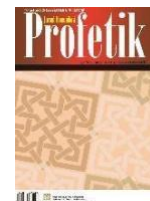




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Cultivating Santri Business Skills: Communication Strategies at Asshiddiqiyah II Islamic Boarding School

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ABSTRACT

Communication has an important role in supporting the process of education and learning. To make the learning material well transformed for *santri* (students), an appropriate and effective communication strategy is needed. Thus, this study analyzes communication strategies in empowering entrepreneurship at Pesantren Asshiddiqiyah 2, Tangerang. This is a qualitative study and uses a case study method. Its data was collected by case studies, in-depth interviews and literature studies. Its results reveal that *ustadz* (teachers) in the *pesantren* (Islamic Boarding Schools) tend to act more as communicators in entrepreneurship learning. The message packaging strategy, which includes religious lessons, general lessons, entrepreneurship, and life skills, was delivered in three ways. The first is applying the local content curriculum to the formal learning process, the second is integrating entrepreneurship values with extracurricular activities, and the third is conveying a message of independence and responsibility in daily life within the *pesantren* environment. Meanwhile, the channels used is face-to-face communication and the media. The communicants involved were students of



Classes 10, 11 and 12. The effects of the communication process contribute to the domains of cognition, affection, and psychomotor.

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INTRODUCTION

As part of educational institutions in Indonesia, *pesantren* (Islamic boarding schools) have an important role in both the educational and social fields which have even lasted since the Dutch colonial period (T. Hidayat, Rizal, & Fahrudin, 2018; Srimulyani, 2007). Now, when the Indonesian nation is actively promoting the spirit of entrepreneurship, some *pesantren* are again able to adapt themselves by participating in promoting the entrepreneurial spirit of their students (Afandi, 2019; Fatmasari, 2016; Hilyatin, 2016). This fact is also proof of how *pesantren* can adapt to modern life while at the same time contributing to economic empowerment (Fathoni & Rohim, 2019; Sulaiman, Chusmeru, & Masrukin, 2018).

Through efforts to develop entrepreneurship in *pesantren*, the *santri* or students are expected to master religious knowledge and the science of creating jobs (Hasyim, 2019; Rustandi, Handayani, Listiana, & Ariyanto, 2019). Furthermore, through this effort, the students will be able to contribute to building the economic life of society more broadly. This, of course, is not easy to realize because they must be equipped with adequate religious knowledge as well as entrepreneurial life skills.

This momentum or challenge was then addressed by Pesantren Asshiddiqiyah 2, which, in its journey, always strives to develop education to produce reliable human resources who have noble, creative, innovative, and independent morals (Pondok Pesantren Asshiddiqiyah 2, 2022). Therefore, efforts to improve life skill education that are carried out are not only of an application (action) nature but are also directed at deepening the selected life skills and the variety of life skills provided.

To empower entrepreneurship, there are three activities carried out by the students: (1) the practice of life skills in class or laboratories, (2) fieldwork Work Practices (PKL) and (3) post street vendor program. These three activities are the basic assets provided by this *pesantren* to its students so that later they are ready to take on the challenges of life in society (An-Nahidl, 2017). Meanwhile, to support the learning process in these three activities, one aspect that has an important role is communication; it is because communication plays an important role in realizing effectiveness in a learning process (Duta, Panisoara, & Panisoara, 2015; Prozesky, 2000; Spataro & Bloch, 2018).



The important role of communication can also indicate the thickness of cultural differences in the *pesantren* environment, where students usually come from various regions with different cultural backgrounds (Ibrahim, Yusof, Yaakob, & Othman, 2019). This difference, in some circumstances, can be an obstacle in the learning process. For this reason, to support the learning process and empower students' entrepreneurship at Pesantren Asshiddiqiyah 2, an appropriate and effective communication strategy is needed so that the learning process and student entrepreneurship empowerment can run effectively (Hartono, 2016; M. Hidayat, 2017; Nurdin, 2015).

