

A Sentiment Analysis on Pesantren Entrepreneurship

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This study aims to look at the development of public sentiment towards pesantren entrepreneurship. This study uses the sentiment analysis method with the help of SentiStrength software. The type of data used is secondary data derived from indexed scientific publications database Dimensions. Found as many as 100 scientific publications related to research topics. Then the results show that positive sentiment prevailed with a percentage of 52%, followed by neutral sentiment of 31% and negative sentiment of 17%. 2021 is the year with the highest number of sentiments which are dominated by positive sentiment as many as 13 scientific publications. According to the findings, the majority of people agree with the existence of pesantren entrepreneurship. As a result, an increase in the number of scientific publications on pesantren entrepreneurship in indexed journals is necessary to maintain this favorable view.

Keywords: Pesantren Entrepreneurship; Sentiment; SentiStrength

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INTRODUCTION

Indonesia is a country with the world's largest Muslim population. Because of this, the existence of Islamic boarding schools spread throughout the region is commonplace in Indonesia. There were 30,494 Islamic boarding schools recorded as of January 2022 (Ministry of Religion, 2022). Pesantren is an Islamic educational institution that has been established for a long time that implements an in-depth Islamic education curriculum. Initially, the pesantren was used as a center for religious education and the spread of Islam (Nuha, 2016). Education taught in Islamic boarding schools applies norms, values, and rules that can change a person's character to be more concerned about the environment, more cooperative and have the ability to solve problems in the environment (Ismanto & Nasrullah, 2019).

Islamic boarding schools are currently expected to do more than just carry out their traditional functions, namely transmitting and transferring Islamic knowledge, maintaining Islamic traditions, and regenerating Islamic scholars. Islamic boarding schools are required to be centers of health education, centers of technology development for rural communities, centers of environmental preservation, and the most important function is as centers of economic empowerment for the surrounding community (Azra, 1997). Faturrochman & Ruwandi (2018) expressed their idea to hold expertise materials that support improvement hard skill nor soft skill in Islamic boarding schools, so that education in Islamic boarding schools does not only prioritize religious and moral matters. This is to prevent pesantren graduates from stuttering when they return to society. Graduates of Islamic boarding schools often find difficulties to find work or most of them become non-professional workers. Even though the time of education they take is the same as other children who take formal education at school. Therefore, to deal with this phenomenon, education entrepreneurship become one of the concrete solutions to further empower Islamic boarding schools. Apart from the spirit of independence which is the hallmark of Islamic boarding schools, it is also important to teach various kinds of skills and entrepreneurial spirit to students so that one day after graduation they are able to live a life by working professionally.

Recently, education in Islamic boarding schools has been transformed into modern education-based Islamic boarding schools, not even a few of which have go international, meaning that pesantren have made progress in various sectors (Almuin et al., 2017). Even

now, education in Islamic boarding schools already forms a curriculum-based basis entrepreneurship. This is so that when students leave Islamic boarding schools they have mature knowledge related to careers entrepreneurship. The students can implement their knowledge to develop businesses in the area where they live. Thus, this can eliminate the community's paradigm that pesantren graduates can only become religion teachers. With a curriculum based entrepreneurship in Islamic boarding schools can give birth to an independent generation through career guidance to become entrepreneur.

Nadzir's research (2015) reveals that several Islamic boarding schools have tried several efforts to empower the economy in various concepts, including: economic business which considers the kyai to be the most responsible person in developing Islamic boarding schools, economic business to strengthen Islamic boarding school operational costs, and economic business for students by educating them. them some skills and abilities that are useful for their lives after leaving the pesantren. According to Hamid (2012) Islamic boarding school business units not only make an economic contribution to the institution itself, but also build student independence and entrepreneurship. Educational institutions can produce entrepreneur if you have the ability to develop culture entrepreneur in the neighborhood. Cultural development can be formed by involving students in business units in educational institutions. Thus religious education institutions do not provide narrow space for each student to be creative but instead motivate and encourage every human being to be independent (Almuin et al., 2017).

Over the last few years, research on pesantren entrepreneurship quite developed. Several researchers conducted studies on Islamic boarding schools' economic empowerment (Mustaghfiri, 2020), analyzed Islamic boarding schools-based economic empowerment (Naqiyah et al., 2019), Islamic boarding schools' entrepreneurship in community economic empowerment (Syukri et al., 2020), analyzed the role of internal initiatives from leaders and external development from the government in building entrepreneurship in Islamic boarding schools (Muhardi et al., 2021).

