

# Readiness of Work

## *Pesantren (Islamic Boarding School) Education and Family Economic Background*

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**Keywords:** Family Economic Background, Pesantren (Islamic Boarding School) Education, Readiness of Work.

**Abstract:** The purpose of this study analyzed the role of Pesantren (Islamic Boarding School) education and family economic background to the Readiness of Work of the Santris (Student of Pesantren). The research method using quantitative approach, with data collection techniques conducted by interviews and questionnaires distributed in 77 Santris of Pesantren Asy-Syadzili (Qur'an) Pakis Malang. To process the data is done by multiple linear regression analysis. The results showed no influence, either the role of Pesantren education or family economic background to the readiness of graduate work. Santri's mindset focused on Islamic religious knowledge in Pesantren. Plus, Pesantren's managers have not entered formal entrepreneurship materials in the curriculum, so entrepreneurship training has been incidental. Based on this research can be recommended that the entrepreneurial subject / lesson needs to be hidden curriculum of education in Pesantren as an urgent matter to be reconstructed.

## 1 INTRODUCTION

Readiness of Work is a set of skills and behavior needed to work (Firdaus, 2012), usually called soft skills. Readiness of Work can also be viewed as a characteristic of maturity obtained by a person from a learning experience that includes aspects of knowledge, skills and attitudes to perform activities (Gunawan, 2014). Thus, skills development and the ownership of generic skills are of paramount importance to one's life (Freudenberg et al., 2012) Furthermore Andayani (2016) finds industry work practices contributing to a change in mastery of students' skills in the working world. Supported by Philips et al (2012), the readiness of work can occur through several channels including industrial work practices so that effective preparation of work requires personal characteristics and circumstances: self-knowledge, choice and decision making, and prior experience with career interventions (Sampson et al., 2013).

Preparations prepared in work are formal and non-formal education through hard skill and soft skill. One form of non-formal education is Pesantren (Islamic Boarding School). Pesantren (Indonesia's

Islamic Boarding School) is one of the oldest Islamic educational institutions in Indonesia (Nata, 2012). Pesantren is also a place to study the science of someone who is considered "alim" or can be called also has a deep knowledge. Pesantren is taken up by a kyai (Pesantren's main teacher or headmaster) who is an example for his santris which later there is transfer of knowledge both in the form of lecture and teachings and behavior and Islamic. The student of Pesantren is called santri which living in cottage of Pesantren. Pesantren graduates are expected to be a resource ready to work and have effective capacity, Uyar and Deniz (2012). Meanwhile, findings Kadochnikov and Fedyunina (2017) that there is a higher positive effect of human resources management.

Productive and effective human resources into capital in development, then work becomes a liability for those who step on the productive age to meet the needs. By working, a person will produce a useful value for himself, as well as for others, even for a country that can increase income per capita, foreign exchange income, taxes, and so forth. Meanwhile, various patterns of education in Pesantren are still conventional. Even thought, there is a significant contribution from the Indonesian

Ministry's approach to the formulation of Islamic Education policy in Indonesia (Roslan and Malim, 2014).

Currently, Pesantren is not only focused on religious education, but some Pesantren have also organized formal education, therefore the school education in Pesantren is expected to run effectively so as to increase human resources. Moreover, santri's parents want to protect their children from liberalization and in other hand, they also want their child to go to normal school. Meanwhile, Yuliani (2013) found that the social environment of Pesantren with the santris motivation to learn in Pesantren is still low, because it revealed the low on ambition, desire, the need for santris to learn and the low expectation of the aspirations they want. Furthermore, the observation in Pesantren is known that 15% of santris have family background above average have chosen education in Pesantren, whereas santri's have great academic ability and good economic level.

Based on the above conditions, it causes the researchers to understand and analyze what underlies this behavior, whereas with the established socioeconomic status of their parents, they will usually choose the best educational institution in the city or abroad. Thus, Pesantren has great potential to become an ideal educational institution that can be an educational alternative that increasingly sought by the public.

## 2 RESEARCH METHOD

This research uses hypothesis testing, the research population used is all male Santris (Male Students) of Pondok Pesantren Salaf Al-Qur'an (PPSQ) Asy-Syadzili, amounting to 267 santris. Given the sample has almost the same characteristics / homogeneous, the sampling method is determined by proportional sampling technique random sampling of 30% of the population. Thus, the number of samples studied was 81 santris.

The analysis used to answer the problem of research used descriptive analysis and multiple linear regression to know the influence of each influence of education variable in Pesantren and family economic background to Readiness of Work and used F test to know the effect simultaneously between pesantren education and economic background family against Readiness of Work. Researchers used survey methods by distributing questionnaires as a means of data collection. The number of questionnaires distributed was 81

questionnaires and 81 returned questionnaires were returned. After examined there are 4 pieces of questionnaires that can't be processed because there are respondents who fill incomplete and there are answers from respondents who are not consistent, the questionnaire that can be processed is as many as 77 pieces as samples in the study. To complement the data, data collection techniques also use interview methods.