Based on the explanation above, efforts to empower *santri* entrepreneurship can work well if supported by an effective communication process, as messages (learning materials) can be conveyed and well received. Therefore, this study aims to determine and analyze communication strategies in the *santri* entrepreneurship empowerment at the *pesantren*.

Several previous studies underlie this study, including those conducted by Latifah and Rahmayanti (2017) and Mukholisah *et al.* (2018), which focus only on aspects of entrepreneurship (Latifah & Rahmayanti, 2017) and the development of conservation-based *pesantren* (Mukholisah *et al.*, 2018). Thus, these two studies have not addressed the realm of communication processes or communication strategies. Another research is a study by Ramdhani (2015) which has the same research subject as this study. However, Ramdhani's study emphasizes skill development aspects (Ramdhani, 2015). Meanwhile, concerning the communication process, three studies

address it, namely studies by Juheri and Yohana (2014), Muslimin and Umam (2019), and Muslimin, Syarifuddin, and Hidayat (2017). The difference between those studies and this current study is that they focus on interpersonal communication processes (Juhari & Yohana, 2014; Muslimin & Umam, 2019; Muslimin, Syarifuddin, & Hidayat, 2017).

Through the process of community empowerment via education, guidance, or training, the primary objective is to instill self-reliance within the community. In this endeavor, corporations also play a role by helping in the form of capital, educational facilities, healthcare, and top-down religious aspects (Nurjanah & Nurnisya, 2019). However, in the face of dynamic information developments, organizations must ensure effective communication through social media. Factors such as a lack of trust among organizational members, insufficient sense of responsibility and rapidly changing information can detrimentally impact communication quality (As'Adi, 2020). Therefore, some efforts can be made by fostering trust, sharing responsibilities, and regulating the systematic dissemination of information to enhance organizational communication. Furthermore, the socialization of local cultural promotion on social media yields additional benefits as it fosters societal integration through the incorporation of local wisdom values that hold significance not only at a national level but also on a universal level (Sutarso, 2020).

Highlighting the crucial significance of mentorship programs lies in the ability to cultivate entrepreneurial skills among individuals from disadvantaged backgrounds, enabling

them to adeptly navigate the intricacies of initiating and managing businesses (Smith et al., 2019). Furthermore, an examination of the positive outcomes stemming from digital platforms reveals their capacity to extend market reach and simplify access to vital resources for emerging entrepreneurs, thus fostering economic advancement (Johnson & Lee, 2020). Additionally, an exploration of the importance of inclusive policies emerges; the policies actively endorse a diverse landscape of entrepreneurship, consequently nurturing innovation and socioeconomic progress (Greenfield & Williams, 2021). In combination, these studies focus on the multifaceted essence of entrepreneurship empowerment. This essence comprises mentorship, digital solutions and comprehensive policies, all of which harmoniously contribute to the establishment of a resilient entrepreneurial environment.

Communication in the context of community empowerment is an essential process involving various elements to achieve the goal of enhancing the quality of life and active participation of communities in developments. Freire (1970) state that "communication serves as a bridge to overcome gaps in knowledge and enables communities to engage in social transformation." Giddens (1984) underscores the significance of communication in reducing information disparities among different societal groups. Through effective communication, as elucidated by Lerner (1958), communities can gain access to information, skills, and resources to address local challenges. Rogers (1962) identifies that empowerment communication focuses on a two-way interaction that facilitates the exchange of ideas between information providers and recipients,

allowing for message adaptation to fit the needs and contexts of the receiving communities. In this regard, community empowerment communication encompasses not only disseminating the information but also active and responsive listening to community needs. Therefore, a comprehensive understanding of this concept plays a pivotal role in designing and implementing effective community empowerment programs.

