

Santripreneur 4.0: The Acceleration of Digital Pondok Pesantren through RECIL Business Simulation Collaboration

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Abstract. Pondok Pesantren, or traditional Islamic educational institutions, have a long history of educating the younger generation to become strong religious leaders with integrity. However, the institution also has an observable weakness, namely the fact that learning materials are sometimes compartmentalized and do not yet provide an optimal combination and balance between religious learning, skills, and general knowledge. This study aims to improve the quality of education in Pondok Pesantren with a more modern and comprehensive approach. The method we applied were potential research and teaching materials collaboration, industry validation and potential market create product market fit, and expansion and customer education. These features are packed with different functions. In the material validation test, media validation test, and platform validation test, the results were respectively 86.6% (very feasible), 88.6% (very feasible), and 84% (very feasible).

Keywords: Santripreneur, Business Simulastion, Pondok Pesantren

1 Introduction

Pondok Pesantren, as traditional Islamic educational institutions, have a long history of educating the younger generation to become strong religious leaders with integrity [1]. The advantages of studying at Pondok Pesantren lie in the intensive approach to studying the Holy Quran and hadith and applying high ethical and moral standards in everyday life [2]. It has produced a generation of Santri with a strong love and awareness of religion.

Equipping students with knowledge and business skills is also increasingly urgent, considering the development of an increasingly digital and global era. Apart from producing religious leaders, Pondok Pesantren must also be able to produce a generation of students with an entrepreneurial spirit, creativity, and innovation in doing business [4]. Thus, a collaboration between digital business simulations with religious, entrepreneurship, creative, innovative, and leadership (shortened into the “RECIL” concepts) in Pondok Pesantren is a must to create future competitive entrepreneurs who can contribute positively to the society and the country.

One program that can accelerate Pondok Pesantren to become more digital and innovative is “Santripreneur.” This program is based on the Koran and has been designed to integrate Islamic values with learning business skills and digital technology. By collaborating with various parties, such as the government, the business sector, and educational institutions, Santripreneur aims to improve the quality of education in Pondok Pesantren with a more modern and comprehensive approach.

The benefits of integrating Santripreneur with the RECIL concept in learning at Pondok Pesantren are numerous. Santripreneur provides contents that are relevant to learning entrepreneurship. Students can access materials that focus on real-world practices in business. The contents cover the insights necessary for starting and managing a business, including business planning, marketing strategies, financial management and other practical aspects [4]. This will open up wider employment opportunities and empower students economically. Websites can be updated easily and quickly, allowing flexibility in updating content. In a rapidly changing business environment, learning materials need to be constantly updated to remain relevant. The website can be accessed via a variety of devices, including computers, tablets and mobile phones [5].

In addition, Santripreneur can also create more exciting and interactive learning environment for students. The use of digital business simulations allows students to learn more practically and be directly involved in the learning process. It will increase their motivation and interest in learning and help them overcome the weaknesses of Islamic boarding school materials, which are sometimes strict and unattractive for some students.

In conclusion, the acceleration of Pondok Pesantren towards the digital era through collaboration in digital business simulations with the concept of RECIL is significant to create future entrepreneurs who are competitive and contribute to the society [6]. Santripreneur, based on the Quran and digital technology, is the right solution to combine the advantages of learning at Pondok Pesantren with materials that are more inclusive, innovative, and relevant to the demands of the times. That way, Pondok Pesantren will be more relevant and able to produce a generation of students who can compete in an increasingly complex and dynamic digital era [6].

2 Literature Review

2.1 The Education System of Pondok Pesantren

The Pondok Pesantren is a type of traditional education in Indonesia characterized by its education of the younger generation with the main focus of teaching Islam [7]. A pondok pesantren is founded by a professor known as a kiai or ulema, the primary teacher and spiritual leader within the environment [8]. Students, also known as santri, live in boarding schools and are introduced to discipline and moral values in religious activities.