Looking at the development of research on Islamic boarding schools entrepreneurship no one has specifically discussed sentiment analysis of pesantren entrepreneurship. As far as the author's observation, this research is the only research that focuses on looking at public sentiment and examining positive and negative

issues that influence the development of Islamic boarding schools entrepreneurship.

The purpose of this research is to see how far the sentiment expressed by the public towards the development of Islamic boarding schools entrepreneurship. This study also aims to determine the development of intertemporal sentiment towards Islamic boarding schools entrepreneurship and reveal what are the positive and negative issues related to the research topic.

LITERATURE REVIEW

Entrepreneurship or entrepreneurship has various definitions with different mindsets (Shane & Venkataraman, 2000). Entrepreneurship is developed on the basis of saturation in meeting the needs of human life. Innovation and creativity are needed to meet the unlimited needs of human life. Entrepreneurship is not only related to economic activities, but also related to all life systems which include social, educational, religious, technological, and others. Substantially entrepreneurial activities in non-economic institutions are not directly related to economic activities, but the resulting impact on the economy is real and can be felt (Salahuddin et al., 2019).

To be one entrepreneur there are several myths that often haunt people (Frederick, 2006), namely first entrepreneur is a doer not a thinker; second entrepreneur born not made; third entrepreneur always be an investor; fourth entrepreneur must make a profit; fifth entrepreneur is an extreme risk taker. Then from this the question arises whether to be an entrepreneur it is natural or formed. Falade (2010) ensures that entrepreneur does not arise from natural talent, but through a continuous educational process. Therefore, entrepreneurship is something that can be learned, a skill that can be taught through formal and non-formal classrooms, and can be transmitted to all people (Salahuddin et al., 2019).

Islamic boarding schools are educational institutions that implement an Islamic sharia-based curriculum (Almuin et al., 2017). In the context of Islamic education, pesantren is a medium that can be used to shape the character of students to become entrepreneur. Recently Islamic educational institutions such as Islamic boarding schools have also highlighted the importance of entrepreneurship education for their students. There have been many studies that have examined entrepreneurial practices in Islamic boarding schools, such as Siswanto (2018) which explored strategies for developing culture-based entrepreneurship

at the Sidogiri Islamic boarding school through a theological approach. The results of the study show the important role of kyai, students and alumni in the development of entrepreneurship in Islamic boarding schools. The model of tabligh (transparency) and fathonah (professional) values as a strategy for managing institutions in the form of sharia cooperatives. In addition, for managers, the values of shiddiq (honesty) and amanah (trustworthiness) are cultivated. This pesantren culture-based entrepreneurial development strategy does indeed have characteristics that are typical of pesantren.

Another work by Salahuddin et al. (2019) studied Islamic boarding schools on Lombok Island in increasing innovation and creativity in entering the realm of economics and business. As for the study of Almuin et al. (2017) conducted an analysis of Al Robbani's modern Islamic boarding schools that have implemented an entrepreneurship curriculum. The results of his research indicate that motivation for career development and maturation at the Al Robbani Islamic boarding school can generally be implemented, it's just that it needs to be given more comprehensive maturity and provision of the basics of entrepreneurship. The counseling program and provision of motivation for the development and maturation of entrepreneurial careers at the Al Robbani Islamic boarding school aim to make out-of-school youth become creative, innovative and mature in building careers in the field of entrepreneurship.

Muhardi et al. (2021) conducted an analysis of the role of internal initiatives from leaders and external development from the government in building entrepreneurship in Islamic boarding schools. From the field study, the results show that the success of Islamic boarding schools in building entrepreneurship is determined predominantly by internal initiative and creativity, namely entrepreneur/ the manager/administrator of the pesantren itself which is supported by the students. Apart from being internal, there is also external encouragement from the government through the entrepreneurship program, namely one pesantren one product, which apparently gave motivation to Islamic boarding schools to realize the program.

Ismanto & Nasrullah (2019) research conducted to determine the multiplier effect of businesses run by Islamic boarding schools in the economic, educational and social fields. This study reveals several findings. First, there is a significant influence from business development at the Walindo Islamic boarding school on

its development and independence because it can cover 60% of operational funds without charging fees from the students. Second, related to the development of business units, this pesantren is able to strengthen the entrepreneurial spirit of students. Business unit management run by the santri together with the kyai builds business awareness among the santri. Third, the relationship between the pesantren and the community is carried out both in the form of partnerships and other forms of relations that generate public trust in the pesantren.

