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Empowering Santri Through Entrepreneurship and Digital Skills Development at Asy-Syifa Al-Islami Islamic Boarding School

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ABSTRACT

This community engagement initiative was designed to enhance the entrepreneurial competencies and digital literacy of students at Asy-Syifa Al-Islami Islamic Boarding School in Parung, Bogor, Indonesia. The program addressed the increasing demand for entrepreneurial knowledge and digital capabilities as essential components of youth empowerment, economic inclusion, and sustainable community development. The participants consisted of 55 Islamic boarding school students who had limited opportunities to access entrepreneurship education, digital business training, and hands-on technology-based learning. To meet these needs, a three-month intervention was conducted through participatory workshops, mentoring activities, collaborative discussions, and practical training in digital entrepreneurship. The learning sessions emphasized entrepreneurial mindset development, digital marketing strategies, financial literacy, effective use of social media, and small business management. The outcomes indicated substantial improvements in participants' entrepreneurial awareness, digital competence, communication abilities, creativity, teamwork, and self-confidence.

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INTRODUCTION

Entrepreneurship education has become an increasingly important aspect of youth empowerment and sustainable economic development in modern society. In the era of globalization and digital transformation, young people must possess not only academic

competencies but also entrepreneurial and technological skills to compete in dynamic labor markets. Entrepreneurship fosters creativity, innovation, leadership, and self-reliance, while digital literacy enables access to information, communication, and economic opportunities. Educational institutions thus play a strategic role in preparing students to adapt to technological advancements and economic changes. Community-based programs are increasingly recognized as effective for building entrepreneurial awareness and practical skills among youth. Consequently, integrating entrepreneurship and digital skills has emerged as an essential strategy for sustainable community empowerment.

Islamic boarding schools, or pesantren, are vital educational institutions in Indonesian society. Beyond religious education, they contribute to character building, moral development, and social empowerment. However, many santri still lack access to entrepreneurship education and digital training, limiting their participation in modern economic and digital business environments. As technological shifts reshape labor markets, santri need competencies that blend religious values with entrepreneurial and technological abilities to achieve economic independence and social participation. This educational gap necessitates structural curriculum reforms and targeted interventions to foster digital literacy as a precursor to broader economic empowerment (Setiawan, 2024). Such initiatives facilitate the transition of traditional institutions into hubs of innovation, enabling students to navigate digital disruption through context-specific training and professional branding development (Purwanto et al., 2025), (Rachman & Tidjani, 2024).

The digital economy's rapid growth has heightened the need for digital literacy and entrepreneurial skills among youth. Platforms now facilitate online marketing, e-commerce, financial transactions, networking, and business communication, with many enterprises leveraging social media for market expansion and competitiveness. Yet, unequal access to digital education persists, especially in rural and semi-urban areas. Santri often struggle with digital business practices, online marketing, and innovation due to limited exposure. Community programs addressing entrepreneurship and digital skills are thus crucial for enhancing their technological readiness and economic inclusion.

Furthermore, proactive involvement from pesantren leadership is essential to cultivate an entrepreneurial spirit, while strategic partnerships and alumni networks can provide the necessary mentorship to transform these digital capabilities into tangible economic ventures (Wisudawan et al., 2026). By grounding these initiatives in the ethical framework of *pesantren* life, such programs ensure that economic activities remain aligned with values of honesty and social solidarity (Kunaifi et al., 2021). This ethical integration enables students to navigate modern financial platforms while upholding principles like *amanah* (trustworthiness) and *maslahah* (public interest) (Rahman & Mala, 2025). Moreover, transitioning pesantren into centers of "santripreneurship" requires addressing systemic obstacles, such as the inherent tension between traditional pedagogical models and the pragmatic demands of the digital market (Abubakar et al., 2025).