Educational programs at Pondok Pesantren generally include learning the Koran and hadith, Arabic, and other Islamic fields of knowledge. In addition, students also receive limited numbers of general subjects such as mathematics, Indonesian language, and natural sciences. The teaching system is carried out orally or by rote, in which the students learn by memorizing and imitating what the kiai teaches [9].

Pondok pesantren also prioritize fostering good character and morality in students [10]. Leadership, social responsibility, and solidarity are also instilled through living together in the boarding school [11]. Despite being traditionally based, some Pondok Pesantren have adopted more modern technology and learning methods, such as textbooks, multimedia-based teaching, and internet connections, to increase access to broader knowledge sources [12].

2.2 Santripreneur

“Santripreneur” is a term that combines the words “santri” (which means students at Pondok Pesantren) and “entrepreneurs”. Santripreneur refers to students who develop religious knowledge at Pondok Pesantren and at the same time have an entrepreneurial spirit and a passion for innovation in the business world. They combine Islamic values with creativity and innovation to create and develop productive and competitive businesses.

Entrepreneurs are encouraged to make their business activities a means to benefit the society and bring about positive change. They can integrate social, ethical, and moral values in their business, thereby seeking financial gain and aiming to contribute to social welfare and environmental sustainability [13].

These entrepreneurs can be engaged in various business fields, ranging from creative businesses such as arts and crafts and information technology to health and education. By combining religious knowledge, business skills, and innovation, entrepreneurs are expected to become agents of positive change and contribute to society's economic and social development [14].

3 Methods

This method is a method used and developed in the development of sustainable learning media [34]. This method was also chosen because the team wanted to integrate media, curriculum and learning programs so that they could adjust the targets of this research [14]. At the first stage of this research, i.e. Empathize, an analysis of existing problems and solutions is carried out, and at this stage it is hoped that a grand research design can be created [14]. In the second stage, i.e. Define, the researcher identifies the problems that occur which will be the main goal in creating learning media with the concept of RECIL [15]. The third stage, i.e. Ideate, is useful for finding and determining effective solutions to the problems that have been collected. At this stage, existing problems and ideas will be collected according to the case study [15]. Prototype design by collecting abstract ideas that have been presented so that they can be realized [16]. At the test stage, the feedback that will be given by potential users is very important and useful as a guide in making improvements. Although sometimes the needs and desires of users are very diverse or even contradictory. However, this is normal and if this happens it will return to the main purpose of creation to consider feedback that supports the main purpose of this learning innovation [16].

Data analysis in this research uses qualitative and quantitative analysis techniques. The qualitative data in this research were in the form of input and suggestions from expert validators. Meanwhile, quantitative data were obtained from the results of distributing questionnaires analyzing learning media needs, and questionnaires responding to students' learning interests. The results of the assessment scores were then averaged from a number of

test sample subjects and converted into an assessment statement to determine the quality and level of usefulness of the product produced based on user opinions. Converting scores into assessment requirements can be seen in Table 1.

Table 1. Learning Media Appropriateness Scale.

Percentage Score (%)	Interpretation
81% - 100%	Very Worth It
61% - 80	Worthy
41% - 60%	Decent Enough
21% - 40 %	Not Worth It
0 % - 20 %	Very Inadequate

Based on the table above, the resulting score assessment results became a reference for the suitability of the media and materials that had been developed. Learning media could be categorized as very feasible or appropriate. Interval data could be analyzed by calculating the average answer based on the scoring of each respondent's answer.

$$\text{The percentage of respondents' answers} = \frac{\text{Total score obtained}}{\text{Highest or Ideal Number of Scores}} \times 100 \%$$

4 Result and Discussion

4.1 Needs Analysis

The initial stage that we undertook was needs analysis. This analysis was carried out by asking students to fill out questionnaires regarding problems or deficiencies in the materials taught at Pondok Pesantren. The problem was that the teaching materials for Pondok Pesantren did not yet include business materials that can be useful to create future entrepreneurs. This analysis was also carried out by analyzing products regarding pre-existing entrepreneurs.