From some of the literature on Islamic boarding school entrepreneurship, there has been no study that focuses on reviewing public sentiment towards the practice and development of Islamic boarding school entrepreneurship. This research attempts to fill this gap by analyzing sentiments towards Islamic boarding schools entrepreneurship that originate from various published literature. This research also highlights the positive and negative issues that have an influence on the development of pesantren entrepreneurship.

RESEARCH METHODOLOGY

This research is a qualitative descriptive research using sentiment analysis method. The type of data used is secondary data derived from indexed scientific publications database Dimensions. The research observation period is from 2010 to 2023. The sampling technique used in this study is method purposive sampling, namely the sampling method that aims to fulfill certain information in accordance with the desired research objectives. Data retrieval was carried out by

searching journals indexed by the Scopus database by typing the keywords "Entrepreneurship Islamic Boarding School". After that, articles or scientific journals that are relevant to the research theme will be selected based on the publication data that has been collected. There are 100 scientific publications on research themes "Pesantren Entrepreneurship". As for seeing the sentiment in each journal related to "Entrepreneurship Islamic Boarding School" the author uses software SentiStrength.

SentiStrength is an algorithm for opinion mining which uses a dictionary or lexicon-based approach that works by detecting each word or phrase from an abstract text by checking terms which contains sentiments and then output the result is the weight of the word or phrase that was successfully detected. The sentiment class consists of sentiments high positive, positive, neutral, negative and high negative. Each sentiment class has a different score interval, high positive has a score of 3-5, positive has a score of 1-2, neutral score 0, negative score -1 to -2 and high negative has a score of -3 to -5. The sentiment score is then calculated by adding up the sentiment score of each sentence conveyed by the researcher in software SentiStrength. Good sentiment (positive) is the opinion of researchers who are positive and tend to be optimistic in response to the theme raised. While bad sentiment (negative) is the opinion of researchers who are negative and tend to express criticism in studying the theme. Other research using sentiment analysis can be seen in [Hakim et al., \(2022\)](#), [Rusydiana & Marlina \(2020\)](#), and also [Haidar et al., \(2022\)](#).

RESULTS AND DISCUSSION

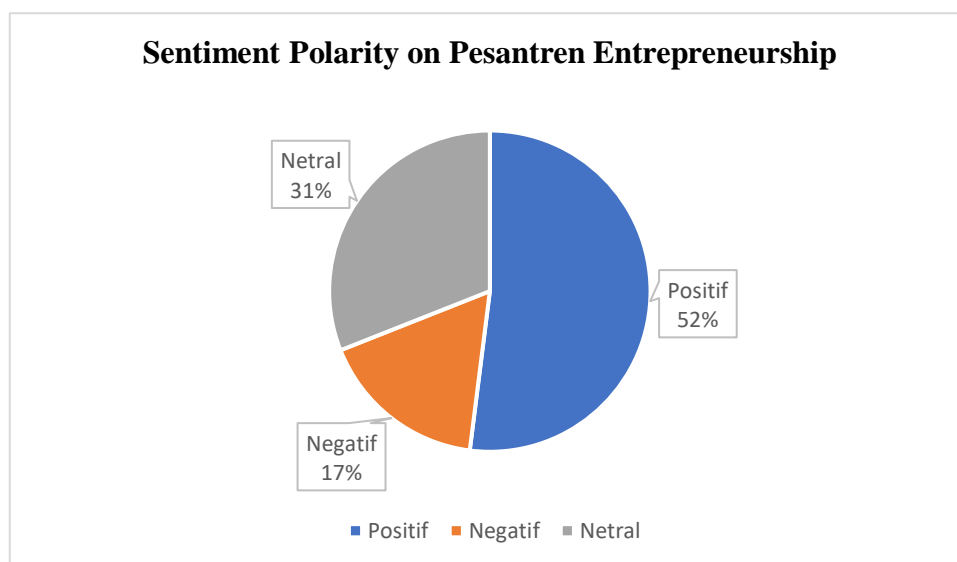


Figure 1: Sentiment Polarity on Islamic Boarding Schools Entrepreneurship

The image above represents pie chart polarity of sentiment in pesantren entrepreneurship taken from indexed scientific publications dimensions. It was found that positive sentiment dominated with a percentage of 52%, followed by neutral sentiment at 31% and negative

sentiment at 17%. That is, in this study the expression of the sentence shows partiality and agrees with the development of Islamic boarding schools entrepreneurship.

