

Policy Trend, Opportunities, and Challenges: Curriculum of Pesantren-Preneurship in English Department Program

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ABSTRACT

This study investigates the policy trends, opportunities, and challenges associated with implementing Pesantren-Preneurship in English Department Programs in Indonesia. Pesantren-Preneurship, a unique approach to integrating entrepreneurship and Islamic education, has gained popularity in recent years. The study aims to identify the current policy trends and challenges faced by English Department Programs in incorporating Pesantren-Preneurship into their curriculum. The research employed a qualitative approach, combining both literature review and case studies. The findings indicate that Pesantren-Preneurship is successfully promote the English Department Programs at IAI Uluwiyah. As well as, encourage entrepreneurship among students entails providing them with capital access and training. However, the study reveals several challenges, including the lack of qualified teachers, inadequate infrastructure, and limited resources, and also, numerous students lack fundamental business skills and experience. Moreover, integrating Pesantren-Preneurship into the existing curriculum is essential for its effectiveness. The findings reveal the Pesantren-preneurship based curriculum concept. This integration offers significant opportunities for skill development, economic empowerment, and cultural relevance, benefiting students in various careers. However, challenges such as limited resources, the need for specialized teacher training, and resistance to curriculum changes must be addressed. This requires more funding, comprehensive teacher training, stakeholder engagement, and robust monitoring. The research concludes that while integrating pesantren-preneurship into the English Department Program offers substantial opportunities, overcoming these challenges is crucial. The study provides recommendations to support the effective and sustainable implementation of entrepreneurial education in pesantrens, contributing to educational innovation in Indonesia.

Keywords: Pesantren-Preneurship; English Department Program; Entrepreneurship Education; Policy Trends; Challenges

INTRODUCTION

Having a well-structured curriculum in higher education is essential for aligning educational outcomes with industry demands, preparing students for successful careers, fostering a comprehensive learning experience, promoting inclusivity, and ensuring continuous improvement in educational practices. According to Putri S, Y., & Khairat (2023) The growing complexity of advancements is leading to various changes in human life, including shifts in curriculum development driven by evolving human needs over time. Due to modernization and scientific advancements, it is necessary to update the curriculum (Nurdin et al., 2023). In line with the development of the times, there is a need for curriculum development that can optimize human resource needs consistent with current needs of this age graduate targets.

The curriculum must be diversified to accomodate the unique characteristics of different educational units and the potential of learners, while also considering local context and the demands of regional and national development, labor markets, and advancements in science and technology (Amiruddin et al., 2024). In accordance with Law Number 12 of 2012 on Higher Education, it is explicitly stated that the development of curricula is the prerogative of higher education institutions. Nevertheless, it is further emphasized that such development must be grounded in national standards (Article 35, paragraph 1) (Kusumaningsih et al., 2023). Therefore, as a strengthening of national-

standard programs, it is necessary to create a curriculum that can enhance students' abilities, thereby enabling them to excel and compete effectively at both the national and international levels. The Indonesian President's Regulation Number 8 of 2012 concerning the Indonesian National Qualification Framework (KKNI) serves as a stimulator and a foundation for developing a system to measure the professional qualification of education in Indonesia. Presidential Regulation Number 8 of 2012 defines the Indonesian National Qualification Framework (KKNI) as a system for measuring and comparing skills and qualifications across different fields, including education, training, and work experience (Wahyuni et al., 2023). Its goal is to recognize the value of work skills in various industries. Therefore, it is crucial for higher education institutions, particularly at the program study level, to design a curriculum that can develop high-quality students with abilities based on national culture, values of faith, and piety. Additionally, it is essential to follow global developments in science and technology, thereby meeting accreditation requirements, and preparing students to contribute to the development of the nation and the country.

Pesantren-Preneurship, a term coined to describe the entrepreneurial capabilities of pesantren, has emerged as a viable strategy to enhance the economic resilience of these institutions. This concept aligns with the broader goals of education in Indonesia, which aim to produce graduates equipped to contribute to national development.

The newest curriculum now is Independent Learning Policy – Campus Merdeka (MBKM) was launched by Minister of Education and Culture through Ministerial Regulations Education and Culture Number 3 2020 concerning National Standards Higher Education, on Process Benchmarks Learning, especially in chapter 15 and 18. This policy applies specifically to Undergraduate study program and Applied Undergraduate study. Independence proclaimed by the government for students through MBKM's policy is freedom to choose: learn fully or only part of the study program. Possible credit load for students to study in another specified study program is 20 up to 40 credits. Judging from the MBKM policy, students are not burdened with as much study load as determined by the Organizers Study Program (PPS) and free to choose the subjects they are interested in. Therefore, we need to create a curriculum that adds additional courses required by students according to the MBKM curriculum (Wikan Sakarinto, 2021).

