

The Autonomy of Pesantren in The One Pesantren One Product (OPOP) Program: Mentoring, Training or Grant Funding Driven?

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Abstract

Introduction to The Problem: One pesantren one product is a program of the governor of West Java province which aims to make pesantren self-reliant, among its programs is to provide assistance, training and grant funds to pesantren that have businesses both start-up and scale up.

Purpose/Objective Study: the purpose of this study was to analyze the effect of assistance, training and grant funds on pesantren independence.

Design/Methodology/Approach: The population in this study was 285 pesantren in Tasikmalaya City and Regency. The sample in this study was 48 respondents, using online and offline questionnaires as the distribution media. The research sample was taken using a purposive random sampling approach with the following criteria; (1) are OPOP participants in 2019-2023, (2) are in the Tasikmalaya City/Regency

Findings: the results show that The mentoring, training and grants provided by the governor's of West Java province affect the independence of pesantren in the city and district of Tasikmalaya, with a large influence of 69%.

Paper Type: Research Article

Keywords: Autonomy of Pesantren, Mentoring , Training, Grant Funding

Introduction

Islamic boarding schools (Pesantren) played an important role in the economic development of society. Islamic boarding schools can contribute to community economic development through community empowerment, education, da'wah, and community-based business cooperation (Asrol et al., 2023; Priyanto & Fathoni, 2019; Zaki et al., 2022). Islamic boarding schools contribute to the economic development of society in various ways. Islamic boarding schools can be used as a medium for empowerment in the economic sector for society, and have the potential to play a role not only in the field of education, but also contribute to community development (Priyanto & Fathoni, 2019). Islamic boarding schools can provide skills training, employment opportunities, contribute agricultural products, stimulate trade, grow small industries, and provide financial capital to village communities (Jazil et al., 2021).

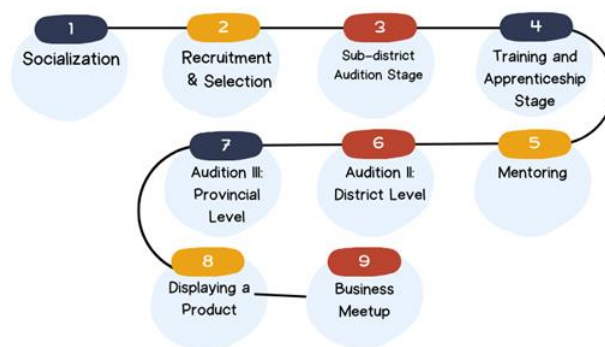
Pesantren support business actors in both the upstream and downstream sectors, who can contribute to community economic development. Islamic boarding schools also have great and strategic potential in developing entrepreneurship and the national economy. The Ministry of Religion of the Republic of Indonesia launched an Islamic boarding school independence program which aims to build

business units managed by Islamic boarding schools. Islamic boarding schools are also involved in community-based cooperation between Islamic boarding school businesses, which are related to the Sustainable Development Goals (SDGs), including zero poverty, quality education, and partnerships for these goals. Islamic boarding schools also manage Islamic social finance like Amil. Islamic boarding school economic activities include Islamic boarding school business holding, One Pesantren One Product (OPOP), and Islamic Boarding School Business Sarekat Cooperative (KSBP) as part of the Islamic boarding school independence development program.(Asrol et al., 2023; Faiza, 2021; Muhardi et al., 2022; Zaki et al., 2022).

Thus far, 5018 Islamic boarding schools from 27 districts/cities have applied for the OPOP program for the 2019–2023 year; the business categories are broken down into 10 categories.(Department of Cooperatives and Small Businesses of West Java Province, nd.) OPOP stands for One Pesantren One Product. In the Indonesian state of West Java, there is a program called OPOP (One Pesantren One Product) that tries to promote economic independence among Islamic boarding schools. Initiatives under this program include encouraging independence through the promotion of one Islamic boarding school, one product (OPOP) and integrating digital literacy into the curriculum (<https://opop.jabarprov.go.id/>). By helping Islamic boarding schools select goods that are in high demand, offering grant funds, mentoring, and training, the initiative seeks to enable Islamic boarding schools to become economically independent.

In addition to receiving training and mentorship, the West Java provincial government provides grant funding to OPOP participants. By including students, the community, and the Islamic boarding school itself, the One Pesantren One Product (OPOP) program seeks to foster independence among the Muslim community. Through training, mentorship, and the selection of marketable goods, this initiative aims to support Islamic boarding schools' economic, social, and skill growth. To assist the program's development and launch, the government, society, academics, businesspeople, and the media are among the stakeholders involved in the OPOP initiative.