Entrepreneurship development also reduces unemployment and bolsters local economic resilience by encouraging opportunity identification, creative problem-solving, and sustainable business initiatives. For santri, such training provides practical knowledge for self-employment and community-based ventures post-graduation. Integrating Islamic ethical values further promotes responsible practices and social responsibility, contributing to both economic empowerment and ethical, sustainable development. Such pedagogical synergy ensures that graduates are not merely proficient in digital market mechanics but remain deeply committed to inclusive growth and the long-term well-being of their communities

(Fadhlurrahman et al., 2025). Empirical evidence suggests that structured interventions—ranging from internet-based entrepreneurship workshops to participatory digital marketing training—consistently yield significant improvements in participants' business management and e-commerce proficiencies (Laksono et al., 2025; Palasara et al., 2025).

Participatory approaches are highly effective for entrepreneurship and digital literacy programs. They promote active involvement, collaborative discussions, experiential learning, and problem-solving. Through workshops and mentoring, students apply concepts in real-life contexts, boosting motivation, confidence, creativity, and innovation. In entrepreneurship, such hands-on methods are essential for cultivating business acumen and decision-making skills, making them ideal for youth and santri empowerment. This pedagogical strategy is corroborated by successful implementation models where students engage directly in production, marketing, and bookkeeping, thereby internalizing essential work ethics alongside technical proficiency (Kurniawan et al., 2026). For instance, programs utilizing service learning or structured business simulations have enabled students to develop ethical business plans and master digital marketing, directly bridging the gap between theoretical instruction and marketplace application (Nurjannah et al., 2025).

Digital literacy is a core competency in today's educational and economic landscapes, enabling effective information access, communication, platform management, and digital business participation. For entrepreneurs, it supports marketing, promotion, customer engagement, and financial management, powering small businesses' competitiveness and market reach. Yet, knowledge gaps hinder disadvantaged students, underscoring the need for training to foster entrepreneurship and economic inclusion among santri. Moreover, implementing targeted training on freelance platforms and e-commerce ecosystems enables students to create professional profiles, manage digital portfolios, and execute product marketing effectively (Cahyono et al., 2026; Habibi et al., 2025).

Beyond technical proficiency, these interventions often leverage Islamic personal branding and content creation strategies to help students distinguish their offerings within saturated digital markets (Jumiati et al., 2026). Such empowerment enhances social participation and self-confidence by building creativity, leadership, teamwork, and communication. Entrepreneurial santri can drive local economies and social innovations, while digital skills enable productive technology use for education, business, and community purposes. These initiatives thus strengthen individual capacities and community resilience, advancing sustainable social and economic development. Successful implementation of these initiatives often relies on the Asset Based Community Development approach, which optimizes internal pesantren resources to foster long-term independence and sustainable business growth (Anisa & Dahlia, 2025).

Theoretical foundations include human capital theory, which stresses education and skills for productivity; participatory learning theory, emphasizing collaborative, experiential methods; and community empowerment theory, highlighting participation and inclusion for sustainability. Together, they justify entrepreneurship and digital training for santri, blending educational, technological, and empowerment strategies. Specifically, the integration of financial literacy and Islamic economic law acts as a critical mechanism for ensuring that these ventures remain viable and ethically sound over time (Yulianti et al., 2023), (Muhsyanur et al., 2025). Furthermore, the incorporation of platforms like WhatsApp Business and Instagram, paired with systematic marketing content practice, serves to translate these theoretical frameworks into actionable digital identities for boarding school enterprises (Roodhi et al., 2025).

Asy-Syifa Al-Islami Islamic Boarding School in Parung Bogor was chosen for its vibrant educational setting and engaged students. Initial assessments showed interest in entrepreneurship and digital business but insufficient practical training. The program thus targeted entrepreneurial awareness, digital literacy, communication, and management skills via workshops, mentoring, discussions, and hands-on exercises, aiming to boost readiness for entrepreneurship and technology adaptation while supporting youth empowerment and community development. By fostering these competencies, the intervention creates a sustainable digital ecosystem that empowers students to manage creative economic potential and refine digital leadership roles within their respective boarding school environments (Maulidizen et al., 2025).