In recent years, the integration of entrepreneurship into educational curricula has gained significant attention as a strategy for fostering economic growth and innovation. This strategy This trend is particularly notable in the context of Pesantren, traditional Pesantren in Indonesia, which on evolving to incorporate entrepreneurial education (Siswanto, 2022). The curriculum of Pesantren-Preneurship within English Department programs represents a unique intersection of linguistic proficiency and entrepreneurial skills, aimed at equipping students with the competencies required to thrive in a globalized economy. This curriculum based on Pesantren-preneurship is implemented by a private campus in Mojokerto, namely IAI Uluwiyah Mojokerto. The enactments of the Pesantren-Preneurship-based curriculum is grounded in the idea that students are expected not only to master skills in their respective teaching fields but also to graduate with good character and Islamic values, as well as to become entrepreneurs who can create new job opportunities.

Many higher education institutions are implementing the MBKM curriculum within their study programs. Based on the investigation carried out by dari (Wahyuni et al., 2023) It found that the English Language Education Study Programs at both a state university in Malang and a state Islamic institution in Kediri have adopted the Merdeka Belajar curriculum since 2020 and 2021, respectively. However, their approaches to implementation differ. The Malang university's program refers to its approach as an adaptive curriculum that incorporates the MBKM (Merdeka Belajar Kampus Merdeka) programs without altering the existing curriculum, which combines the KKNI (Indonesian National Qualifications Framework) and Outcome-Based Education (OBE). This program allows for the conversion and recognition of credits for students participating in MBKM initiatives. In contrast, the Kediri Islamic institution has developed a new curriculum that aligns with the MBKM policy, building upon the existing KKNI framework and integrating MBKM elements into its structure. Students from

outside the institution who participate in MBKM programs that do not match the graduate profile may receive recognition in their SKPI (Surat Keterangan Pendamping Ijazah).

There were curricula that also used entrepreneurship at the Islamic Boarding School. Such as (Rouf et al., 2024) that investigated the institution's entrepreneurial programs. Researchers observed, interviewed participants, and analyzed documents to gather data. The findings show that the pesantren has four key initiatives: digital skills training, technology-focused curriculum, industry partnerships, and experiential learning. Despite these strengths, challenges include limited entrepreneurial knowledge among staff and insufficient resources. This research can inform The advancement of an entrepreneurship curricula aligned with Industry 4.0 for pesantren students. Essentially, this research shows that the application of several scheme at the Ma'had Al-Mawadah has prepared students to enter the business world, but needs to overcome knowledge gaps and resource constraints.

Then the exploration of Pesantren and entrepreneurship was conducted by (Indra, 2019) with the title of the research Pesantren and Entrepreneurship Education. The research explores the role of Pesantren (Islamic boarding schools) in Indonesia in fostering entrepreneurship among students to address the challenges posed by globalization, technological advancements, and economic disparities. It highlights the need for Pesantren to integrate entrepreneurship and economic subjects into their curriculum, aligning with Islamic teachings and the Prophet's example. This integration aims to develop students' entrepreneurial spirit and skills, essential for the nation's future competitiveness. This study emphasizes the changing nature of Pesantren policy and the need for government support, and the necessity for Pesantren to adapt to modern challenges while maintaining their core values derived from the Qur'an and Hadith.

From the unique and interesting concept of Pesantren-Preneurship based curriculum, therefore, the researchers are interested in conducting research to identify and explore the English study program at IAI Uluwiyah Mojokerto which implements Pesantren-Preneurship curriculum. This research will discuss several research questions consisting of how the implement Pesantren Preneurship in the English department. What opportunities of these policies provide for students and lecturers and what the obstacles that arise during the implementation of the Pesantren-Preneurship curriculum are. The data collection obtains from in-depth interviews with 5 lecturers and 5 students from the English study program of IAI Uluwiyah Mojokerto.

METHODS

This study utilize a qualitative research methodology coplemenented by a literature study. the use of qualitative and literature review methodologies in research is crucial for gaining a deep understanding of complex phenomena, contextualizing findings, identifying patterns and trends, informing research design, and enhancing generalizability (Kalpokas & Radivojevic, 2021). The integration of these methodologies can provide a robust and rigorous approach to research, contributing significantly to the advancement of knowledge in various fields. The qualitative approach will provide in-depth insights into the experiences and perceptions of stakeholders involved in the curriculum of Pesantren-Preneurship, while the literature study will contextualize these findings within existing research and policy frameworks. Participants of the research are five lecturers and five students.

