

Digital Marketing Communication of Entrepreneurship Curriculum in Islamic Boarding School: *Case Study in Pesantren Sirojul Huda, Bandung*

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Abstrak

Kewirausahaan merupakan salah satu program yang perlu terus digalakkan. Pada tahun 2020, Gubernur Jawa Barat menggelontorkan dana ratusan miliar untuk mengembangkan wirausaha baru dalam pemulihan ekonomi pasca pandemi. Dalam Islam sendiri, berdagang (berwirausaha) mempunyai keutamaan sebagaimana tertuang dalam HR. Ahmad, Rasulullah SAW bersabda, "Hendaknya kamu berdagang karena di dalamnya terdapat sembilan bagian pintu rezeki." Oleh karena itu, generasi muda khususnya umat Islam harus dididik untuk mampu menjadi wirausahawan yang tangguh. Penelitian ini mengkaji tentang program kewirausahaan sebagai bagian dari pendidikan di pesantren, dengan menggunakan metodologi kualitatif, dan pendekatan studi kasus pada Pesantren Sirojul Huda Kabupaten Bandung, satu di antara madrasah yang memberikan keterampilan kewirausahaan pada santrinya mulai dari tingkat Tsanawiyah. Melalui wawancara dengan dua pengelola pesantren, dan para siswa, ditemukan terdapat dua kegiatan ekstrakurikuler yang diikuti siswa, terutama peminat bidang kuliner dan konveksi. Di masa depan, mereka akan mengembangkan ekstrakurikuler lain. Sayangnya, program ini tidak dikelola secara profesional. Mereka perlu mempromosikan katering dan konveksinya kepada masyarakat melalui pemasaran digital. Hasil penelitian menunjukkan bahwa, pendidikan kewirausahaan di pesantren perlu menambahkan *Digital Marketing Communication* ke dalam kurikulum pembelajaran, guna meningkatkan kemampuan kewirausahaan para santri, sekaligus menambah pengetahuan umat Islam pada umumnya.

Kata Kunci: Kewirausahaan; komunikasi pemasaran digital; kurikulum; pesantren

Abstract

Entrepreneurship is a program that continues to receive significant support. In 2020, the Governor of West Java allocated hundreds of billions of rupiah to foster new entrepreneurs as part of the post-pandemic economic recovery. In Islam, trading (entrepreneurship) holds a prominent position, as highlighted in a hadith narrated by Ahmad, where the Prophet Muhammad (SAW) said, "You should trade because it contains nine doors of sustenance." Therefore, educating the younger generation, especially Muslims, to become resilient entrepreneurs is crucial. This research explores the integration of entrepreneurship programs within Islamic boarding school (pesantren) education. Using a qualitative methodology and case study approach, the study focuses on Sirojul Huda Islamic Boarding School in Bandung Regency. The school has introduced entrepreneurial training for students starting at the Tsanawiyah level. Key participants in this research include two school administrators as primary sources and students as secondary sources. Currently, the school offers two extracurricular programs for students interested in culinary arts and clothing production (convection). Future plans include expanding these activities. However, the program faces challenges due to a lack of professional management. For example, the school's catering and convection services lack proper promotion through digital marketing. Findings suggest that incorporating Digital Marketing Communication into entrepreneurship education is essential and should be included in the official curriculum. This addition would enhance the entrepreneurial skills and knowledge of students, particularly within the Muslim community, and better prepare them for modern economic challenges.

Keywords: Entrepreneurship; digital marketing communication; curriculum; pesantren

INTRODUCTION

The era of global competition demands increased competitiveness generation. In the globalization era, in the context of today's social entrepreneurship is important because it involves the progress of a nation. We cannot depend on others, so the young generation needs to build self-reliance in the community. In increasing the competitive capacity of society, entrepreneurship ability becomes an important choice. Entrepreneurship will bring changes to the strength of the nation's economy.