In the past decade, the concept of community empowerment communication has been enriched by the contributions of various scholars and practitioners. Castells (2012) articulates that "communication serves as a primary pillar in the formation of collective identity and societal mobility in the digital era." Jenkins (2018) addresses the significance of active participation in online communities as a means to empower societies in constructing shared knowledge. Sunstein (2017) argues that empowerment communication needs to transcend filter bubbles by ensuring diverse perspectives to prevent excessive polarization. Bapna et al. (2015) highlight the role of information technology in facilitating community access to information and services that can enhance their well-being. Saleh et al. (2020) emphasize the importance of culturally sensitive communication approaches in community empowerment programs to ensure greater relevance and impact.

The state of the art in this study refers to the culmination of studies conducted over the past three years on entrepreneurship empowerment, specifically within developing countries. The developed model has demonstrated the capability to enhance entrepreneurial knowledge and business skills among

marginalized communities, while also generating significant economic gains through the establishment of social enterprises (Mahendra & Ardana, 2020). It has been reported that the utilization of effective communication strategies can enhance the business performance of small and medium enterprises in Pakistan (Azmat & Samiee, 2020). Entrepreneurship education has proven successful in improving business skills and financial management among street vendors, subsequently elevating their income and economic well-being (Mardikanto & Sumiyati, 2020).

Effective entrepreneurial education has elevated interest and self-confidence in entrepreneurship among university students in Bangladesh (Khatun & Ahmed, 2020). This form of education has also augmented business skills and decision-making abilities among young individuals, aiding them in job creation and income enhancement (Owusu-Ansah & Asamoah, 2020). This literature review highlights the significance of communication in entrepreneurial empowerment within developing nations, particularly in assisting entrepreneurs in overcoming prevailing social, economic, and political barriers within society (Asante, Koomson, & Amoah, 2021).

This study reveals the essentiality of effective communication in the development of entrepreneurship in Pakistan, highlighting that appropriate communication training and education can assist entrepreneurs in achieving success (Khan, 2021). Furthermore, the study shows that effective entrepreneurial communication has a positive impact on business performance within micro, small, and medium enterprises in India (Kumar & Sharma, 2021). The study also illustrates that

effective communication strategies, including the utilization of social media, hold the potential to enhance the success of female entrepreneurs in India (Pandey & Bhatnagar, 2021). Entrepreneurship education plays a vital role in job creation and economic capacity improvement, thereby contributing to sustainable development in Ghana (Boachie-Mensah & Doh, 2022). Entrepreneurial characteristics such as innovation, risk-taking, and creativity exert influence on the performance of SMEs in emerging markets (Adegbite, Adegbite, & Adegbite, 2022). Entrepreneurship plays a pivotal role in local economic development in both rural and urban areas of the Philippines, notwithstanding the distinct challenges faced in these two regions (Candelario, 2022).

METHODOLOGY

This study implemented a qualitative approach as well as a case study method. The study was conducted at Pesantren Asshiddiqiyah 2, Tangerang. The data in this study were collected through observation, in-depth interviews, and literature studies. The primary data in this study were obtained by observing the lives of *Kiai* (the religious leader), *Ustadz*, and *Santri* at the pesantren involved in the entrepreneurial empowerment program. Then the secondary data were obtained through documents and scientific publications (journals) related to the topic of this study. The analysis technique used was the Miles and Huberman model, which consists of data reduction, data presentation, and

verification. In this study, the triangulation model of data sources (observations, interviews, and literature studies) was used as a data validation technique.

RESULTS AND DISCUSSIONS

Formulating a strategy is the process of preparing the steps to realize the vision and mission of an organization. In this case, the vision of Pesantren Asshiddiqiyah 2 is to create an educational institution capable of forming and preparing Ahlussunnah wal Jama'ah cadres and scholars who have a global outlook and are capable of transferring their knowledge into the language of the people with Akhlakul Karimah behavior. Then its mission is to provide education based on Islam, modern technology, and the people's economy, starting from elementary education to higher education.