These interventions demonstrate that when such pedagogical frameworks are aligned with the unique local assets of a pesantren, they effectively bridge the divide between traditional religious scholarship and contemporary marketplace demands (Qomaro et al., 2025; Utami & Dahlia, 2026). Furthermore, the integration of Sharia-based principles alongside these digital marketing strategies ensures that students can navigate the halal product ecosystem with both ethical rigor and commercial viability (HS et al., 2025). This synergistic approach not only enhances the students' entrepreneurial spirit but also bolsters the economic self-sufficiency of the institution by transforming local resources into competitive, market-ready halal commodities (Annas & Inayah, 2025; Arifah et al., 2023).

This program's implementation and evaluation at the school, exploring how participatory activities enhanced entrepreneurial awareness, digital literacy, communication, and participation. It examines participant experiences, outcomes, and impacts on empowerment. The findings inform discussions on integrating entrepreneurship and digital skills into Islamic education for sustainable youth development.

METHOD

1. Community Needs Assessment

The program began with a preliminary assessment to identify the entrepreneurial competencies, digital literacy levels, and educational needs of santri at Asy-Syifa Al-Islami Islamic Boarding School. Data collection involved questionnaires, interviews, and informal discussions with students, teachers, and school administrators. The assessment revealed that many participants had limited experience in digital entrepreneurship, online business management, financial literacy, and social media utilization for productive activities. Participants also expressed interest in learning practical entrepreneurial strategies and digital marketing skills. The results of the assessment were used to design educational modules and participatory learning activities that were appropriate to participant needs and local educational conditions.

2. Development of Educational Modules

The educational modules were developed using participatory and practical learning approaches to strengthen student engagement and understanding. The modules included:

a. Entrepreneurship mindset and business motivation;
b. Digital literacy and social media utilization;
c. Digital marketing and online business strategies;
d. Financial literacy and small business management.

The materials were designed to combine theoretical understanding with practical exercises and collaborative learning activities.

3. Community Workshop Activities

The implementation stage involved a series of workshops and training sessions conducted over three months.

a. Workshop 1: Entrepreneurship mindset and creativity development;
b. Workshop 2: Digital literacy and online communication skills;
c. Workshop 3: Social media marketing and digital entrepreneurship;
d. Workshop 4: Financial literacy and sustainable small business management.

The workshops utilized lectures, simulations, group discussions, role-play activities, and collaborative project-based learning approaches.

4. Mentoring and Community Engagement

Participants received continuous mentoring throughout the implementation process. Mentors assisted participants in developing business ideas, improving digital communication practices, and strengthening entrepreneurial planning skills. Students were encouraged to create simple digital business projects and collaborative entrepreneurial activities within the pesantren environment. Reflection sessions and mentoring discussions helped participants apply entrepreneurial and digital competencies within real-life situations. Community engagement activities also encouraged collaboration among students, teachers, and local community members.

5. Evaluation and Monitoring

Program evaluation involved both qualitative and quantitative approaches. Pre- and post-program questionnaires were used to measure improvements in entrepreneurial awareness, digital literacy, communication abilities, teamwork, and self-confidence among participants. Interviews and group discussions captured participant experiences, behavioral changes, and perceptions regarding entrepreneurship and digital learning activities. Data analysis focused on identifying improvements in entrepreneurial readiness, technological understanding, and social participation outcomes. The evaluation process was intended to assess the effectiveness and sustainability of the educational program.

RESULT AND DISCUSSION

The implementation of the entrepreneurship and digital skills development program yielded significant positive outcomes among santri at Asy-Syifa Al-Islami Islamic Boarding School. Initially, many participants reported limited understanding of entrepreneurship, digital marketing, and online business practices. After the workshops and mentoring sessions, they exhibited heightened awareness of entrepreneurial opportunities, greater confidence in leveraging digital platforms, and increased participation in discussions, collaborative activities, and practical simulations. These results underscore the effectiveness of participatory programs in enhancing youth empowerment and technological readiness, with practical activities and collaborative learning boosting student engagement and motivation.