Quoting McGrath and MacMillan, Kasali (2010) states that developing entrepreneurial skills is fundamentally about building character. In other words, key traits of an entrepreneur include being action-oriented, thinking creatively, consistently seeking new opportunities, pursuing them with discipline, selecting only the best opportunities, executing plans with focus, and channelling collective energy into the business at hand. These traits, collectively known as the entrepreneurial mindset, not only empower individuals but also instil positive values that enhance a nation's competitiveness.

In the line with the Ministry of Industry program, the *santripreneur program* which is the implementation of the Making Indonesia 4.0 Roadmap, in empowering Small and Medium Industries (IKM) by educating students to grow new entrepreneurs skills in the country. The Minister of Industry, Airlangga Hartarto, emphasized that Islamic boarding schools also have the potential for economic empowerment, considering that many Islamic boarding schools have established cooperatives, developed various small and medium-scale business or industrial units, and have business incubators. All of this potential is a strong enough capital to face the industrial revolution 4.0 (Wicaksono, 2019) The Ministry of Industry also has the latest program to promote reforming the economic system in Indonesia. Starting with moving the students to be able to become entrepreneurs or better known as *santripreneurs*. *Santripreneur* is the forerunner of a development program is engaged in small and medium industries (IKM), within the scope of Islamic boarding schools (Wahid, 2020)

Building character and entrepreneurial spirit are not as easy as a concept. Even though in Islam entrepreneurship is so inherent in the Prophet Muhammad act. But the culture in our country is that children are usually raised with the ideals of certain professions such as doctors, engineers, teachers, working for the government (ASN). Not many parents have directed their children during their childhood to have an entrepreneurial spirit. The emergence of "market days" (*Pekan Pasar*) in several kindergartens to elementary schools foster an entrepreneurial spirit. Moreover, as a Muslim Prophet Muhammad advised his followers to trade "*You should trade because in it there are nine parts of the door of sustenance*" (HR Ahmad). In line with this (Indra, 2019) states, the development of economic aspects deals with the soul of Moslem entrepreneurship as exemplified by prophet Muhammad. The Prophet himself exemplifies his life looking for prosperity tirelessly even from the age of the children. The Prophet does the trade to a country that is far from the city of Mecca which is now known as Syria. At the same time, the prophet shows the soul of his entrepreneurship since the young man. About the entrepreneur, Muslims have a message from Qur'an, they are not changes unless they change (QS. Ar-Ra'd, 13: 11).

That is the reason why an entrepreneurship learning curriculum is important in educational institutions. Especially in pesantren, students that called as “santri” is now required to not only study religion but also be able to become entrepreneurs. So that Islamic boarding schools or pesantren also have the potential for economic empowerment. (Indra, 2019) reinforces with arguments related to the importance of entrepreneurship education The Qur'an states about entrepreneurial spirit, that a group will not change its destiny if it does not change itself, so do the other verses, after Muslims carry out their Friday prayers, they scatter on the face of the earth (QS. Al Jumu'ah, 10). Regarding competence one was hinted by the Prophet so that the younger generation of Muslims prepare it, as emphasized by Hadith which means: "if a trust is given to someone who is not an expert wait for its destruction (Abu, 1987: 33). So skill is very necessary in pesantren education to prepare graduates to have that to respond to the world of work. In line with the findings (Wahid, 2020) the existence of a three-five curriculum (five awareness of santri), collaboration with pesantren stakeholders, empowerment of life skill studies of santri in pesantren, build educational institutions with entrepreneurial nuances, as well as knowledge of classical *Kitab*. In this regard, santri has absolute entrepreneurial potential, so that they are not only competent in the field of religion but also have economic independence ability. Thus, when entering the real world of society, formed as a person who excels in mentality, mind, and labor.