The wantpreneur.Id website was created to educate independent, strong, and global entrepreneurs by helping the development and enthusiasm for the business. The Acceleration Concept of Digital Pondok Pesantren with the concept of RECIL. The concept is designed so that students can experience holistic and diverse learning and develop not only religious knowledge but also leadership skills and characteristics relevant to the contemporary world. This website provides business simulations that can teach entrepreneurial skills, such as designing business plans, financial management, and product marketing. In addition, creative and innovative features in this website allow students to explore their talents and creativity in various fields.

Through collaboration in business simulations, students are also invited to learn to work in teams, develop leadership skills, and understand the importance of collaboration and cooperation in achieving common goals. By combining religious values and business ethos, this digital Islamic boarding school aims to create a young generation who are not only intellectually intelligent but also have moral integrity, entrepreneurial spirit, creativity, and the ability to adapt to changing times.

4.2 Preparation of Learning Materials and Videos

The data obtained from the field survey and supported by a theoretical basis from the literature study results. The researcher then compiled learning materials according to the needs of students to explore the potential of students in creating entrepreneurs. The learning materials are arranged to support learning tools in increasing knowledge [4]. The followings are the results of developing Santripreneur 4.0 learning materials in accelerating digital Pondok Pesantren through a collaborative business simulation with the concept of RECIL .

Details of learning materials regarding the introduction of business acceleration and business validation can help students to increase their chances of success in business and even reduce the risk of failure. Business acceleration introductory materials provide prospective entrepreneurs with an understanding of the concept and practice of business acceleration. At the same time, business idea validation materials help explain the importance of business validation and market segmentation techniques and interpreting the results. Business acceleration materials consist of various sub-materials, including understanding business acceleration, business acceleration processes, supporting factors for business acceleration, business acceleration methods and tools, case studies, resources, support networks, evaluation and measurement of success, trends, and the latest developments in business acceleration. Meanwhile, business idea validation materials consist of lessons on preparing business plans, pitching, SWOT analysis, building business partnerships, identifying new opportunities, building performance management systems, implementing technology in business, industry analysis and trends, developing pricing strategies, and risk management. Both materials are packaged in a clear and easy-to-understand structure.

4.3 Development of Santripreneur 4.0

The santripreneur 4.0 innovation is called Santripreneur. This website has various features, including project and news & updates. These features are described below:

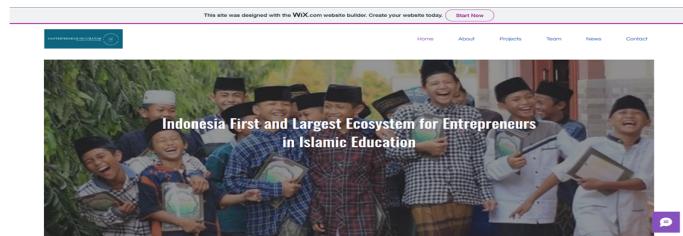


Fig. 1. Home view.

This feature can provide the initial appearance of the website page and can describe what is offered by this website. This feature also facilitates navigation and makes it easier for users to access various other menus. This feature can also incite interest and enthusiasm through attractive designs and contents that inspire and give a positive impression of existing content.

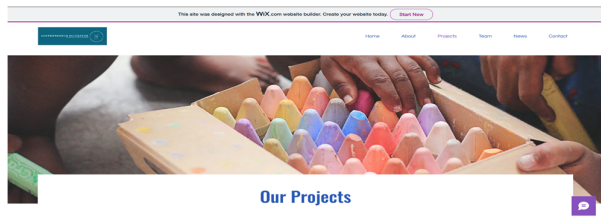


Fig. 2. Menu project.