The baseline assessment confirmed that most participants had minimal prior exposure to entrepreneurship education and digital business tools, coupled with low confidence in public communication, business planning, and technology use. Post-program, they demonstrated stronger grasp of entrepreneurial principles, financial literacy, and digital strategies, alongside keen interest in launching small businesses and using social media for marketing. These shifts highlight the value of community-based education in fostering economic participation and self-reliance among santri. Furthermore, the integration of

experiential learning, such as Business Model Canvas workshops and mentorship from alumni entrepreneurs, significantly bolstered the practical application of these theoretical concepts (Purnamasari et al., 2026).

Communication and digital literacy training further advanced participant development. Students grew more adept at using digital applications, presenting ideas, and engaging in discussions, while social media sessions taught responsible platform use for entrepreneurial and educational purposes. Many created basic marketing content and promotion strategies, illustrating how such training bolsters not only technical skills but also communication confidence and creativity—key elements of modern entrepreneurship education. Moreover, the emergence of tangible business groups following these interventions highlights a successful transition from conceptual understanding to practical implementation (Kusnadi et al., 2025). These business groups not only facilitate collaborative problem-solving but also provide a framework for participants to test and refine their business models in real-world market scenarios (Masrukhan, 2025; Putri & Indrawati, 2025).

Entrepreneurship workshops deepened understanding of business management and local economic opportunities. Participants learned to identify ideas, assess consumer needs, and craft plans tailored to market conditions, with financial literacy sessions covering budgeting, savings, and planning. Several expressed enthusiasm for ventures in food products, digital services, and merchandise, signaling heightened economic awareness and aspirations. Integrating such education in pesantren settings thus supports sustainable local development. Moreover, this collaborative ecosystem reinforces the sustainability of pesantren-based initiatives by bridging the gap between traditional religious education and the demands of the modern digital economy (Irdhayanti et al., 2025; Ludin et al., 2025). This synergy between Islamic ethical frameworks and digital business models provides a robust foundation for building resilient startups within the halal ecosystem (Mahdiya & Wahab, 2025).

The participatory approach amplified program success through discussions, simulations, and projects that promoted active problem-solving and peer learning. This method outperformed traditional lectures, elevating motivation, confidence, and practical application of competencies while fostering community engagement. Furthermore, the utilization of a neurocoaching approach alongside hands-on vocational training was shown to significantly increase participant competency across technical, digital, and managerial domains (Utami et al., 2025). Such multifaceted pedagogical strategies contribute to broader socio-economic goals by bridging the gap between religious education and global market demands (Mutmainnah et al., 2025).

Moreover, the inclusion of intensive mentoring and monitoring processes ensures that these newly acquired skills are consistently translated into viable, sustainable productive units within the pesantren environment (Alkhan et al., 2026; Fitri et al., 2026). Mentoring reinforced these gains by guiding business planning, communication, digital use, and teamwork, with reflection sessions enabling collaborative problem-solving. Participants reported sustained motivation, while teachers noted improved discipline and participation, underscoring mentoring's role in personal and educational growth. These long-term support structures mirror successful models where vocational integration and sharia-based principles cultivate resilient, ethically grounded young entrepreneurs (Janati et al., 2025).

Furthermore, longitudinal data suggests that such integrated programs facilitate a structural shift in institutional capacity, where up to 60% of participating institutions demonstrate enhanced economic autonomy through the development of specialized,

marketable products (Nursaid et al., 2024). This institutional transformation necessitates a curriculum reform that treats tradition not as an obstacle, but as a foundational element to be synthesized with contemporary global competencies (Musaddad, 2025). By embedding Sharia-compliant digital financial and operational systems into the core institutional framework, schools can create a sustainable ecosystem that balances professional governance with religious authority (Widad & Suliyanto, 2025).