Currently, there are many pesantren that collaborate between religious curriculum and general subjects. Including has the curriculum for entrepreneurship, but not all pesantren have a formal curriculum or subject related to entrepreneurship programs in their pesantren. Education is an effort to develop human quality and build the character of the nation, based on religious values, philosophy, psychology, socio-culture, also science, and technology which leads to the formation of a moral and noble, and virtuous human person. Langeveld (1955, 142 in Subandi, 2015) asserts that, "Education is an effort to develop human resources who have national ideals and professional excellence, as well as competencies that are utilized for the benefit of the nation and state." Therefore, the goals of education include value, philosophical, psychological, sociological, social, personal, and cultural dimensions.

METHODS

This research was conducted with a qualitative methodology and a case study approach. The qualitative research method, according to Denzin and Lincoln (1994, in Anggito et al, 2018), qualitative research method is research that uses a natural setting to interpret the phenomena that occur and is carried out by involving various existing methods. Erickson (1968, in Fitrah, 2018) stated that qualitative research methods seek to find and describe in a narrative way the activities carried out and the impact of the actions taken on their lives. A qualitative research approach and the case study (Fitrah, 2018) state that the paradigm used is based on the post positivistic paradigm. Viewing that research is an attempt to build knowledge directly at the source. Researchers start their thinking based on evidence, facts, or data as a prefix to build or develop knowledge related to research. With a case study qualitative research approach, the paradigm used is based on the post positivistic paradigm. Viewing that research is an attempt to build knowledge directly at the source. Researchers start

their thinking based on evidence, facts, or data as a prefix to develop knowledge related to research. The hallmark of this paradigm is evidence, facts, or data as something that stands alone, which has a background that is unique from the object of this research is because Sirojul Huda as the objective of this research has an entrepreneurship program, even that is still at the extracurricular level. The Sirojul Huda Islamic boarding school has potential resources, which is good enough to develop its entrepreneurial program. Unfortunately, it has not been managed properly, both in terms of the learning curriculum and in terms of business development. So that with a case study approach, certain evidence, data, facts, or meanings are very contextual with their environment, and the knowledge that will be obtained from the research results will be original.

The object of research is the Sirojul Huda Islamic Boarding School. Sirojul Huda is a boarding school founded in 1980 by KH. Tohir Rohili, better known as Ajengan Encep O'ing. Sirojul Huda Islamic Boarding School is a Salafiyah Islamic Boarding School, which is located at Parungserab Village, Parungserab Village, Soreang District, Bandung Regency. This boarding school has education levels ranging from MI, MTS, and Aliyah, with most of the students coming from the Soreang area and its surroundings, and students from other areas such as Jabodetabek. The Sirojul Huda Islamic Boarding School contributed a lot to changes for the Parungserab community, especially changes in the socio-religious field, which took place in Soreang, Bandung regency. The research subjects are the supervisors of the entrepreneurship program that is currently running, namely Sisters Yuli and Rizky who are also boarding school administrators. The technique of collecting data is by making direct observations to the cottage and conducting in-depth interviews with the administrators and students who take part in entrepreneurial activities at the cottage, namely students starting from grade 8 or 2 Tsanawiyah, equal to junior high-school level (SMP). The purpose of this study is to find out how to implement entrepreneurship education programs and how to manage marketing communications in entrepreneurial activities at the Sirojul Huda Islamic Boarding School.

RESULT AND DISCUSSION

A. Entrepreneurship Education Program

There are many activities carried out by pesantren for the environment. KH. Tohir Rohili as the leader of the Sirojul Huda Islamic Boarding School, every day with his consistency he comes for recitations from village to village in Parungserab district. Also Ust. Yusuf Abdul Haq as the kyai council and Muhamad Nasir, S. Sos. I. as chairman of the Sirojul Huda Islamic Boarding School he comes weekly recitations at the Al-Fathu mosque at the Bandung Regency Government (Pemda) mosque. Sirojul Huda Islamic Boarding School provides enlightenment and knowledge of the importance of religious knowledge. And also often conduct farming training for the surrounding community.