Implementation of the OPOP program is carried out through several stages as in the picture below:



According to the above figure, participants in OPOP who make it through the selection process receive grant funds, training, apprenticeships, and mentoring; the amount of these resources varies depending on the level. The start up and scale up categories are the two divisions within the Islamic boarding school category in this program. The purpose of this study is to examine how OPOP members' grants, training, and mentoring have affected the autonomy of Islamic boarding schools.

Pesantren are educational institutions that play an important role in the social and religious life of Indonesian society, especially in shaping students' character and morals. The following are some of the important roles of pesantren in society:

- a. Religious and character education (Syafi'i, 2020): Pesantren is an educational institution that teaches religious and moral values to students, so that it can form a strong and noble character.
- b. Non-formal education (Nahdiyin, 2019): Pesantren also provide non-formal education to students, such as Arabic language skills, memorizing the Quran, and entrepreneurship skills.
- c. Academic education (Syamsuddin, 2018): Some pesantren also organize academic education, such as formal education at the elementary, junior high, and high school levels.
- d. Community empowerment (Afrizal, 2020): Pesantren can also be a center for community empowerment, such as providing health facilities and social assistance
- e. Culture maintenance (Majid, 2019): Pesantren also play an important role in cultural maintenance, such as Islamic art and literature.

Based on the above roles, that pesantrens have the potential as a place for education and training, economic empowerment, and social empowerment. (Nurhayati & Rizki, (2019), Arifin (2020)).

Autonomy refers to the ability of an individual or organization to make decisions and act independently. Autonomy can be defined as the ability to control behavior and actions independently, which is based on the values, beliefs, and goals held by the individual or organization (Ryan, & Deci 2000. and Deci & Ryan 2010). Self-determination theory or independence theory states that independence is one of the human psychological needs that encourages individuals to act independently and take responsibility for their lives.

The theory of business independence refers to the ability of an organization or company to act independently and create added value independently. This theory states that business independence is critical to the success of the company and allows the company to take risks and take advantage of existing business opportunities (Gorgievski, Ascalon, & Stephan, 2011).

Indicators of entrepreneurial independence are a series of characteristics or factors that indicate the extent to which an entrepreneur has the ability to make decisions and act independently. The following are some indicators of entrepreneurial independence (Linan & Chen, 2009 and Aman & Lim, 2017):

Indicators of entrepreneurial autonomy are a set of characteristics or factors that indicate the extent to which an entrepreneur has the ability to make decisions and act independently. The following are some indicators of entrepreneurial independence (Linan & Chen, 2009 and Aman & Lim, 2017):

- a. Self-efficacy: The ability of an entrepreneur to view himself as capable of overcoming challenges and taking the necessary actions to achieve his business goals.\
- b. Proactivity: The ability of an entrepreneur to take initiative in dealing with situations and creating new business opportunities.
- c. Creative: The ability of an entrepreneur to develop new ideas and creative solutions to overcome the problems they face.
- d. Risk-taking: The ability of an entrepreneur to take risks and face uncertainties in achieving their business goals.
- e. Adversity Quotient (AQ): The ability of an entrepreneur to overcome failures and obstacles in running their business.

Training is a learning process that is carried out in a planned and structured manner to improve the skills, knowledge, attitudes, and behavior of a person or group in achieving certain goals. Training can be conducted formally or informally and can be carried out inside or outside the work environment. Some definitions and concepts of training. Training is a deliberate and planned learning process, which aims to improve the skills, knowledge, attitudes, and behavior of employees in order to achieve organizational goals. (Noe, 2013). Training is a method used to improve employees' ability to perform their job duties and also to improve overall organizational performance." (Robbins & Judge, 2017). Training is a learning process that provides hands-on experience, knowledge, and skills necessary to achieve specific performance objectives.(Goldstein & Ford, 2002)

Entrepreneurship training is a training program specifically designed to provide aspiring entrepreneurs with the skills, knowledge, and abilities needed to start and grow their business. The goal is to strengthen entrepreneurial capacity and provide support in starting a new business or improving an existing one. The indicators of training can cover various aspects, such as learning outcomes, skill improvement, and behavior change. Here are some training indicators that can be used (Noe, et al., 2017, and Kirkpatrick, 1994):

- a. Trainee Satisfaction Level: This indicator can be used to measure the extent to which trainees are satisfied with the training provided. Participant satisfaction can be measured through an evaluation questionnaire given at the end of the training.
- b. Skill Improvement: This indicator can be used to measure the extent to which trainees have improved their skills after attending the training. Skill improvement can be measured through skill tests before and after the training.
- c. Productivity Improvement: This indicator can be used to measure the extent to which the training has an impact on improving the productivity of participants and the organizations they work for. Productivity improvement can be measured through participant performance evaluation after the training.
- d. Improved Rules and Procedures Compliance" This indicator can be used to measure the extent to which trainees are able to comply with the rules and procedures applicable in the workplace after the training. Improved compliance can be measured through direct observation or audit.