Technology integration facilitated communication, promotion, and learning via smartphones and apps, including social media strategies. Yet, challenges like limited internet access highlighted persistent infrastructure gaps, emphasizing the need for better digital resources to sustain entrepreneurship education. Additionally, ongoing feedback mechanisms involving students and mentors remain critical for refining the pedagogical efficacy and operational sustainability of these training initiatives (Redaputri et al., 2025). Beyond these operational refinements, diversifying vocational training to include sectors like agribusiness—such as biofloc aquaculture or livestock management—further diversifies institutional revenue streams while grounding students in community-responsive economic practices, (Prastowo et al., 2025).

Quantitative evaluations confirmed these advances: post-program scores rose markedly in entrepreneurial awareness, digital literacy, communication, teamwork, and self-confidence (see Table 1), indicating enhanced readiness for business and digital practices. These measurable gains underscore the necessity of aligning vocational curricula with emerging industry standards to ensure that graduates possess the requisite competencies for competitive digital markets (Mustaffa et al., 2024). Consequently, these programs foster a generation capable of navigating the Industrial Revolution 4.0 by harmonizing practical vocational skills with the moral and social imperatives central to Islamic boarding school education (Rohman et al., 2024). These efforts align with national directives aimed at fostering graduate independence, thereby transforming pesantren into hubs of both spiritual growth and economic vitality (Pebriana et al., 2024).

Qualitative insights revealed boosted motivation, creativity, and participation. Students described shifted perspectives on entrepreneurship and technology, with peers and teachers observing greater innovation, confidence, and collaboration—extending impacts beyond economics to social and educational realms. This expansion into character formation highlights how peer-led administrative participation further legitimizes management actions and strengthens institutional trust (Basori et al., 2023). Such initiatives also leverage strategic partnerships with private sector entities, which provide the essential resources and institutional access necessary for students to translate their technical training into real-world applications (Rouf et al., 2024).

Overall, these findings affirm that entrepreneurship and digital skills programs, via participatory methods, significantly advance sustainable youth development in pesantren by building key competencies. Despite infrastructure hurdles, the initiative effectively promotes engagement, empowerment, and community growth, advocating broader integration of such initiatives. Specifically, fostering these competencies allows institutions to function as vital economic engines that catalyze community prosperity, poverty reduction, and long-term sustainability (Karman et al., 2023).

Table 1 Learning Impact and Results

Indicator	Pre-Program Value	Post-Program Value	Improvement

Entrepreneurial Awareness	46%	85%	+39%
Digital Literacy Skills	44%	87%	+43%
Communication Skills	50%	86%	+36%
Teamwork and Collaboration	52%	88%	+36%
Participants Reporting Increased Confidence	-	84%	Significant

CONCLUSION

This community engagement program successfully strengthened entrepreneurship awareness and digital literacy among santri at Asy-Syifa Al-Islami Islamic Boarding School through participatory educational approaches. Participants demonstrated significant improvements in entrepreneurial understanding, digital communication skills, teamwork, creativity, self-confidence, and technological readiness after participating in the workshops and mentoring activities. The integration of entrepreneurship education, digital literacy training, collaborative learning, and mentoring sessions contributed positively to both individual student development and broader community engagement. Furthermore, the program promoted stronger economic awareness, educational participation, and motivation among students to engage in entrepreneurial activities and productive digital practices.

The findings also highlight the importance of collaboration among educational institutions, community members, mentors, and local stakeholders in supporting sustainable youth empowerment initiatives. Participatory learning approaches increased student engagement, community ownership, and responsiveness to local educational and technological challenges. Although limitations related to digital infrastructure and technological access remained, the program demonstrated meaningful contributions toward strengthening entrepreneurial competencies and sustainable community empowerment within Islamic boarding school environments. Ultimately, long-term investment in entrepreneurship education and digital literacy development is essential for supporting inclusive economic participation, technological adaptation, and sustainable youth development among santri.

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