

Assistance for Islamic Boarding School Students in the Jogoroto District Jombang Through Entrepreneurship with Macrame Skills

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ABSTRACT

The activity of making macrame bags was carried out through training and product marketing. This was done to increase the income of productive age students and to increase sales of macrame bags through social media in Mayangan Village, Jogoroto District, Jombang Regency. The method of assisting community service activities used the ABCD approach (Asset Based Community Development). The result of the activity of making macrame bags for alumni students of Islamic boarding schools in the Jogoroto sub-district was to increase the income of students who were of productive age and could increase sales of macrame bags on social media.

Keywords: *Islamic Boarding School Students, Entrepreneurship, and Macrame*

INTRUDUCTION

Entrepreneurship needs to be introduced in the world of Islamic boarding schools as one of the efforts to foster entrepreneurial motivation. Knowledge of entrepreneurship is expected to help Islamic boarding schools in producing graduates who have professional competitiveness, marked by the ability of students who have a number of high expertise, both hard skills and soft skills and have creativity. Quality and competitive graduates of students will certainly have better value for the community where students do not only have abilities in the fields of study religion, but also the ability to face the world of work and create their own business field. Creating macrame activities is the craft of knotting or tying the rope functional and artistic special use of the tying technique known as macrame.

Problem faced by boarding school graduates in modern world society is related to socialization and actualization (Siswati, 2017). In fact, there are gaps, alienation, and differences between the knowledge acquired while living in Islamic boarding schools and the necessities of life after graduating from Islamic boarding schools. Thus, sometimes the output of boarding school is not ready to compete with general graduates in terms of professionalism in the world of work.

To anticipate the large number of unemployed graduates from Islamic boarding schools, a creative and inspiring development is needed to improve the quality of human resources (HR) for students. With the basic assumption that not all boarding school

graduates or graduates will become clerics or Kiai and choose jobs in the religious sector, improving the quality of human resources is considered very important. Improving the quality of human resources that starts early can have a positive effect on the competitiveness of the individual itself. Moreover for the students of productive age.

There are many ways of assistance that can be given to students, especially female students in order to improve the quality of human resources. One way is through entrepreneurship training that is in line with Islamic teaching (shari'ah entrepreneurship). Shari'ah entrepreneurship training is one of the media in introducing the business world as well as providing experience and skills in entrepreneurship and motivating students to do entrepreneurship by sticking to the teachings of the Islamic religion.

Most of the students come from families with a lower middle-class economy. The average occupation of parents is farming and labor. To meet the needs of the students while living in the boarding school, the majority of the students rely on submissions from their parents. Some santri or students even become "*abdi dalem* or servants of the court" in order to get syahriyah relief because their parents cannot afford to pay for it. Mastering skills is a positive point for someone in entrepreneurship. With the skills possessed, a person can still become an entrepreneur even though he does not have sufficient capital. *Santri* can cooperate with other parties as capital providers so that entrepreneurship can still be attempted.

Female students who do not take further education are currently focusing on studying religion, memorizing the Qur'an or studying the yellow book. Nurul Qur'an and Hamalatul Qur'an Islamic Boarding Schools are *tahfidzul* Qur'an Islamic boarding schools. The recitation activities are carried out during the dawn and evening prayers, outside of those times the students arrange their own *muroja'ah* schedule. The Minhajul Abidin and Midanutta'lim Islamic boarding schools are Islamic boarding schools that focus on studying yellow books. Recitation activities are also carried out at dawn and dusk. It can be concluded that students have a lot of free time.

One of the reasons why students do not continue their education is the economic factor. Long distances and high costs are the main obstacles. Moreover, public transportation which is the main means of transportation to schools and colleges is very rare. This is what makes the students choose not to continue their studies at the advanced level.