Pesantren Asshiddiqiyah 2 is one of the *pesantren* that has a life skills education program, especially in senior high school education. The special feature of this *pesantren* is that it combines the pattern of religious education with life-skill education. In the

vocational field and life skills in high school, formal schools with local content and additional main subjects, the students, the *santri*, are not only taught the Koran and the study of the Islamic classical books, but are also equipped with vocational knowledge (vehicle engineering, multimedia, and accounting), graphic design, make-up artists, and other entrepreneurship. Therefore, the curriculum used is a combination of the curriculum of the Ministry of Religion, National Education, *Pesantren*, and Life Skills.

In terms of *santri* entrepreneurship empowerment activities, the communication process is delivered through various regular stages so that the delivery of messages from the communicator can be well received by the communicant. According to Cangara (2013), a communication strategy aims to determine the strategy that will be carried out by the *pesantren* to empower their entrepreneurship. In this study, its strategy will be described based on Lasswell's (1948) formula in Table 1, which consists of who says what, in which channel, to whom, and with what effect (Laswell, 1948).

Tabel 1. Lasswell's Communication Formula in the Entrepreneurship Empowerment Program

	Local content	Extracurricular	Diniyah
Who	Ustaz (Teachers of Vocational School, Life Skills and Entrepreneurship)	Ustaz (as a trainer and a partner) _	Ustaz (Kiai)

<i>Says What</i>	Entrepreneurial insights	Entrepreneurial values	Islamic values and entrepreneurship
<i>In Which Channel</i>	Whiteboard	Group communication:	Instructional
<i>To Whom</i>	Students	Students	Students
<i>with what effect?</i>	<i>Santri</i> understands entrepreneurship in the life skill field	<i>Santri</i> has an entrepreneurial character.	<i>Santri</i> became religious.

Source: Author's Calculation (2019)

Table 2. Extracurricular Activities at Pesantren Asshiddiqiyah 2

No	Extracurricular Activities	Developed Values or Character
1	Santri Organization of Pesantren Asshiddiqiyah 2 (OSPA)	Leadership, responsibility, creativity, and independence.
2	<i>Muhadhoroh</i> (Speech)	Courage, mentality, and self-confidence.
3	Language-Intensive Program	Communicative, disciplined, independent, and confident.
4	Scout	Tough, confident, disciplined, independent, a sense of belonging, mutual help, love for the motherland, and love for nature.
5	PASKIBRA	Discipline, firmness, leadership, and order.
6	Hadrah	Beauty, harmony, compactness, and harmonization.
7	Riding	Discipline, caring, concentration, focus, and responsibility.
8	Calligraphy	Beauty and harmonization.
9	Badminton	Discipline, shell work, and responsibility.
10	Taekwondo	Discipline, hard work, friendliness, honesty, love, peace, and responsibility.
11	Futsal	Cooperation, discipline, hard work, responsibility, and national spirit.
12	Basketball	Cooperation, discipline, hard work, responsibility, and national spirit.
13	Volleyball	Cooperation, discipline, hard work, responsibility, and national spirit.

Source: Author's Calculation (2019)

Strategies for Determining Communicators

A communicator has an important role in the communication strategy because the communicator is the source and control of communication activities. In this study, the communicators involved in empowering Santri entrepreneurship were the teachers (*ustaz*) and the students (*santri*), especially at the senior secondary level. Vocational High School in this case has an important role, especially because the entrepreneurship empowerment of the students does not only take place in the classroom but also outside the classroom, which in this case can help *ustaz* as a main driving force of the education organization (Muadin & Zamroni, 2020). Work training centers have also been prepared to support all these activities and education, such as workshops for the Light Vehicle Engineering (TKR) program, computer laboratories for the multimedia major (MM), and an accounting lab for the accounting program.