## 3 RESEARCH RESULTS AND DISCUSSION

Based on the incoming and processed data can be explained, that so far, the pattern of Pesantren (Islamic Boarding School) education has actually contributed positively to the addition of insight into religious knowledge, especially mastering Al-Qur'an and Islamic studies. Santris are educated to have Akhlakul Karimah (Islamic Ethic) of 4 Prophet nature, namely Shiddiq (Righteousness), Amanah (Trust), Tabligh (Communicate) and Fathonah (Clever). The study found that Pesantren education in Asy-Syadzili has not optimally contributed to the formation and fostering of a work culture characterized by business values, although it is realized that seeking fortune is a manifestation of worship to always make an effort and Allah SWT who will determines. In order to work skillfully and to earn a lawful fortune, it requires a variety of knowledge and skills.

Family economic background is an economic condition that is experienced by a family, especially santris PPSQ Asy-Syadzili covering the level of welfare, type of work, level of consumption, and so forth. Lambing Frinces (2011) parents who are an entrepreneur will naturally affect their children to do business or business as well. From that, it is known that family economic conditions can influence the mindset that led to the readiness of the santris.

The response of santris to the management of Pesantren of Asy-Syadzili, show satisfaction amounting to 23 students (29,8%), system need to be repaired amounting to 8 santri (10,39%), level of problem arising between board and santris amounting to 21 santris (27,27%), it is necessary to develop amounting to 11 santris cottage quality (14,29%), and lack of entrepreneurship training / other training that can improve the quality amounting to 14 santris graduates (18,18%). This means that in addition to improving the facilities and facilities of boarding schools, the curriculum boarding schools need to get attention and can be implemented according to the vision and mission of

the Pesantren. Entrepreneurship training needs to be routinely scheduled and extra curriculum in order to provide additional skills for graduates.

Based on research data of socioeconomic condition of guardian santri seen from parent's job and predicted able to give contribution to job opportunity as follows: Merchant amounting to 5 santris guardian (6,49%), Teacher amounting to 12 santris guardian (15,58%), farmer amounting to 11 guardian santris (14,29%), civil servant amounting to 6 santris (7,79%), private amounting to 17 santris guardian (22,08%), others amounting to 11 santris guardian (14,29%). From these data, the follow up with interviews can be seen that the majority of guardians santris quite well established in economic life and have enough income. This means that these socio-economic conditions should be able to contribute positively to open employment opportunities for their sons / daughters. Variables that explain variations in income levels are greater in family size, market distance, land size, education level and livelihood diversification status (Adunga, 2013).

On the economic side can be explained, if the santris parents are an entrepreneur, it will affect naturally to his son to do business or entrepreneurship, then what about the child who is in the Pesantren which majority a middle-class family economic background, the problem faced becomes more complicated and puts more pressure on the psychology of the santris. Firdaus (2009) mentioned that there are eleven distributions of subjective economic pressures, namely: feeling dissatisfied with family income; feel disappointed with the inability of parents in earnings; feeling less satisfied with the current parent's job; need financial help from parents or parents' brothers; feel that family income is not sufficient for family needs; thinking that my parents or I need to find a side job; feel that family income tends to be less than expenditure; forced to indebted to meet basic family needs; forced to indebted to meet material needs; feel the need to save expenses; and experiencing financial difficulties. In this condition, santris feel more need entrepreneurship skill.

Jusmin (2012) suggests that family backgrounds positively affect the readiness of entrepreneurship of SMKN students in "Tanah Bambu" district of South Kalimantan where the readiness of entrepreneurship is one of the branches of work. In addition, Baiti and Munadi (2014) also stated that the support of parents (family background) either alone or together with other variables, has a high influence on the readiness of the vocational school students. Zuhri (2010) states that there is a significant influence on the economic level of parents on student learning motivation. Student learning motivation is certainly also one of

the factors supporting students in entering the world of work where the sciences needed in the world of work need to be obtained at the time in school. These matters need to further analyze the contribution of education variables in Pesantren and family economic background to the readiness of work either partially and simultaneously.

Table 1: ANOVA.

| Model      | Sum of Squares | df | Mean Square | F     | Sig.              |
|------------|----------------|----|-------------|-------|-------------------|
| Regression | 70,201         | 2  | 35,100      | 1,137 | ,326 <sup>a</sup> |
| Residual   | 2283,929       | 74 | 30,864      |       |                   |
| Total      | 2354,130       | 76 |             |       |                   |

Source: Primer Data (processed)

The result of the sig value.  $0.000 > 0,05$  then  $H_0$  accepted ( $H_a$  rejected) means that the variables of boarding school education and family economic background together (simultaneously) failed to give effect to the readiness of the *santris*.