The participants selected using purposive sampling to ensure that those with relevant experience and knowledge are included. Semi-structured interviews conducted with lecturers and focus group discussion organized with students to encourage dialogue and collective reflection on the curriculum's effectiveness in promoting entrepreneurial skills. The researcher assigns initials to the sources of this study, with five lecturers designated as L1, L2, L3, L4, and L5, and for the students, the initials are S1, S2, S3, S4, and S5. A comprehensive literature review conducted to analyze existing research, policy documents and curriculum guidelines relevant to Pesantren-Preneurship and English Education.

RESULTS AND DISCUSSION

Based on interviews with several lecturers and students, as well as a literature review on the application of the Pesantren-Preneurship-based curriculum, the following results and discussions were found

1. Pesantren-Preneurship Based Curriculum Concept

The Pesantren-Preneurship-based curriculum is an adaptation of the curriculum based on the KKNI, SNPT, and MBKM standards set in 2022. The issuance of Presidential Regulation No. 8 of 2012 and Law No. 12 of 2012 on Higher Education require all universities to adopt the Indonesian National Qualification Framework (KKNI). While universities have the autonomy to develop their curricula, they must adhere to national standards. Typically, a curriculum comprises learning objectives, course materials, teaching methods, and evaluation procedures (Table 1. L1. 1).

The Pesantren-Preneurship curriculum aims to provide students with broader Gain new learning experiences and develop fresh abilities by engaging in activities beyond their academic program, preparing them for the complex challenges of the 21st century. Besides becoming professional ELT educators, English Department students are expected to master and understand religious values and possess entrepreneurial skills. According to (Rawung et al., 2021) Education seeks to elevate an individual's overall well-being to its highest point.. The curriculum includes mandatory courses and additional courses supporting Islamic values, such as Pesantren studies. To support entrepreneurship outcomes, there are entrepreneurship courses.

As a private university, it is essential to develop a curriculum that can brand the study program to attract applicants. A unique curriculum helps in establishing a distinct and compelling identity for the university (Subbarayalu, 2022). This is crucial for differentiating the institution from others in the competitive academic landscape. By focusing on specific strengths and values, the university can create a strong brand image that resonates with its target audience. A unique curriculum ensures that the brand identity is consistently communicated across all touchpoints, from marketing materials to online presence. This consistency helps in building a strong brand image and recognition, making the institution a leader in its field.

2. Graduate Opportunities from the Study Program

The English Education Department at IAI Uluwiyah has developed a curriculum with three key elements. The first is to produce graduates who are professional English teachers. In addition to becoming competent teachers, graduates are expected to become translators, writers, interpreters, professional public speakers, and tourism guides. The religious education provided aims to shape students into individuals with noble character. Moreover, to thrive in the global economy, students are inspired to become independent innovators capable of creating jobs and competing effectively worldwide.

It is an initiative aimed at reducing unemployment by aligning the education system with the job market through the acquisition of a diverse range of valuable knowledge and skills (Arifin & Muslim, 2020). Many students are interested in the English Department due to its appealing branding. According to them, it is currently very important to choose a higher education institution that has graduation targets offering skills and career prospects for us in the future.

According to the response of S4 and S5 in table 4.S4 and table 4 S5, those are realizing the importance of technological developments and the current challenges of the times, prioritizing the integration of Islamic values into entrepreneurship education programs is something that deserves attention. Integrating religious studies with practical practice as a curriculum. Students study in-depth Islamic teachings such as Fiqh, Quran, Sufism, Hadith, Tafsir, and Arabic grammar while also developing leadership, career, and life skills. This holistic approach aims to produce not only religiously grounded individuals but also competent and competitive entrepreneurs (Rouf et al., 2024).

3. Strategies for Optimizing Pesantren-Preneurship Curriculum

To optimize graduate outcomes, the implementation of the Pesantren-Preneurship curriculum involves collaboration with various parties through MoUs, including leading tutoring institutions,

beauty brand entrepreneurs, property service entrepreneurs, publishers, cooperatives, and translation and tour guide services.

In addition, courses that support Islamic values, such as Quran, fiqh, introduction to Islamic studies, and Aswaja, are provided. This research shares similarities with the examination of (Puspitasari & Priatmoko, 2022) The implementation of the entrepreneurship program overcomes obstacles in providing adequate technological resources and learning facilities. To overcome this, there needs to be collaboration with the business world as well as institutions and organizations to continue to follow developments in industry trends and build professional connections.