The role of the *ustaz* in empowering entrepreneurship at the *pesantren* is carried out by teaching entrepreneurship material, life skills, vocational material, training of students' discipline, and instilling of responsibility and independence. This process takes place inside and outside the classroom to develop a religious entrepreneurial spirit within the students. In addition to education, the *Ustaz* has also become substitute parents for students so that their position becomes a role model (Juheri & Yohana, 2014).

As a communicator, the position of the *ustaz* himself fulfills the three communicator requirements proposed by Cangara (2013), namely credibility, attractiveness, and strength (Cangara, 2013). The first requirement can be seen in the competence of the *ustaz* as teaching staff. As a role model for students, *Ustaz* has a special attraction for students, which is shown by how to dress (clean and neat) and how to speak (polite). Meanwhile, the scientific aspect of the *ustaz*, especially mastery of religious knowledge, is an important force for directing or conducting persuasive communication with the students (Muslimin & Umam, 2019; Fajarri, 2018). The fulfillment of these three conditions is expected to support the entrepreneurship learning process for the students at the *pesantren*.

Message Packaging Strategy

According to Cangara (2013), message packaging can be implemented by paying attention to the content and media to be used so that the messages can be well received by the communicant (*santri*). The message packaging strategy for empowering Santri *Entrepreneurship* (including religious lessons, general studies, entrepreneurship, and life skills) is implemented in the following three ways:

The first is implementing the local content curriculum in the formal learning process, especially life skills. This strategy is implemented by taking into account the broad and non-rigid (flexible) nature of local content materials, the support of equipment and mentors who are experts in that field, as well as the

condition of the *pesantren* environment that can support the implementation of this practice. The application of the local content curriculum also has a major role in developing the life skills of the students, especially in the fields of makeup artistry and graphic design. This means that the students are not only taught related materials and theories but also practiced with competent mentors regarding the life skills that are prepared. Likewise, in Vocational High Schools, theories in a balanced class are even smaller than practices in work centers and laboratories, to bring the students closer to the dynamics that occur in the field and real-life later. Therefore, the curriculum in local content is structured and designed so that entrepreneurship values can be conveyed well to the students (Akhadiyah, Ulfatin, & Kusumaningrum, 2019).

The second is integrating values that support entrepreneurship development with extracurricular activities in Table 2, which are implemented in the form of off-course courses. Of the many extracurricular activities that exist *All* of them contain character education values that can support the process of developing student entrepreneurship (Yulianti, Danial, Syaefuddin, & Hamdan, 2019).

The third is conveying the message of independent characters in the daily lives of the students in the *pesantren* environment, which is implemented 24 hours a day through various activities, both structured and unstructured. This integration process is applied by involving students in business activities owned by the *pesantren*, service posts,

fieldwork practices, and post-PKL programs. Through these activities, the message of independence can provide a real entrepreneurial experience and complement the learning material that students have received in the classroom. In other words, they can complement each other.

Media Selection Strategy

The communication process in empowering the students at the *pesantren* is performed through face-to-face communication and media communication. Face-to-face (interpersonal) communication is between the teacher and the students, as both of them can act as both communicators and communicators. The message conveyed includes verbal and nonverbal messages. Face-to-face communication is widely used in extracurricular activities. In the media communication process, apart from using learning tools that can support the teaching and learning process in the classroom, various actions are also used, for example, actions or advice. In this case, the *ustaz* functions as a model for students so that his attitudes, words, and actions can become a reference for them.

Audience Selection and Introduction Strategies

In this study, the intended audience is students of SMA and SMK (Class 10, 11, and 12) who learn entrepreneurship lessons, life skills, and field practice in the fields of multimedia, accounting, graphic design, makeup artistry, and vehicle engineering. Students in Classes 11 and 12 have actively performed



entrepreneurial activities in various posts provided by the *pesantren*. Meanwhile, Class 12 has reduced activities because they have to prepare themselves at the end of the semester to take the final exams and prepare for college. At this level, various activities are followed, namely training, work practices and mentoring. The training process is delivered by directly observing and practicing. In addition to training activities, the students were also provided with various materials from various sources, especially those with successful entrepreneurial backgrounds. Besides, of course the background, mentors, who accompany them daily.