The Sirojul Huda Islamic Boarding School which is located in the Soreang, Bandung regency has some entrepreneurial potential. The area is an agricultural field that has fertile soil and cool air that is suitable for agriculture. Various agricultural products are produced in this

area so that the Bandung Regency area becomes a supplier of agricultural products in the form of rice and vegetables for Bandung and Jakarta areas. The market for agricultural products in Bandung Regency is quite potential, and this can be an advantage in business to develop. In addition, Bandung Regency has the honor of being appointed by the Ministry of Agriculture as a coffee super-priority area. The central government will establish an Arabica coffee education and business center in Indonesia sound on information from Departement of Agriculture, Bandung Regency website.

The Sirojul Huda Islamic Boarding School certainly has the potential to develop business in the agricultural sector. With a qualified human resource and has, experts in agriculture also have a large area of land. Even the pesantren also often hold agriculture training for the surrounding community. The opportunity to develop an agricultural business is wide open. Agriculture not only Sirojul Huda's potential for business development but also for fisheries reported by Mind Rakyat.com (Handriansyah, 2020) the Bandung Regency area also has potential in the fishery. Fish production in the Bandung Regency area continues to increase. Bandung Regent Dadang M. Naser said the increase could not separate from efforts to develop the potential of fisheries in the Bandung Regency area. The Bandung regency government has begun to encourage minapadi fish cultivation and fish cultivation technology using tarpaulin ponds. One example is the cultivation of tarpaulin pond fish in Parungserab Village, Soreang District.

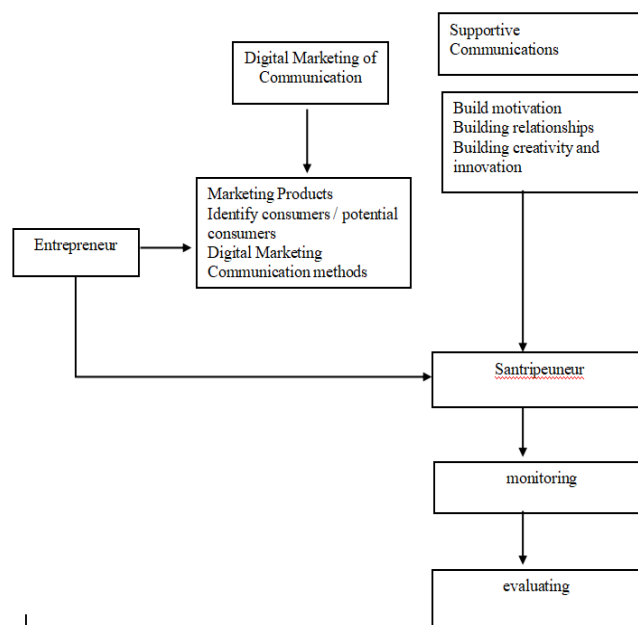
The importance of education in the field of entrepreneurship as stated (Mubarok, 2018) Entrepreneurship education is one concrete step to further empower pesantren. In addition to the spirit of independence that has become his trademark, it is also important to teach various skills and entrepreneurial spirit to the students so that later after graduation they can continue to live by working professionally, in an effort to build a sustainable economy for the future are human resources (HR) quality and work and work hard who have reliable competence in managing economic resources. So based on the potential of the Sirojul Huda Islamic boarding school, five types of products that can be used as entrepreneurs have been developed, namely: (1) Catering food products, (2) Pastries products, (3) Fishery products, (4) Farm products, and (5) Embroidery mukena sewing products.

Currently, what is already underway is in the convection and catering sectors, such as pastries and catering. These two programs are extracurricular programs that can be entered by students who have an interest in these two activities. For agricultural, livestock, and fishery activities, the students are more concerned with managing the internal consumption of the cottage. Although students have studied the techniques of farming, animal husbandry, and fisheries cultivation, it has not become a business field or entrepreneurial activity for the cottage. Entrepreneurship is the process of identifying, developing, and bringing a vision to life. The vision can be an innovative idea, an opportunity, a better way of doing things. The result of the process is the creation of a new business formed under conditions of risk or uncertainty. Entrepreneurship is a mental attitude characterized by independence, the ability to work together, the ability to take risks, honesty, responsibility, resilience, reasoning, and caring. Such an attitude to life is not something that is trained (training/workshop) in one month or three months, but that attitude must be built consistently, continuously, and both