4. Pesantren-Preneurship Curriculum and its Challenges

Implementing the Pesantren-Preneurship curriculum faces several challenges. The first is the lack of collaboration between the study program and both small and large-scale industries. Limited cooperation results in suboptimal entrepreneurship education. The second challenge is that the lecturers are not aligned with the courses they teach. The entrepreneurship courses are not taught by experts in the field. This misalignment affects the competency taught and its adherence to the curriculum roadmap. However, for courses based on Pesantren values and etiquette, the lecturers are aligned with their fields, such as Aswaja lecturers with degrees in Islamic education. There are commonalities between this study and the analysis of (Rouf et al., 2024) Completing an already strong program requires several improvements. Teachers and staff must deepen their understanding of entrepreneurship and incorporate it into the curriculum. Collaboration with financial institutions, nonprofit organizations, and local governments can provide critical resources and funding for entrepreneurial initiatives. By implementing this strategy, schools can encourage innovation and economic growth among students and local communities, reflecting the principle of economic viability

CONCLUSION

The research conducted on the curriculum of Pesantren-Preneurship in the English Department Program reveals several key findings regarding policy trends, opportunities, and challenges. These results are based on qualitative data gathered from interviews and focus groups, as well as insights from the literature review. The integration of the Pesantren-Preneurship-based curriculum in the English Department at IAI Uluwiyah presents significant opportunities for student development and career prospects. However, addressing the identified challenges is crucial for the curriculum's success. By strengthening industry collaboration, aligning lecturers' expertise with course content, and continuously evaluating the curriculum, the university can effectively implement and sustain this innovative educational approach. The insights from this research contribute to the broader discourse on educational innovation and the development of entrepreneurial education in Pesantrens, supporting Indonesia's educational and economic growth. The researcher hopes that other private universities will use it as a reference for curriculum development. We also hope that there will be further studies that can explore the Pesantren-Preneurship curriculum more deeply by examining the effectiveness of its graduates.

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ATTACHMENT

Resp onde nts	Lecturers' Responses	Resp onde nts	Lecturers' Responses
L1	1. "Our reference is the KKNI, MBKM, and SNPT standards. Based on these curriculum standards, we create a curriculum that meets the needs and branding of the English Department to attract prospective students and produce graduates who are not only competent in teaching English but also entrepreneurial and understand religious values for their future lives in society. Since our educational institution is a pesantren, we prioritize the understanding of Islamic teachings by incorporating entrepreneurship programs as an additional competency." 2. "Currently, the entrepreneurship courses are taught by English lecturers who are also involved in business. We have not yet found lecturers aligned with this field." 3. "Since 2022, we have continuously evaluated how we can develop activities to achieve our curriculum goals." 4. "For Islamic courses like Quran, Hadith, Aswaja, and fiqh, the lecturers are aligned with their fields and all have M. Pd. I degrees."	S1	"We are very interested in the attractive graduate profiles. When I graduate, if I cannot become a teacher, I will try to start my own business."
L2	1. "Building a study program at a private institution is a significant challenge due to the increasing number of private universities. This strategy aims to attract interest, and we hope our students will become competent in their fields and other areas supporting their future." 2. Currently, the entrepreneurship courses are taught by English lecturers who are also involved in business. We have not yet found lecturers aligned with this field."	S2	"I am a student from a lower-middle-class economic background, so I want to achieve my dream of becoming an English graduate without burdening my parents. Therefore, I am very grateful for the entrepreneurship knowledge provided in the English Education program. Now, I have my own business in the culinary field."
L3	"As a lecturer, I support the student skill development program, especially with the vision and mission that includes the concept of Pesantren-Preneurship-based education. With this additional skill enhancement program, I hope that students can become versatile individuals who can multitask by leveraging the skills they possess."	S3	"I thought that studying the English Education program would only allow me to become a teacher in a school. However, the English Education program at our institution has shown that we can also become translators, open tutoring services, become writers, conduct research in the field of language and language learning, and become entrepreneurs, of course. Additionally, we are equipped with knowledge and Islamic values that are certainly useful for us in society."
L4	"Given the current global challenges, there is a need to upgrade the quality of education in higher institutions. The job market in Indonesia is now extremely complex, with limited job openings and high demands for specialized skills. Therefore, students must be equipped with the necessary skills as options for their future career paths."	S4	"I am one of the students who are currently living in a boarding school. For me, religious courses such as Aswaja, pesantren studies, hadith, and courses related to entrepreneurship are very important to support the balance between the world and the hereafter."
L5	"We are gradually working towards achieving our graduate targets, but we still face challenges in	S5	"For me, the harmony between the world and the hereafter is very important. Since I am not from a

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	<i>collaborating with major companies. We will evaluate this further."</i>		<i>boarding school, the religious knowledge that I have not fully acquired before is now obtained through this study program. And of course, with my skills in entrepreneurship, I hope to create job opportunities for the people in my area, as my region is known for commodities such as cassava and sweet potatoes."</i>
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