

Santri Digital Literacy Training for Entrepreneurship at Pondok Pesantren At-Tamimy Berangsak in Central Lombok

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Abstract

The santri digital literacy training for entrepreneurship is designed to enhance the digital skills of entrepreneurs in navigating the challenges of the digital era. Scheduled on June 26, 2024, at Pondok Pesantren At-Tamimy Berangsak in Central Lombok, this training aims to improve participants' understanding and application of digital technologies for managing and growing their businesses. The program will cover digital marketing strategies, data analysis, social media management, and e-commerce platforms. Keynote speakers include a representative from the Executive Board of Better Together Indonesia Foundation Jakarta and a lecturer from the Entrepreneurship Unit of Politeknik Pariwisata Lombok, who will provide insights on digital strategies and practical case studies. This hands-on training is intended to empower entrepreneurs with relevant skills and effective strategies to enhance their competitiveness in the ever-evolving digital market.

Keywords: Entrepreneurship, Digital literacy, Santri, Training

A. INTRODUCTION

Digital literacy is increasingly acknowledged as an essential competency for individuals in the 21st century, influencing nearly every domain, including entrepreneurship. In Indonesia, the significance of digital literacy has escalated in its role of nurturing economic resilience and facilitating entrepreneurial ventures, particularly among the youth. Nevertheless, numerous *pesantren* (Islamic boarding schools), such as Pondok Pesantren At-Tamimy in Berangsak, Central Lombok, encounter constraints in accessing digital literacy resources, which may impede the entrepreneurial capabilities of Santri (students in Islamic boarding schools) who could otherwise leverage these competencies to cultivate innovative business models (Kraus et al., 2023). While the youth demographic in Indonesia has exhibited significant levels of digital engagement, the digital divide is notably pronounced in rural regions and educational institutions such as pesantren (Supriyono, 2022). These educational establishments, which predominantly emphasize religious instruction, encounter considerable obstacles in incorporating digital skills training into their academic programs. As a result, numerous Santri graduates with insufficient digital competencies, thereby placing them at a distinct disadvantage in the contemporary job market and entrepreneurial environment (Saifulloh, 2021).

Given that digital skills are increasingly imperative for accessing and utilizing online business resources, a gap persists that constrains these students' ability to initiate and maintain competitive enterprises. The endeavor to furnish digital literacy education explicitly aimed at fostering entrepreneurship among Santri at Pondok Pesantren At-Tamimy effectively addresses the existing deficiency by endowing students with the requisite skills to navigate and utilize digital platforms adeptly. This educational initiative aspires to augment their capacity to discern, fabricate, and promote products in the digital realm, thereby cultivating an entrepreneurial ethos within the pesantren (Abidin et al., 2021).

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By implementing such a program, Santri will acquire exposure to indispensable digital instruments, enhance their critical thinking and problem-solving proficiencies within a digital framework, and be more adequately equipped to partake in the entrepreneurial ecosystem (Hidayat & Ramadani, 2024). This research investigates the ramifications of digital literacy training executed at Pondok Pesantren At-Tamimy, scrutinizing its influence on students' preparedness and capability to partake in entrepreneurial endeavors. The training's efficacy in imparting practical digital competencies pertinent to the marketplace will provide a foundation for prospective models of digital literacy programs in pesantren throughout Indonesia (Setiawan, 2024).

B. RESEARCH METHOD

The digital literacy training for pesantrenpreneurs was carried out using a project management approach, which consists of a set of practices, principles, and techniques for planning, executing, and managing a project. This approach aims to assist teams in leading, managing work, and facilitating collaboration among team members. The methodology used in this training is Scrumban, a method that combines the best elements of Scrum and Kanban (Wulandari et al., 2023). The Scrum method is highly effective for small teams, fewer than 10 people, where work is divided into several short cycles called sprints (usually lasting 1-2 weeks). Each sprint is led by a Scrum Master who is responsible for leading daily meetings, demos, and sprint reviews. Scrum is ideal for projects that require high flexibility and a focus on continuous improvement. The Scrum Master is likened to a patient leader guiding and serving their team—a different approach from the general perspective in Indonesia. In our culture, leaders are often expected to be assertive, give orders, and routinely direct tasks to their subordinates (Pamungkas et al., 2023.).

