship is, while 40% do not. Additionally, 100% of santri expressed a desire to receive entrepreneurial training in order to boost their motivation and prepare them to succeed as entrepreneurs in the real world. In terms of entrepreneurship training, 60% have never received it, while 40% have. Additionally, the santri board stated that it is critical to

debrief students on entrepreneurship, but has been unable to maximize the effectiveness of previous training.

According to the interview findings regarding the expectations and implementation of entrepreneurship, 100% of santri felt extremely important in terms of entrepreneurship knowledge and motivation for the provision of entrepreneurship. They anticipate entrepreneurial training and can immediately put it into practice. Concerning the findings of six santri individuals interviewed prior to receiving entrepreneurial motivation training Santri's interview data prior to receiving motivation to start a business. Respondents indicated that 46% had received entrepreneurial training, 36% expressed a desire to start their own business, and 18% expressed reservations about the matter.

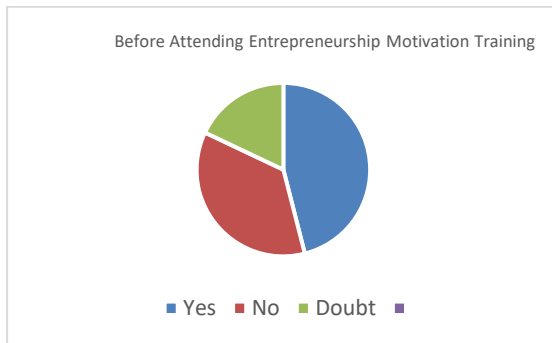


Diagram 1.
Before Attending Entrepreneurship

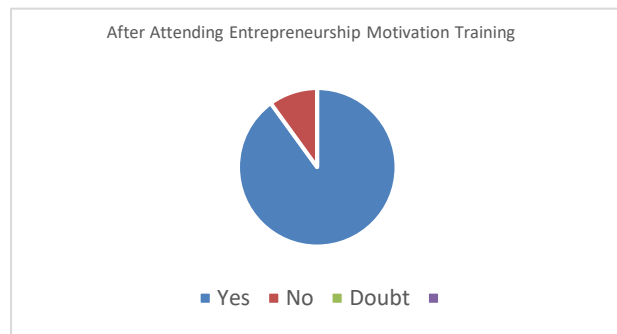


Diagram 2.
After Attending Entrepreneurship

The interview data diagram After receiving entrepreneurial motivation training, nearly 90% of participants expressed a desire to start their own business. Those who had previously answered no and expressed doubts now expressed a desire to try. As evidenced by the difference in results prior to and following the motivational training, he also appeared and began attempting to realize his wishes. Almost 100 percent of the six santri expressed a desire to obtain entrepreneurial motivation. This is unquestionable given their background as santri who do not receive entrepreneurial training. This entrepreneurial training is undoubtedly intended to increase entrepreneurial motivation and, of course, to prepare students who initially had no interest in entrepreneurship to pursue it as a means of economic survival. As evidenced by the results above, there is a discernible difference between the pre-test and post-training states. It is expected that as the santri's self-motivation grows.

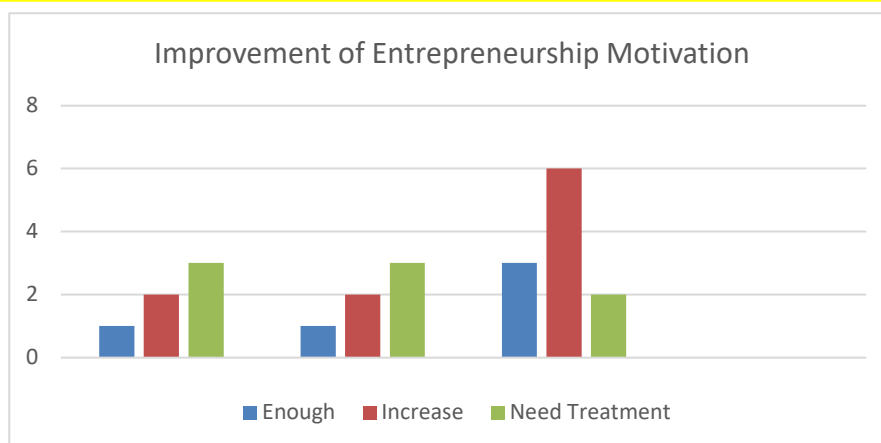


Diagram 3. The Result Of Producing Spirit Enterpreunership

Discussion

The researchers will discuss the impact of santri motivation on entrepreneurial motivation in this section. That one will enhance their motivation in three areas, notably desire and want to be an entrepreneur, when there are opportunities and needs, as well as hopes and ideals for the future. From these three points, it is clear what is impeding students' motivation. According to the interview findings, these three factors become a barrier for students seeking to start their own businesses.