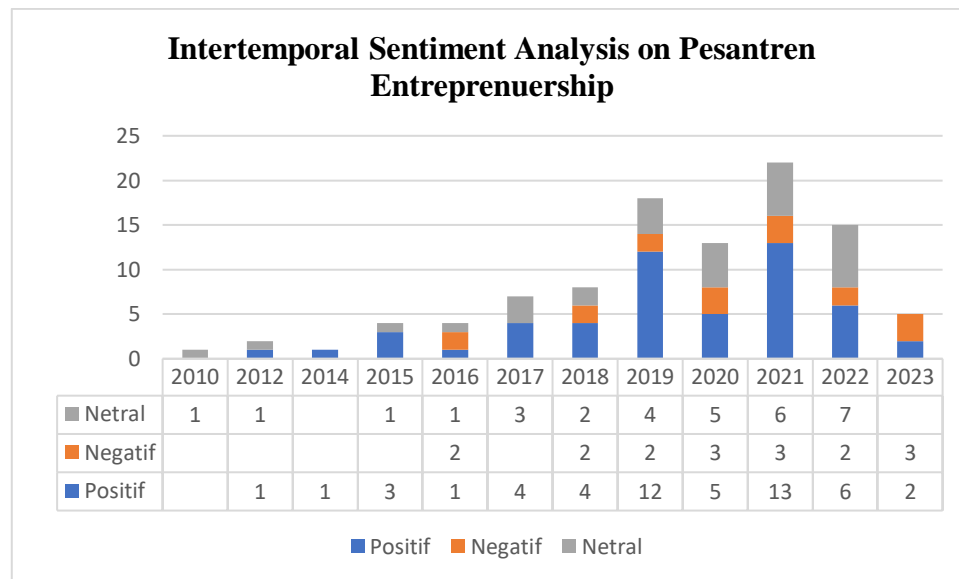


Figure 2: Intertemporal Sentiment Analysis of Islamic Boarding Schools Entrepreneurship

The graph above is the sentiment of pesantren entrepreneurship based on time. It was found that sentiment tends to increase each year. Even though it fluctuated from 2019 to 2023. 2021 was the year when the number of sentiments towards Islamic boarding schools peaked. Entrepreneurship, with the composition of the most sentiment dominated by positive sentiment as many as 13 scientific publications. The second most neutral sentiment occurred in 2022

with a sentiment proportion of 7 documents. While the most negative sentiment occurred in 3 years, namely, 2021, 2022, and 2023 with a total of 3 documents each.

This research also summarizes the positive and negative issues related to pesantren entrepreneurship collected from several journals with related themes. The following below is a table of positive and negative pesantren issues entrepreneurship.

Table 1: Positive & Negative Issues on Islamic Boarding Schools Entrepreneurship

Positive Issues	Negative Issues
Islamic boarding schools have unique entrepreneurial characteristics.	The capital aspect in business development still needs to be improved.
Build character entrepreneurship since early stage.	The ability of students / Islamic boarding schools in entrepreneurship is relatively minimal.
Islamic boarding school costs can be accommodated by Islamic boarding schools.	The lack of strong pesantren business/business networks.

Cultural differences determine entrepreneurial characteristics and motivation (Siswanto, 2018). Islamic boarding schools are Islamic-based educational institutions that have religious characteristics. This has an influence on the entrepreneurial characteristics it has. A study in America by Pilis & Reardon (2007) shows that cultural factors influence entrepreneurship. Where each culture has persuasive messages about entrepreneurship

that people will remember, how these messages influence perceptions of suitability, self-consistency and career effectiveness, and how these perceptions influence intentions to become an entrepreneur. Islamic boarding schools have a distinctive culture, this can be seen from the characteristics of the way of life, ideology, scientific traditions, and teaching methodology (Siswanto, 2018). In addition, Islamic boarding schools

have an important role in shaping character and imparting moral values to students and society. This is based on Islamic teachings which make the figure of the Prophet Muhammad SAW a role model as a person entrepreneur.