through formal education (curriculum) as well as extracurricular and community activities. As done by Sirojul Huda Pesantren, entrepreneurship activities are still at the extracurricular level. It means that as a complementary activity to develop the interests and talents of santri in certain fields, both soft and hard skills. Unfortunately, because this program is not a mandatory curriculum program, not all students have the opportunity to hone their abilities. Whereas by being developed in the educational curriculum, students can learn the theory and practice of entrepreneurship equally. And the selection of entrepreneurial practices can be developing in their entrepreneurial organization according to students' interests. As stated by Muhammad Nuh (2010, in Irfani, 2018), the inclusion of the entrepreneurship curriculum does not mean completely changing the pattern of the education curriculum been applied so far. But by includes the substance of entrepreneurship education in the educational curriculum. The point of the entrepreneurship-based curriculum is the formation of entrepreneurial character in students, including curiosity, the flexibility of thinking, creativity, and the ability to innovate. Creativity and innovation will not grow if the thinking model formed by schools is only on the cognitive model. In every level of education starting over from elementary school/madrassah Ibtidaiyah to university. The form of entrepreneurship material adjusted to every level of education.

Formally entering entrepreneurship education is an effort (Irfani, 2018), that will carry out consciously, planned through a curriculum, and is applicable to build entrepreneurial character in santri, in the cognitive, affective, and psychomotor domains. So, they have self-competence manifested in innovative and creative, and dare to manage risk. In other words, the importance of including the entrepreneurship education curriculum is a provision for students by increasing the knowledge, attitudes, and skills competencies as entrepreneurs. Learning outcomes are not only in the form of cognitive ability but also shape the soul or character of students in entrepreneurship and innovation. Entrepreneur education is not only about creating a business. But also increasing the motivation of students, both their soft skills and hard skills in the field of marketing communications and digital marketing to form entrepreneurs who are not only strong in business but also able to market their programs and businesses.

Picture 1. Santripreneur program flow chart

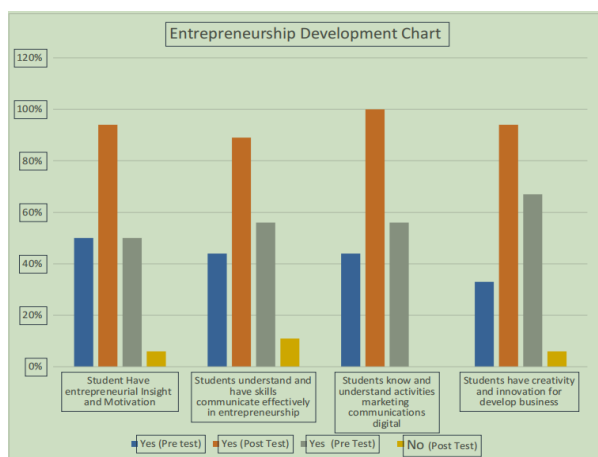


Source: Results Processed by Researchers

B. Marketing Communication Management

Based on the results of interviews with both the entrepreneurship program supervisors and the students. Marketing management carried out at Pondok Sirojul Huda has entered digital marketing media, such as Instagram and WhatsApp status. However, they admitted by their supervisor that they have not carried out professional management in the realm of digital marketing. Although the survey results of the research showing that the students and supervisors are familiar with and use e-commerce tools and social media. However, they do not understand how to use these digital promotional tools for product marketing activities resulting from entrepreneurial activities in their cottage. The administrators and santri did not understand the important role of digital content. Or how to make attractive promotions with digital marketing communications and social media marketing. The product market is ordered by request, and the customers come from around Soreang or the surrounding community.