According to Indriyatni (Indriyatni et al., 2015), the attachment will use the Problem Based Learning technique, which is a training paradigm that connects content to real-world situations and encourages participants to use the knowledge they have gained as students. There are several steps involved in entrepreneurship motivation enhancement training using Problem Based Learning techniques.

- Trainees are assigned problems related to entrepreneurship.
- Each participant is briefed on the activities and responsibilities that must be completed in preparation for the meeting.
- Trainees make every attempt to discover entrepreneurial difficulties that arise as a result of their knowledge'
- Participants gather information from a variety of sources in order to gain a better knowledge of the situation.
- Participants submit their learning outcomes for discussion and receive feedback and evaluation.

The researchers presented the findings from the instruments used – interviews and tests – in this study. This examination consists of a pre- and post-test. The test is used to determine the santri's level of motivation prior to receiving entrepreneurship training, and post-tests are used to determine the santri's level of entrepreneurship motivation following training. The findings indicated that all respondents valued entrepreneurship training as a source of motivation for starting their own business. This finding is consistent with Nara (Nara, 2016) which emphasizes the importance of motivational and entrepreneurial concepts in conducting business. Additionally, Sinarasri & Hanum (Sinarasri & Hanum, 2012) emphasized the critical nature of debriefing knowledge and motivation in light of Indonesia's high unemployment rate.

This is consistent with Alvika Meta Sari and Suratmin Utomo which indicates that the presence of entrepreneurial training increased participants' self-motivation (Alvika Meta Sari, Suratmin Utomo, n.d.). Similarly, the research findings indicated that students require immediate entrepreneurial training in order to boost their motivation. Additionally, Karna santri stated that it is critical for entrepreneurial training to expose students to the outside world in order to prepare them for entrepreneurship. By imparting entrepreneurial knowledge to them. The results of the tests conducted indicate that the researchers treated the data as if it were divided into two components.

The first can be seen in the results of the pre-test, while the second can be seen in the results of the post-test. Pre-test and post-test results indicate that participants gain knowledge and become more motivated as a result of the training. As evidenced by the scores above, this is the case. In other words, the post-test results are greater than those of the pre-test. This result demonstrates how fundamental motivation is provided to students or students with an interest in entrepreneurship, as evidenced by the extremely positive test results. This is consistent with research conducted by Budy (Budy, 2017) which found that entrepreneurship education has a positive and significant effect on entrepreneurial skills.

The results of observations and interviews obtained very clearly demonstrated that the santri initials I significantly changed the results in terms of having a desire or motivation to pursue entrepreneurship. This is indicated by the highest value of the six participants who received training to boost their entrepreneurial motivation—then arranged by santri initials D, which indicates positive results or changes following the training. Although the difference in post-test results between santri I and santri D is small, namely a value of 1, this result indicates that both santri have improved. When comparing post-test results for santri initials A and E, similar results with two points are observed. This researcher did not examine the pre-test results but rather the post-test results because the pre-test results indicated that santri A's number was more significant than that of santri E, which is six for santri A and four for santri E. When the test is conducted both pre-test and post-test, an unprecedented discovery occurs. Santri's initials S and F are affected by this. They obtain an exact value of three during the pre-test. In this case, all santri receive the same equipment when the license is issued, implying that there is no element of discrimination against the six santri who are the subject of this study when they are out in the field or undergoing training. The astounding thing is that both santri and the identical pre-test value obtain the identical post-test value. This improves the evaluation material for future researchers, allowing for more robust study results. As evidenced by the preceding findings, there are santri that exhibit significant value. Additionally, there are santri that have demonstrated little utility. This is true based on the data in the column above, which explains why the findings in this study are quite varied. This is a study in which the test results are frequently derived from the theory's data. This is consistent with Purnomo (Purnomo, 2017) that training interventions resulted in an increase in knowledge and motivation for entrepreneurship among participants.