From the problems experienced by Islamic boarding school students in the Jogoroto sub-district who received assistance located in Jogoroto Village, Jogoroto District, Jombang Regency above, STITNU Al Hikmah Mojokerto service team in Jogoroto Village had the idea to provide assistance to these problems. So that it is expected to be able to improve the ability (skills) of students in dealing with job demands. The skill taught is making macrame bags with *kur* rope as the basic material. The motifs for making macrame bags include fence, corn, jasmine, leaves and others. Some examples of macrame bag motifs that are expected to be mastered by the assisted subjects can be seen in Figure 1.



Figure 1. Example of Medium Size Macrame Bag Motif

Training participants would also be taught how to calculate and share profits with the concept of *mudharabah*. Some of the important points that were expected to be obtained by the students after participating in the training include that after the students have attended the macrame skills training, it was expected that the students could apply it by starting simple entrepreneurs which results can ease the burden on parents in order to meet economic needs.

The technique of making knots was a basic ability that must be mastered by students. In making a macrame bag, it started with the knot technique as the head, then continued to weave the body and closes the lock. The knot technique could also be used to create handles. Handles could be made from woven ropes or from ready-to-use accessories that are sold in the market. An example of woven in making a macrame bag can be seen in Figure 2.



Figure 2. Woven in Making Macrame Bags

Products to be marketed must have high selling power. By producing unique and creative bags, it was hoped that they would be accepted in the market. Apart from being unique, the product must also be neatly made, durable and flexible (could be used in various events).

The ability to count is very important to be mastered by entrepreneurs. Knowing the types of cooperation carried out is also important to know. In order to minimize the losses that will be experienced by the assisted subjects when they really plunge into the

world of entrepreneurship. In carrying out this creation, the community service in Jogoroto Village collaborated with a team of macrame bag craftsmen as macrame bag producers.

METHOD

The method used in this assistance was appreciative inquiry method. Community service steps used the ABCD approach (*Asset Based Community Development*) among the participant of the assistance. The steps were:

1. Find (Discovery)

The process of discovery (finding) was done through interview techniques. Conversation with *Muslimat* and *fatayat* leaders and caretakers of Islamic boarding schools in Jogoroto District. Interviews were conducted to explore the concerns experienced and discuss solutions to solve them. Based on these interviews, knowledge was obtained about the assets and potential that exist in Jogoroto District.

The assets owned by the Jogoroto sub-district were the large number of people of productive age, especially women. So that macrame skills training was given to female students from Islamic boarding schools throughout the Jogoroto District. The training was given for 3 meetings. Then proceed with ongoing assistance. The resource persons who provided the training were macrame craftsmen and PKM members.

In addition, interviews were also conducted with several students. At the discovery stage, we begin to transfer responsibility for change to interested individuals, in this case, the students. This interview is in the nature of a story between the community and the assistant so that it is the community who will talk a lot later.

2. Dream

Dreams was the stage of leading students as subjects of devotion to think creatively and collectively to see the future that might come true, the PKM Team gave direction to students to think about what was highly valued in relation to what was most desired. At this stage, each student explored their hopes and dreams both for themselves and for the Islamic boarding school and even the Jogoroto sub-district in general. After conducting interviews with the accompanying *santri*, they began to know the dreams or desires of the *santri*. After getting an agreement to hold macrame skills training then designing an activity to fulfill the community's dream.

3. Designing

The process of designing was the process of planning the dreams that people have. At the design stage the PKM team determined that the training participants were Islamic boarding school students in Jogoroto District who had dropped out of school. With the consideration that students are an asset to the Jogoroto sub-district. The large number of productive age youth who had not been used optimally was expected to be developed to the maximum.

4. Define

On this stage, Focus Group Discussion (FGD) was carried out. FGD was a focused discussion of a group to discuss a particular problem, in an informal and relaxed atmosphere. Usually the number of participants varies between 8-12 people and is carried out with the guidance of a moderator. The FGD process can run smoothly if it has been agreed that the discussion will be discussed in the discussion between the mentor and the students.

5. Do (Destiny)

The last step was carrying out activities that had been agreed to fulfill the citizens dreams of asset utilization. The theory was basically a guide (guide) in seeing the reality in society. theory is used as a mindset in solving a problem that exists in society. This assistance uses an Asset Based Community Development (ABCD) theoretical approach, which prioritizes the utilization of assets and the potential that exists around and was owned by the community. To then be used as material that empowers the community itself. The procedure for implementing the activity was divided into three stages, namely the preparation stage, the implementation stage, and the final stage.