Communication Effects

The effect of the communication strategy applied to entrepreneurship empowerment at the *pesantren* can be seen from the cognitive, affective, and psychomotor aspects. In this case, some of the effects that occur are immediately known, such as changes in knowledge and skills, and some are indirect or require time, for example, attitudes and personality (Rusdy & Sunartomo, 2020).

The first is the cognitive realm. In this part, students' knowledge is improved, especially regarding various aspects of building a business, such as how to create jobs for others, take advantage of opportunities creatively, recognize applications and ways to develop life skills, arrange operations for implementation work, and develop life skills and entrepreneurship. Through this understanding, students are expected to be able to understand various aspects of

entrepreneurship, both in theory and practice.

The second is the affective realm. The affective domain includes character and behavior, such as feelings, interests, attitudes, emotions, and values. Based on the results of observations made by the authors, their entrepreneurial behavior has grown and developed well, such as responsibility, discipline, honesty, independence, hard work, courtesy and simplicity. This can also be seen in the attitude of the students, who can control themselves when facing a problem.

The third is the psychomotor domain, which is related to the skills or ability to act after a person receives a certain learning experience. This is reflected in the presence of a spirit of togetherness among the students. In a practical activity, for example, they go together to the workshop to take part in welding training. In the workshop, they learn welding techniques or procedures from start to finish. After this practice, some of the students practiced again by themselves what had been demonstrated before.

CONCLUSION

The role of communication in the world of education and the learning process cannot be disregarded. Through effective communication, the learning process can run smoothly with maximum results. Empowering the entrepreneurship of the students at Pesantren Asshiddiqiyah 2 is a communication strategy that plays an important role in transforming the learning material for the students. In this study, the communicator aspects,



particularly the teacher (*Ustaz*) and message packaging strategy, can contribute to the development of the student's understanding of various aspects of entrepreneurship.

The novelty of this paper lies in the strategic approach adopted by the *pesantren* in realizing their vision and mission. The school's vision aims to produce Ahlussunnah wal Jama'ah cadres and global scholars capable of imparting knowledge with virtuous conduct. Its mission encompasses education grounded in Islam, modern technology, and local economics, spanning from elementary to advanced levels. A distinctive feature of the institution is the integration of religious education and life skills, particularly at the senior high school level. This is achieved through the amalgamation of vocational subjects such as vehicle engineering, multimedia, and accounting, integrated with conventional religious studies. The curriculum in *Pesantren* amalgamates elements derived from the Ministry of Religion, National Education, *Pesantren*, and life skills approaches. This method underscores the school's innovative pedagogical strategy, fostering the comprehensive development of both academic and practical skills among the students.

The authors suggest that *Pesantren* Asshiddiqiyah 2 Tangerang maintains or even improves the materials (messages) related to entrepreneurship in various ways, such as through comparative studies, other training, and other efforts. For further research, the results of this study can be used to analyze various other aspects related to communication

strategies in empowering entrepreneurship in *pesantren*, either by taking the research locus at *Pesantren* Asshiddiqiyah 2 Tangerang or other *pesantren*.

CREDIT AUTHORSHIP CONTRIBUTION STATEMENT

Eko Purwanto: Writing-Conceptual Draft, Methodology, Data curation, **Kabir Al Fadly H:** Writing, Data curation, Draft Compilation, Investigation, Methodology, **Abdul Basit:** Data curation, supervision, Reviewing and editing **Selly Oktarina:** **Mirza Shahreza:**

DECLARATION OF CONFLICT INTEREST

The authors declare that there is no conflict of interest regarding financial, personal, or other relationships with individuals or organizations related to the material discussed in the manuscript.

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