Picture 2. Entrepreneurship Development Chart



Source : Data Research

Even though UMKM exhibitions have been carried out, for convection activities, but sales and orders have not been significant. Luckily, the Sirojul Huda pod once helped make cloth masks in the early Covid 19 Pandemic with *mega mendung* images, and that was socialized by the Governor of West Java, Ridwan Kamil. This Sirojul Huda for convection activities has received assistance from the government in the form of complete sewing tools, but unfortunately, it has not been fully utilized. Because there have not been many orders, due to a lack of marketing communication. But even so, as stated (Irfani, 2018), it is better for the students and mentors to keep trying and working hard. This is in line with how Islam encourages its people to always try and work hard. There are many verses in the Qur'an that encourage Muslims to have a high work ethic. Islam teaches that its people always pray, and strive to achieve worldly and the hereafter happiness, and avoid the misery of the torments of hell. Doing and working the best in conducting business activities, providing pleasure, and not harming and disturbing others. As the hadith of the Prophet narrated by Al-Bukhari in the following *Sahih AL-Bukhari* which means: "From Rifa'ah bin Rafi', that the Prophet was once asked, "What is the best job?" He said, "A man's work with his own hands and every good trade."

Carrying out digital marketing activities is one form of business in pursuing the market. The well-managed business produces not only will give financial benefits for the Pesantren and santri but also provides real learning experiences. And this does not contradict the teachings of Islam as confirmed by the statement (Mubarok, 2018) wherein the principle of Islamic education there is no materialistic view, but in Islamic education views material or seeking sustenance as a temporary problem in life and is not aimed at obtaining material things. Solely, but to obtain a balanced benefit. In education in which all components or aspects are based on Islamic teachings or physical, also spiritual guidance, based on Islamic religious laws and leading to the formation of a Muslim personality who has Islamic religion and is responsible for following Islamic values. By having these Islamic values, hopefully, *santripreneurs* can present, create digital marketing content that is Islamic, trustworthy, and has good credibility.

CONCLUSION

Based on the findings of the research, it concluded that despite having entrepreneurial activities as expected in the Ministry of Industry program. But these programs have not been formally added to the educational curriculum in Islamic boarding schools at Sirojul Huda. So the students' understanding of entrepreneurship activities is more about making products. Santri does not understand the concept of entrepreneurship and that the entrepreneurial spirit has not been formed. The knowledge, concepts, and soft skills from theory to entrepreneurship practice have not been comprehensively understood. From many potential entrepreneur fields, there are only 2 activities of 5 potentials of the Sirojul Huda Islamic boarding school have been developed and have started to produce helping the Pesantren economy. This is because this program is still limited. After all, it is still extracurricular which are intended for students who are interested only. Is that so that the knowledge and experience of entrepreneurial activities are not evenly distributed and cannot be learned by all santri. In fact, with the capabilities resulting from the implementation of the entrepreneurship-based curriculum, the santri will be able to connect and integrate the sharing of competencies both cognitively, affectively, and psychometrically as well as the development of soft skills and hard skills of the students to create *santripreneurs* who are ready to use when entering a society capable of creating job vacancies and develop the local economy.

As the development of entrepreneurship-based curriculum management, it should not only produce products but educate starting from business planning, implementation of entrepreneurship by utilizing existing resources around Islamic boarding schools, to managerial activities of business organizations also the use of digital media to communicate and marketing the products resulting from entrepreneurship programs. Hopefully, with this program, pesantren can create *santripreneurs* as expected. And can develop and improve the economic capacity of society.

Author's Biography

The author is a permanent lecturer at the communication sciences study program, faculty of communication sciences at Bandung Islamic University (Unisba). The author completed his bachelor's and master's degrees at the same campus, where the author served as a lecturer. The author's research focus and roadmap are on related subjects, educational communication, marketing communication, interpersonal communication and social media. Apart from that, the author is the secretary of the study program at Unisba's communications science study program, who has also developed himself in the fields of communication entrepreneurship, master ceremonies, and voice over. The author also teaches several related subjects, such as public speaking, digital communication, social media analysis, advertising, and media planning.

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