Entrepreneurial mentoring is a form of support provided by a mentor or companion who has experience in business, to assist new entrepreneurs in overcoming various challenges and difficulties faced in developing their business." (Wibowo, 2019) This theory states that entrepreneurial mentoring can help individuals to develop the skills and knowledge needed to start and grow a business. It focuses on developing management, marketing, financial, and product development skills. (Fayolle, & Gailly, (2015).

Methodology

Populasi in this study 285 pesantren in Tasikmalaya City and Regency. The sample in this study was 48 respondents, using online and offline questionnaires as the distribution media. The research sample was taken using a purposive random sampling approach with the following criteria; (1) are OPOP participants in 2019-2023, (2) are in the Tasikmalaya City / Regency area. Due to the location of the pesantren which is far from the location of the researcher, then the lack of response via online, 48 respondents were obtained who were willing. Frequency of respondent business types is dominated by the type of food and beverage business as much as 37.5% followed by fisheries 16.7%. The frequency of business categories is 52.1% scale-up and 47.9% start-up.

Table 1. Profile respondent

Respondent Demographics		Frequency	Percentage
Gender	Male	37	77.1
	Famale	11	22.9
Domicili	Tasikmalaya City	39	81.3
	Tasikmalaya Regency	9	18.8
Business type	food and beverages	18	37.5
	Services	1	2.1
	Fisheries	6	16.7
	Livestock	3	6.3
	Trade	6	12.5
	Crafts	2	4.2
	Agriculture	1	2.1
	Fashion	7	14.6
	Others	2	4.2

Source : Author's research, 2023

Results and Discussion

Reliability and Validity test

Table 3. Reliability test

Reliability Statistics

Cronbach's Alpha	N of Items
,798	3

Source: Output Spss Author Processed Data, 2023

Table 4. Result of Validity Test

Mentoring		Training		Granhibah		Autonomy		Kriteria
Pearson Correlation	Sig. (2-tailed)	Pearson Correlation	Sig. (2-tailed)	Pearson Correlation	Sig. (2-tailed)	Pearson Correlation	Sig. (2-tailed)	
,693**	,000	,829**	,000	,764**	,000	,604**	,000	valid
,773**	,000	,816**	,000	,879**	,000	,797**	,000	valid
,712**	,000	,790**	,000	,654**	,000	,853**	,000	valid
,794**	,000	,711**	,000	,926**	,000	,809**	,000	valid
,787**	,000	,818**	,000	,857**	,000	,764**	,000	valid
,916**	,000	,784**	,000	,863**	,000	,701**	,000	valid
,874**	,000	,824**	,000	,885**	,000	,731**	,000	valid
,860**	,000	,745**	,000	,914**	,000	,814**	,000	valid
,822**	,000	,809**	,000	,868**	,000	,913**	,000	valid
,849**	,000	,691**	,000	,815**	,000	,884**	,000	valid
,851**	,000	,837**	,000					valid
,894**	,000	,878**	,000					valid
,895**	,000	,793**	,000					valid
,904**	,000	,763**	,000					valid
,895**	,000	,778**	,000					valid
,844**	,000	,885**	,000					valid
,667**	,000	,811**	,000					valid
,844**	,000	,730**	,000					valid
		,781**	,000					valid
		,779**	,000					valid
		,804**	,000					valid
		,854**	,000					valid

Source: Output Spss Author Processed Data, 2023

Based on the data above that the Cronbacch's alpha value > 0.70, which is 0.798, the data is reliable, and data was valid.

Classic Assumption Test -Normality Test

Table 5. Result of normality test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		48
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	3,33290744
Most Extreme Differences	Absolute	,130
	Positive	,130
	Negative	-,093
Kolmogorov-Smirnov Z		,902
Asymp. Sig. (2-tailed)		,390

a. Test distribution is Normal.

b. Calculated from data.

Source: Output SPSS Author Processed Data, 2023

Based on the results of the normality test, the significance value is $0.390 > 0.05$, it can be concluded that the data is normally distributed.

Classic Assumption Test- Heteroscedasticity Test

Table 6. result of heteroscedasticity.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,494	2,015		3,719	,001
	Mentoring	,035	,037	,196	,956	,344
	Training	-,048	,041	-,326	-1,175	,247
	Grantfund	-,087	,079	-,254	-1,106	,275

a. Dependent Variable: RES2

Source: Output SPSS Author Processed Data, 2023

Based on the results of the Glejser test, the significance value of the mentoring variable is $0.344 > 0.05$, the training variable is $0.247 > 0.05$, and the Grant Fund variable is $0.275 > 0.05$, it can be concluded that there is not heteroscedasticity.