CONCLUSION

Numerous studies have demonstrated that following the training, entrepreneurs' motivation increases. The intervention with the training method resulted in an increase in entrepreneurial motivation in six trainees who were the subjects of this study following their participation in

training. The need for participants to receive entrepreneurial training is one factor that contributes to the success of such interventions. Conducting entrepreneurship training for students will significantly assist them in establishing successful businesses and boosting their entrepreneurial confidence. Apart from the training required to increase students' motivation for entrepreneurship, other factors such as the environment, encouragement, and existing facilities all play a role in increasing entrepreneurship. This is what must be provided and facilitated in order for students to compete and possess knowledge and abilities not only in the field of religion, but also in the business world, in order to become more self-sufficient and capable of becoming someone who contributes significantly to the advancement of religion, nation, and state. For pesantren administrators, it is expected that they will continue to develop an entrepreneurial-based curriculum for students, either in terms of expertise or marketing, so that students who are not already in the order will be prepared to enter the outside world and begin entrepreneurship for their survival.

REFERENCES

- Alvika Meta Sari, Suratmin Utomo, A. S. R. (n.d.). *Peningkatan Motivasi Berwirausaha Santri Pondok Pesantren Melalui Pelatihan Kewirausahaan.*
- Arifin, Z. (2015). Kepemimpinan Kiai Dalam Ideologisasi Pemikiran Santri Di Pesantren-Pesantren Salafiyah Mlangi Yogyakarta. *Inferensi*, 9(2), 351. <https://doi.org/10.18326/infl3.v9i2.351-372>
- Budy, D. A. (2017). Pengaruh Pendidikan Kewirausahaan Dan Motivasi Kewirausahaan Terhadap Keterampilan Berwirausaha Mahasiswa Universitas 17 Agustus 1945 Jakarta. *Journal for Business and Entrepreneur*, 1(1), 7–22.
- Hadiyati, E. (2011). Kreativitas dan Inovasi Berpengaruh Terhadap Kewirausahaan Usaha Kecil. *Jurnal Manajemen Dan Kewirausahaan*, 13(1).
- heryenzus. (2017). Prodi Manajemen, Universitas Putera Batam. *Jim Upb*, 5(1), 119–134.
- Indriyati, L., Wahyuningsih, P., & Budi, A. (2015). Pengembangan Model Pelatihan Kewirausahaan Untuk Perempuan Pengangguran di Kabupaten Demak. *Jurnal Aplikasi Manajemen*, 13(2).
- Jailani, M. (2019). Hubungan Status Sosial Ekonomi Orang Tua Terhadap Motivasi Anak Untuk Berwirausaha. *Pedagogik: Jurnal Pendidikan*, 14(1), 35–42. <https://doi.org/10.33084/pedagogik.v14i1.835>
- Krisnaldly, Ahmad Syukri, Sintia Sulistyani, sulaiman, S. (2020). Tridharma manajemen. *Efisiensi Meningkatkan Barang Habis Pakai Guna Meningkatkan Kas Dan Menejemen Keuangan Yang Baik*, 1(2), 56–66.
- Muhtarom, M., Nizaruddin, N., & Zuhri, M. S. (2017). Pelatihan Kewirausahaan Di Universitas Pgris Semarang. *E-Dimas*, 8(1), 104. <https://doi.org/10.26877/e-dimas.v8i1.1379>
- Nara, S. dan. (2016). *Membangun Motivasi Berwirausaha Bagi Santri. September*, 79.
- Nurikasari, F. (2016). Pengaruh pendidikan kewirausahaan, kreativitas, dan motivasi berwirausaha terhadap minat berwirausaha pada mahasiswa pendidikan ekonomi universitas kanjuruhan Malang. *Jurnal Riset Pendidikan Ekonomi*, 1, 1–10.
- Purnomo, B. R. (2017). Efektivitas Pelatihan Kewirausahaan Dalam Meningkatkan Pengetahuan Dan Motivasi Berwirausaha Pada Penyandang Tunarungu. *Ekspektra*, 1(1), 21–30. <https://doi.org/10.25139/ekt.v1i1.85>
- Sinarasri, A., & Hanum, A. N. (2012). Pengaruh Latar Belakang Pendidikan Terhadap Motivasi

- Kewirausahaan Mahasiswa (Studi Kasus Pada Mahasiswa Unimus Di Semarang). *Lppm Unimus*, 342–352.
- Sobandi, B. (2004). *Model Pembelajaran Kewirausahaan Sablon dalam Menumbuhkan Minat Wirausaha Santri di Kecamatan Cisalak Kabupaten Subang*.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif Kualitatif dan R & D*.
- Suyanto, M. A., & Gorontalo, U. (2018). *Pengaruh Komunikasi Interpersonal antar Pegawai terhadap Efektifitas Kerja Pegawai pada Badan Perencanaan Pembangunan Daerah (Bappeda) Kabupaten Bone Bolango*.
- Tim penyusunan pusat bahasa. (2002). *Kamus Besar Bahasa Indonesia*. Jakarta; Balai Pustaka