RESULT AND DISCUSSION

The results of the macrame skills training activities and the *mudharabah* concept can be seen in table 1.

Table 1. Macrame Skills Training Planning

Meeting	Implementation	Material	Materials
1	Friday, December 2, 2022	<i>Workshops of Sharia Entrepreneurship</i>	PKM members
2	Friday, December 9, 2022	<i>Workshops of macramé skills</i>	Macrame craftsmen
3	Friday, December 16, 2022	<i>Workshops macramé skills</i>	Macrame craftsmen
4	Friday, December 23, 2022	Macrame skills assistance	PKM members
5	Friday, December 30, 2022	Macrame skills assistance	PKM members
6	Friday, January 06, 2022	Macrame skills assistance	PKM members

Training for Islamic boarding school students in the Jogoroto District through shari'ah entrepreneurship with macrame skills was carried out in 6 meetings with details of 3 workshop meetings and 3 mentoring meetings. In the practical activity of making macrame bags using *talikur*, the participants were taught how to cut the rope. To make one head, they need 2 *talikurs* with a length of 1.5 m (size of a small bag) totally 48 pieces. The number of heads and the length of the rope can be adjusted according to the size of the bag to be made. There was no exact size in making macrame craft bags

because the size was influenced by the tidiness of the rope pulling technique carried out by the PKM participants and the motifs made. At the first meeting the PKM participants were also taught how to connect the rope in a simple way, namely by burning it.



Figure 3. Practical activities for making macrame bags

Teaching weaving techniques at a productive age was easier than teaching them at an advanced age. This theory was obtained because during the implementation of mentoring several students' guardians participated in participating in mentoring activities. Based on the observations of the guardians of the students, it took longer in terms of comprehension of the material given compared to the students who were indeed the object of devotion. however, when viewed from the side of the desire for entrepreneurship, *santri's parent* have a greater desire to do macrame entrepreneurship. This was due to economic factors and mindset. The parent of students already have the obligation of greeting a living and indeed have entered the community which requires them to work to meet their daily needs.

Teaching weaving with the same motifs and techniques for beginners. This theory was obtained at the second meeting. When the macramé skills workshop was first introduced. The two presenters had different weaving techniques even though the end result was the same. This made the PKM participants confused. Moreover, the initial plan of the PKM committee was to teach various motives at once by dividing the groups by motive. However, this plan could not be carried out due to the fact that it was difficult for the PKM participants to accept the material if they were given the material different between one group and another.

The most beautiful macramé skill lies in the color combination, the motive was only a support. This theory was obtained after comparing the work of PKM participants with the same motif, but different color combinations produced different works in terms of the level of beauty. Then compared again with different motifs but the same color combination produces works that were not too different in terms of beauty.

Following were some of the works of PKM participants during the workshop on making macrame creations with the basic ingredients of rope *kur*.



Figure 4. Participant Work Results

Achievement the entrepreneurship training program through the activity of making macrame bags for students in the Jogoroto sub-district is the formation of products made by bags. Besides that, marketing on social media is also designed to be attractive to increase public interest in macrame bag products. After carrying out this training, it encourages enthusiasm to increase creativity in developing students to have personal jobs so that they can reach broad marketing and increase sales and income.

CONCLUSION

Training activities for making macrame bags were done for students from the Jogoroto District in Mayangan Village, Jogoroto District, Jombang Regency. The effort of conducting training to make macrame bags with the aim of overcoming the problems of the productive age of the students and the economy of the students after they did not continue their studies. This activity was included training on making macrame bags and providing product marketing methods on social media. After this training was carried out, it encouraged the enthusiasm to increase the income of students in coping with the world of work so that they had enthusiasm in the business world. Apart from that, marketing on social media was expected to add value to the macrame bag product so that it could attract more consumers and increase sales.

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