Prophet Muhammad SAW is a person entrepreneur since young who has the nature of trustworthiness and honesty in business. So that his figure became a role model for entrepreneur Muslim. Entrepreneurship is an important mission in Islam (Yazilmiwati & Ilhaamie, 2011). Narrated by Ahmad, the Messenger of Allah was asked about the most noble work, then he replied, "Buying and selling that is mabrur (according to Islamic law and does not contain elements of deception and sin) and work done by someone with their own hands". The hadith shows that entrepreneurship is an activity that cannot be separated from Islamic teachings. Therefore, the application of entrepreneurship has been taught in Islamic boarding schools not only because of Islamic teachings but also as a form of concern for pesantren stakeholders in the economic field (Salahuddin et al., 2019).

The community paradigm regarding pesantren is often confined to the stigma that pesantren are educational institutions that only focus on Islamic teachings. However, currently several Islamic boarding schools have transformed their focus in the social and economic fields. In some modern pesantren, they have long claimed that they are educational institutions that produce independent students. Therefore, Islamic boarding schools provide knowledge and skills that are able to direct students towards an independent life. Even though their space for movement is limited, pesantren are always connected to external reality substantively, intellectually, spiritually, morally, socially, and emotionally (Malik et al., 2019).

The practice of entrepreneurship in Islamic boarding schools begins with the awareness of Islamic boarding school leaders to prepare a better generation who are ready to develop society with the provision of knowledge provided while studying at Islamic boarding schools. The mindset developed in Islamic boarding schools with an entrepreneurial paradigm is the mindset of producers. The pesantren environment is used as a miniature of life, where hundreds or even thousands of students live with different traditions, ethnicities, characteristics and tendencies, in which there are available resources and several sources of production that can be developed to strengthen the character of the students. Santri, alumni, and the surrounding community are markets that can strengthen the

pesantren economy (Salahuddin et al., 2019). Many experts believe that entrepreneurship has a significant contribution to economic growth, job creation, economic prosperity, structural change and regional development, innovation, winning competition, and developing human and intellectual capital (Zahra & Dess, 2001; Antoncic & Hisrich, 2003; Davidson, 2005; Morris et al., 2021). So that if entrepreneurship is applied in Islamic boarding schools education, this certainly opens up wider opportunities for the progress of Islamic boarding schools and the surrounding environment.

In general, to study at Islamic boarding schools requires quite expensive fees. Because the cost of living and education costs must be borne by the parents of the students. The cost of education in Islamic boarding schools can be used as an aspect of consideration, to determine the pattern of education offered or given to the students. Generally, the more expensive, the better the facilities obtained. On the one hand, Islamic boarding schools in their operations to fulfill their economy are sourced from the costs of educating students. Meanwhile, on the other hand, taking fees that are too high certainly creates a high wall for students from the lower middle class (Muhardi et al., 2021). Therefore, the development of a managed Islamic boarding school business unit can be a solution to this problem. So that with the formation of entrepreneurial character and business development, Islamic boarding schools can accommodate the costs that must be incurred by students and by Islamic boarding schools.

However, the development of pesantren entrepreneurship is currently still very limited. Business units owned and managed by pesantren tend to have a small contribution. This is caused by several obstacles in the economic development faced by Islamic boarding schools, including marketing, network, capability, and capital problems (Ismanto & Nasrullah, 2019). Muhardi et al. (2021) also revealed that there were many Islamic boarding schools that experienced various economic difficulties, which would more accurately be called weaknesses in managing their pesantren economy, so that the economic capacity of Islamic boarding schools still predominantly depended on funding sources from students through withdrawing education costs. The capability of the santri in managing the Islamic boarding school business unit also contributes to the negative issue of Islamic boarding school entrepreneurship. This was also later touched upon in Sudarsih's research (2010) which revealed that one of the problems of Islamic boarding schools in managing their business units is the unpreparedness of students (lack of capability).

CONCLUSION

Based on the results of the research analysis, it was found that positive sentiment prevailed with a percentage of 52%, followed by neutral sentiment at 31% and negative sentiment at 17%. The findings also show that 2021 is the year with the highest number of sentiments which are dominated by positive sentiment with 13 scientific publications. According to the findings, the majority of people agree with the existence of pesantren entrepreneurship. As a result, an increase in the number of pesantren scientific publications entrepreneurship in indexed journals is necessary to maintain this favorable view. The positive issues related Entrepreneurship Islamic Boarding School including boarding schools have unique entrepreneurial characteristics, forming character entrepreneurship from an early age, and the cost of the pesantren can be accommodated by the pesantren business. While the negative issues include: the aspect of capital in business development still needs to be improved, the ability of students/Islamic boarding schools in entrepreneurship is relatively minimal, and the pesantren business/business network is not yet strong.

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