The "Project" feature on Santripreneur provides significant benefits in accelerating digital Pondok Pesantren through collaboration by offering a platform to design and execute digital business simulations with the concept of RECIL. This feature enables students to develop creativity, innovation, leadership, and business skills in an environment that supports religious values, thus creating comprehensive future "santripreneurs" or entrepreneurs with a strong Islamic fundamental education ready to face the challenges of the digital era. With this feature, Pondok Pesantren can become dynamic and progressive learning centers, preparing a generation of students to contribute significantly to economic and social development.

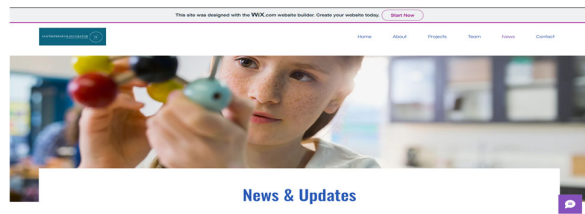


Fig. 3. Menu News and update.

The "News and Updates" feature on Santripreneur provides the latest information on the digital acceleration of pondok pesantren through RECIL collaboration. It offers insights into program progress and initiatives, ensuring users to stay connected with the latest news regarding the development of future santripreneurs. This feature also helps spread inspiration and success stories of students who have participated in digital business simulations with the RECIL concept, fostering a spirit of innovation and leadership in a religious and business-oriented environment.

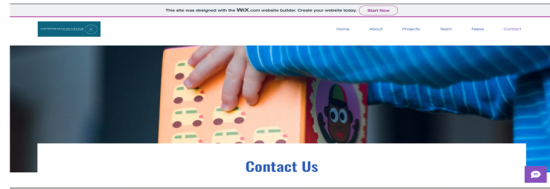


Fig. 4. Menu contact.

The "Contact Us" feature on Santripreneur helps facilitate collaboration, inquiries, and input from various parties interested in accelerating the digital Islamic boarding school (pondok pesantren) with the RECIL concept, aimed at creating future santripreneurs through a business approach that is religious, creative, innovative, and characterized by strong leadership.

4.4 Material Validation Test

Material validation test is an assessment and testing process to ensure that the learning materials that has been prepared or developed meet the established quality and relevance criteria. The material expert validators consist of 3 lecturers. Material validation test data can be categorized into five aspects, namely learning objective, learning material, learning method, learning resource, and learning activity. The detailed information is as follows:

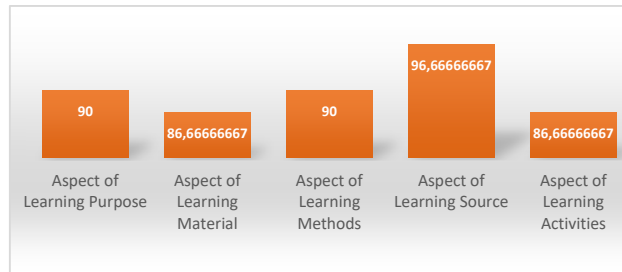


Fig. 5. Material validation test results.

Based on the table above, the aspect of learning objectives refers to the assessment of the suitability and achievement of the learning objectives that have been set. The aspect of learning materials assess the quality and adequacy of content or material contained in learning materials. The aspect of learning methods evaluates the effectiveness of the methods used in learning materials [21]. Meanwhile, the aspect of learning resources identifies and assesses the sources used in learning materials, including references, literature, or other sources of information [22]. The aspect of learning activities assesses success in presenting learning activities that are interesting, interactive, and by the learning styles of students [23]. The material expert of the validation test class obtained an average score of 86.6% with a maximum score of 100%.