Meanwhile, the Kanban method is used to visually manage workflow by organizing team members' tasks (Telkom University, 2023). This approach allows the team to transparently monitor work progress, identify bottlenecks or delayed tasks, and maintain focus on tasks in progress, thereby improving productivity. The Scrumban method combines the best elements of both approaches, creating a workflow that is clearer yet still simple, and enabling projects to be divided into smaller tasks that remain visually organized (Latifatunnisa, 2022).

The implementation of the Pesantrenpreneur training at the At-Tamimiy Islamic Boarding School in Berangsak, Central Lombok Regency, involved a team consisting of three people: two representatives from the Poltekpar Lombok Entrepreneurship Unit and one Executive Board member from the Better Together Indonesia Foundation, Jakarta. This foundation is a non-governmental organization (NGO) focused on fostering collaboration with both national and international investors to support sustainable projects in the fields of environment, education, poverty alleviation, and sustainable tourism in Indonesia. The training was led by a Scrum Master from the Poltekpar Lombok Entrepreneurship Unit.

C. RESULTS AND ANALYSIS

Profile of the Islamic Boarding School

Based on information from the official website (Kementerian Pendidikan dan Kebudayaan, 2024), The At-Tamimi Islamic Boarding School is an Islamic educational institution located in Berangsak Village, Tiwugalih, Praya District, Central Lombok Regency, West Nusa Tenggara Province, established on June 6, 2007. The pesantren is under the auspices of a foundation and has become one of the important educational institutions in the region. With a junior high school level, At-Tamimi Islamic Boarding School adopts the Merdeka Curriculum, focusing on the holistic

development of students' potential. The accreditation of this pesantren has reached level B, demonstrating its commitment to educational quality.

As an Islamic educational institution, At-Tamimy Islamic Boarding School has a vision to produce a generation with Islamic character, intelligence, and competitiveness. By integrating religious values into the modern curriculum, this pesantren strives to make a real contribution to the world of education, especially in Central Lombok Regency. The existence of this pesantren not only serves as an educational center but also as a place for the development of moral values and character of students who are prepared to face the challenges of the times.

The facilities at At-Tamimi Islamic Boarding School support effective teaching and learning activities. Located on a 3 m² plot of land owned by the pesantren, it is equipped with electricity connections and internet access, although it does not yet have alternative internet access options. This allows students to connect with modern technology, supporting more innovative learning. In addition, the pesantren has also obtained a Taxpayer Identification Number (NPWP) as a form of legality and administrative transparency.

To support financial management, At-Tamimy Islamic Boarding School collaborates with Bank BPD Nusa Tenggara Barat Syariah through an account under the name of SMP Islam At-Tamimy. Transparent and professional financial management is one of the strengths of this pesantren. Strong financial support enables the pesantren to continue developing and improving the quality of educational services for the students. From a management perspective, At-Tamimy Islamic Boarding School is led by Mr. Jupri as the principal, supported by the data operator Mr. Lalu Hambali. Both are responsible for ensuring the smooth operation of teaching and learning activities as well as the administration of the pesantren. The pesantren also provides communication channels for the public through the phone number and the official email, making it easier for various parties to establish cooperation or obtain information related to At-Tamimy Islamic Boarding School.

Implementation Process of the Training Program

Pesantren, as a religious-based educational institution, has great potential in shaping a generation that is not only knowledgeable in religion but also competitive in the digital era (Murdianto, 2020). Digital literacy has become one of the important aspects that must be mastered by students to address the challenges of the present time (Safitri, 2020). In this context, the Pesantrenpreneur training at At-Tamimy Islamic Boarding School, Berangsak, Central Lombok Regency, was held with the aim of enhancing students' understanding and skills in utilizing digital technology to prepare them to compete in an increasingly digitally connected business world.



Figure 1. Implementation of the Pesantrenpreneur Training Activity

Source: Author owns Documentation, 2024

This training is designed as an interactive program that combines theory and practice. The training materials cover an introduction to digital literacy concepts, digital marketing strategies, social media management, and the use of e-commerce platforms. The event involves collaboration between the Poltekpar Lombok Entrepreneurship Unit and the Better Together Indonesia Foundation, Jakarta. The training team consists of three people, including a Scrum Master from Poltekpar Lombok and a representative from the Better Together Foundation, who provide perspectives on sustainability and digital inclusion. With this approach, students are encouraged to understand the importance of technology in managing their businesses.