Classic Assumption Test- Multicollinearity test

Table 7. Result of Multikolinierity test

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	12,365	3,285		3,765	,000		
	Mentoring	-,007	,060	-,014	-,114	,910	,438	2,284
	Training	,059	,066	,152	,883	,382	,239	4,181
	Grantfund	,643	,128	,713	5,023	,000	,350	2,858

a. Dependent Variable: Autonomy

Source: Output SPSS Author Processed Data, 2023

Based on the tolerance and VIF values, the regression model of the effect of mentoring, training and grant funds on independence does not occur multicollinearity.

Research Result Analysis

Based on the output of table 7, the significance value for the effect of mentoring, training and grant funds on autonomy is $0.000 < 0.05$ and the calculated F value is $32.638 > 2.8125$ so it can be concluded that there is a simultaneous influence of mentoring, training, and grant funding on autonomy.

Table 7. F-test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1161,828	3	387,276	32,638	,000 ^b
	Residual	522,089	44	11,866		
	Total	1683,917	47			

a. Dependent Variable: Autonomy
 b. Predictors: (Constant), Mentoring Training, Grant Funding

Source: Output SPSS Author Processed Data, 2023

However, the t-test results in table 8 showed that:

1. Testing the effect of mentoring on independence: sig value. the effect of mentoring on independence is $0.91 > 0.05$ and the t value is $-0.114 < 2.01537$, so there is no effect of the mentoring variable on independence.
2. Testing the effect of training on independence: sig value. the effect of training on independence is $0.382 > 0.05$ and the calculated t value is $-0.883 < 2.01537$, so there is no effect of the training variable on independence.
3. Testing the Effect of Grant Funds on Independence: sig value. the effect of Grant Funds on Independence is $0.000 < 0.05$ and the t value is $5.0233 > 2.01537$, so there is an influence of the Grant Fund variable on independence.

Table 8. t-test result

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	12,365	3,285		3,765	,000		
	Mentoring	-,007	,060	-,014	-,114	,910	,438	2,284
	Training	,059	,066	,152	,883	,382	,239	4,181
	Grantfund	,643	,128	,713	5,023	,000	,350	2,858

a. Dependent Variable: Autonomy

Source: Output SPSS Author Processed Data, 2023

As for the contribution of the variance of mentoring, training and grant funds explaining the variance of independence is 69%. The remaining 31% is explained by variances that are not examined in the study. as shown in the table below:

Table 9. Result of R-Square

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1161,828	3	387,276	32,638	,000 ^b
	Residual	522,089	44	11,866		
	Total	1683,917	47			

a. Dependent Variable: Autonomy
 b. Predictors: (Constant), Mentoring Training, Grant Fund

Source: Output SPSS Author Processed Data, 2023

Discussion

The affect of mentoring on autonomy

Based on table 8, it shows that mentoring has no significant effect on independence with a significance value above 0.05. this is contrary to the research of Pambudi. (2018), Lestari (2018) and Susilowati (2017): This study showed that entrepreneurial training and mentoring can have a positive impact on business independence, including in terms of improving management skills, increasing productivity, and increasing income. The affect of training on autonomy. Meaning that the program mentoring has not made participants independent.

The affect of Training on autonomy

Based on table 8, it shows that mentoring has no significant effect on independence with a significance value above 0.05. This is contrary to the research of Marimin & Mahfudz (2019), Alamsyah (2018) showed that entrepreneurial training can have a positive impact on business independence. This research is in line with the research of Almuzakir and Sulistiyowati (2022) which stated that there is no influence between digitalpreneur training on the economic independence of santri.

The affect of grant funding on autonomy

Based on table 8, it showed that grant funds have a positive and significant effect on autonomy with value below 0.05. Indicating that the grant helps the pesantren to be autonomous.

The affect of mentoring, training and grant funding on autonomy

Based on the output of table 7, the significance value for the effect of mentoring, training and grant funds on autonomy is $0.000 < 0.05$ and the calculated F value is $32.638 > 2.8125$ so it can be concluded that there is a simultaneous influence of mentoring, training, and grant funding on autonomy. this is contrary to the research of Pambudi. (2018), Lestari (2018) and Susilowati (2017): This study showed that entrepreneurial training and mentoring can have a positive impact on business independence, including in terms of improving management skills, increasing productivity, and increasing income.

Conclusion

The mentoring, training and grants provided by the governor's of West Java province affecting the independence of pesantren in the city and district of Tasikmalaya, with a large influence of 69%. The findings of this study show that grant funds have a positive and significant impact on the independence of pesantren. Simultaneously, mentoring funds, training and grant funds have a positive and significant effect on independence. The OPOP program can be used as a sustainable program to increase the economic independence of pesantren and the surrounding community. This study has several limitations that must be acknowledged. Firstly, the research sample is relatively. Secondly, the study only focuses on two independent variables. Therefore, other variables that can affect autonomy of pesantren

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