4.5 Media Validation Test

Media validation test is an evaluation process to measure the suitability and quality of learning media in the context of education or training. The media expert validators consisted of 3

lecturers. Through media validation tests, the advantages and disadvantages of the media created can be identified. Media validation test data was divided into three aspects, namely display, audio visual , and media use, which can be seen in Figure 6 below:

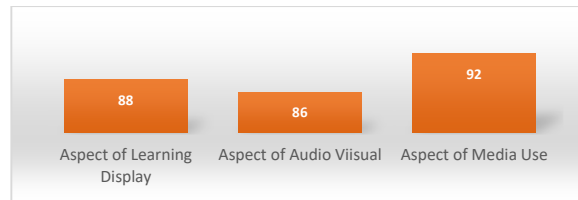


Fig. 6. Media validation test results.

The display aspect aims to assess the visual appearance of learning media, including layout, graphic design, color, and suitability with the theme or learning content [24]. At this stage, test participants or media experts assess whether the media display is attractive, easy to read, and can support learning objectives. The Audio Visual aspect evaluates sound and image elements in learning media. It includes assessing the audio quality (if any), the clarity and continuity of the animation or video, and its suitability for conveying the message [25]. This aspect aims to ensure that the use of audio-visual elements in learning media can increase participant understanding and involvement. The Media Use Aspect evaluates the overall user experience when using learning media [26]. These aspects include ease of use, intuitive navigation, speed of information access, and media responsiveness to the device used. This validation test helps assess whether or not target users can access and use learning media smoothly. In the figure above, the average value with a percentage of 88.6% is categorized as "very decent" because it is in the range of 81% -100%.

4.6 Learning Platform Validation Test

The learning platform validation test is a process carried out to ensure that the learning platform created or developed meets the standards and requirements set. The technology expert validators consist of 3 lecturers. By conducting comprehensive validation tests, learning platform developers can ensure that the platform functions properly and provides a positive learning experience, maintains data integrity, and protects information security. This validation test is essential in developing and implementing learning platforms to ensure success and effectiveness in education. The media validation test data is divided into three aspects, namely user-experience, data availability, and security. Figure 7 below presents the results of the assessment.

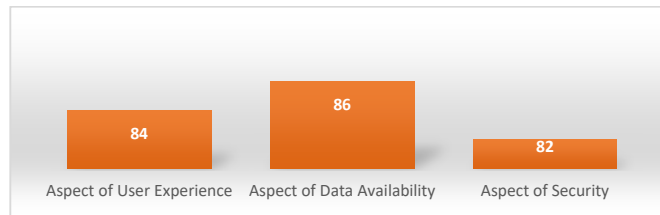


Fig. 7. Platform integrated industry village 4.0.

The aspect of User-Experience aims to evaluate user experience when using a learning platform [27]. In this test, an assessment was made of the interface, navigation, and platform's ease of use. The main goal is to ensure the platform provides a fun, intuitive, and easy-to-understand user experience, increasing engagement and motivation in the learning process. The aspect of data availability focuses on the reliability and availability of data in the learning platform [28]. It includes testing data quality, data access speed, and integration with external data sources (if any). This testing is essential to ensure that learning data is available in a timely and accurate manner, enabling users to access and analyze learning information seamlessly. The aspect of security aims to protect the learning platform from threats like cyber-attacks and unauthorized access [29]. This test includes assessing system security, data encryption, user access management, and protection against the risk of leaking sensitive information. The security of the learning platform is critical so that student data and learning materials are kept safe and confidential. In Figure 7, the average value with a percentage of 84% is categorized as "very decent" because it is 81% -100%.

5 Conclusions

Santripreneur, modified with the concept of RECIL, can realize the acceleration of digital Pondok Pesantren. This platform provides learning materials and interactive learning videos that can increase the understanding of Santripreneur 4.0. Hopefully, this research will help accelerate entrepreneurship in Indonesia. The website Santripreneur has various features, including project and news & updates. These features are packed with different functions. In the material validation test, media validation test, and Platform validation test, the results were respectively 86.6% (very feasible), 88.6% (very feasible), and 84% (very feasible).

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