The implementation of digital literacy training through the collaboration program between Poltekpar Lombok and the Better Together Indonesia Foundation, namely the Content Creation Initiative at At-Tamimy Islamic Boarding School, Berangsak, Central Lombok Regency, was carefully designed to enhance students' skills in utilizing digital technology for entrepreneurship. This program is carried out in a step-by-step approach.

The first stage it began with an introductory session that explained the importance of digital literacy in the development of pesantren-based businesses. Next, participants attended an intensive workshop that guided them in managing social media accounts as promotional tools for their businesses. In this session, participants were encouraged to create creative content tailored to their target market while also developing engaging visual storytelling skills.



Figure 3. Presentation by the Head of the Entrepreneurship Unit at Poltekpar Lombok

Source: Author owns Documentation, 2024

In the implementation of the activity, three individuals were involved as the main facilitators: two representatives from the Poltekpar Lombok Entrepreneurship Unit and one Executive Board member from the Better Together Indonesia Foundation. The facilitators provided intensive training, covering everything from digital marketing strategies to mastering creative tools such as video editing apps and digital platforms for monetization. Although the training proceeded well, some challenges arose, such as limited internet access and participants' initial low understanding of digital technology. To address these issues, the training team provided supporting devices like additional routers, customized training modules, and a personalized approach to assist participants facing difficulties.

Through a practical and collaborative approach, this training has made a significant impact on the participants' digital literacy skills. The students not only learned how to create and manage

business accounts on social media but also developed a visionary mindset to utilize e-commerce as a marketing tool for their products. The training results show an improvement in knowledge regarding the process of creating high-quality content and leveraging visual storytelling to convey engaging stories to audiences. With support from the facilitators and the spirit of collaboration, this program is expected to bring sustainable transformation in empowering students as competent digital entrepreneurs.

Result of the Training Program

To evaluate the effectiveness of the Pesantrenpreneur training related to digital literacy at At-Tamimy Islamic Boarding School, the training outcomes were compared with findings from previous relevant studies. Based on the literature review, several studies suggest that digital literacy among pesantren can enhance students' skills in using technology for productive purposes, including entrepreneurship (Ulfah, 2019). As an example, a study conducted by Nizar et al., (2023) showed that digital literacy training can enhance the students' capacity to use digital platforms as a medium for business promotion.

The training results at At-Tamimy Islamic Boarding School are generally consistent with these findings. Participants showed a significant improvement in understanding and utilizing digital platforms, such as social media and e-commerce, to develop their businesses. They were also able to design and create creative promotional content, leading us to conclude that digital literacy can support the innovative capabilities of students at At-Tamimy.

However, there are some differences. While previous studies emphasized technical barriers, such as the lack of a cooperative business model connecting multiple pesantren as the main obstacle (Abbas et al., 2023). This training showed that, in addition to technical issues, there were challenges related to limited internet access and participants' mentality, such as a lack of self-confidence in fully utilizing technology. Some students were still shy about selling and negotiating with potential customers. This indicates that psychosocial aspects also need to be considered in the design of digital literacy training, as suggested Lilya and Pasaraibu, (2024) in their research, which emphasizes the importance of personal mentorship in training programs.

Overall, the results of this training support previous research regarding the effectiveness of digital literacy training for entrepreneurial development in pesantren. However, to ensure the sustainability of the outcomes, a more holistic approach is needed, including strengthening the digital ecosystem in pesantren through infrastructure support and ongoing mentoring. These adjustments will reinforce the contribution of digital literacy in fostering economic independence based on pesantren.

D. CONCLUSION

The Pesantrenpreneur digital literacy training at Pondok Pesantren At-Tamimy successfully enhanced the skills of the students in utilizing technology for entrepreneurship. Through the Scrumban approach and collaboration with Poltekpar Lombok and Yayasan Better Together Indonesia, participants were taught digital marketing strategies, social media management, and e-commerce.

Challenges such as limited internet access and a lack of self-confidence among participants were addressed through the provision of additional devices, tailored modules, and personalized mentoring. As a result, the students were able to effectively use digital technology for their businesses. This program demonstrates the potential of pesantren as centers for economic empowerment based on technology, which can be further strengthened with infrastructure support and ongoing coaching.

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