Table 2. Partial test.

| Model                      | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|----------------------------|-----------------------------|------------|---------------------------|-------|------|
|                            | B                           | Std. Error | Beta                      |       |      |
| (Constant)                 | 33,250                      | 5,980      |                           | 5,560 | ,000 |
| Pesantren Education        | ,140                        | ,098       | ,165                      | 1,473 | ,115 |
| Family Economic Background | -,044                       | ,092       | -,055                     | -,479 | ,633 |

Source: Primer Data (processed)

Based on t test, the analysis results obtained sig value 0,155 greater than 0,05 meaning *Pesantren* education (X1) failed to give a significant influence to the readiness of the students of PPSP Asy-Syadzili (Y). If the level of *Pesantren* education increases, it does not affect the readiness level of students of PPSQ Asy-Syadzili. The results of this study are not in line with research Sanusi (2012) and Wekke (2012).

Wekke (2012) and Sanusi (2012) suggest that *Pesantren* education teaches independence to their *Santris*. This form of self-reliance-independence in this *Pesantren* education takes the form of daily living, washing, cooking, etc. and indirectly provides training on *santris* in the management of agricultural lands, plantations, farms, or fisheries owned by Kiai. In reality, independence is taught to the *santris* through daily life in *Pesantren*, but *santris* tend to focus on *Pesantren* education where *santris* multiply worship and study the science of religion. In addition, PPSQ Asy-Syadzili is also considered to have less assets in the form of livestock, agriculture, fisheries, and others which can be a training ground for *santris* PPSP Asy-Syadzili. Ismaeel and Blaim (2012) found the

importance of flexibility and adaptability in the implementation of Islamic business ethics and proposed new frameworks and approaches to implement Islamic business ethics. The example is a multi-level halal certification approach are proposed to facilitate the application of Islamic business ethics in the contemporary world.

Further analysis results obtained sig value. 0.633 greater than 0.05 means that the family's economic background (X2) failed to give a significant effect on the readiness of the students of PPSQ Asy-Syadzili (Y). The results of this study are not in line with Baitu and Munadi (2014) and Zuhri (2010). Above studies are not in line with the results of this study because the condition of boarding schools that require to stay in the cottage and live life independently which of course students will be far from parents. The *santris* in the cottage tend to be independent and rarely communicate with the family so that the mindset taught within the boarding school is better able to be planted than the family mindset. PPSQ Asy-Syadzili tends to teach to always seek afterlife by searching hereafter, then the world by itself will follow, thus making *santris* focus to become graduates of memorizing Al-Qur'an than to prepare the work.

The fundamental thing needs to be done so that the potential of *Pesantren* really actualized become the real power, then the management system should be done self-improvement in carrying out its education function, especially in matters relating to the development / innovation of curriculum of *Pesantren* education. This is in line with the results of Priyanto (2006) stating that the curriculum development efforts in boarding schools are considered very urgent, especially to face the challenges of changing times as well as in anticipation of all the consequences. Moreover, PPSQ Asy-Syadzili focuses *santris* on worship to the God, study, and memorization of Al-Qur'an. It is supported by the provision that "if one pursues the Hereafter, then the world (sustenance) will follow", so the *santris* are not confused with the future that there will be a tough job competition.

To prepare for his work, a *santri* does not rely on Pesantren education. Therefore, *santris* should also take formal education in addition to *pesantren* education so that between the science of religion and general science will be obtained all by *santri*. Working groups that have higher involvement in global work to self-evaluate in terms of multicultural personality characteristics, with a more positive perception of organizational and climate change processes, will be better prepared to change (Caliskan and Isik, 2016). If a student has graduated from boarding school and has also graduated from formal education, then this will be a provision to

enter the world of work in the future. In addition, in preparing for its work, a *santri* also does not depend on the family's economic background. Students here are educated to be independent and far from parents so that the background of family economy here is less so give effect considering the lack of interaction between parents with *santris*.

Currently, Malaysia, Indonesia and Australia have difficulties attract graduates with a portfolio of qualifications, skills, and personal skills required. The effects include: obstacles to national economic growth, future production structures, and long-term socio-economic development. It is assumed that the graduates' readiness of work challenge can be effectively addressed by HR professionals in partnership with other key stakeholders. However, there is no theoretical readiness of entrepreneurship measurements, but may be the theoretical framework of design and scale creation to measure readiness for entrepreneurship, so the scale of measurement is necessary. Complex tools able to identify and measure readiness for entrepreneurship will be applicable in a variety of situations including: determining entrepreneurial skills, analyzing entrepreneurial potential, organizational transformation simulations, and evaluating investment recommendations.

## 4 CONCLUSIONS

The conclusion can be made that the readiness of the students of PPSQ Asy-Syadzili is not influenced by the education of Pesantren and the family's economic background. Other variables that are suspected to affect the readiness of *santri*'s work cannot be disclosed so that the limitations of the research. This research can give a big influence and benefit for Asy-Syadzili Boarding School which can give description for Pesantren about the readiness of the *santri*'s work. This research can also provide benefits in the form of further development for Asy-Syadzili in the future to grow better.

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