

EMPOWERMENT OF QUALITY DEVELOPMENT OF STUDENT HUMAN RESOURCE ASSETS IN THE SITI KHADIJAH STUDENT COMMUNITY OF AL-QODIRI ISLAMIC BOARDING SCHOOL JEMBER IN DEVELOPING THE CREATIVITY AND PRODUCTIVITY OF STUDENTS IN 2021

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Abstract

Santri in Islamic boarding schools finds to seek knowledge and become agents of civilization in society. Therefore, students are to be creative and innovative in all things, including developing skills in terms of economic business. Empowerment in the Community of Santri Siti Khadijah Pondok Pesantren Al-Qodiri Jember by using the Asset Based Community Development (ABCD) method can unlock the keys that: 1) develop the quality of students in optimal creativity and productivity; 2) development of the quality of the students of the Siti Khadijah dormitory in terms of optimal understanding and practice of making mask connectors; 3) development of the quality of students in the aspects of understanding and practice of making traditional foods in the form of skirts korok, cenil, lapis, lanon, etc., optimally; 4) quality development in the aspect of understanding the benefits of plants and the practice of making traditional herbal medicine runs optimally. Overall, this empowerment program runs optimally and will not succeed if there is no cooperation and active participation from the subject of mentoring, the community, especially the surrounding community.

Keywords: *Santri, Creativity, and Productivity*

PRELIMINARY

Without us realizing it, business with all its forms has occurred and enveloped our activities and activities every day. The business consists of all activities to make a profit and companies that produce goods and services needed by an economic system. Business can drive the economic pulse and provide various means of improving living standards. At the heart of any business, the venture is the exchange between buyers and sellers.

Economic growth and rapid environmental changes require companies to monitor and adapt to market changes continuously. Changes must be more creative in designing and deciding business missions and marketing strategies

that will be applied in the field to be able to anticipate various kinds of changes that will occur and can continue to compete and move in line with consumer desires, because basically, the company's function is to produce goods and services that can be accepted by consumers as well as being able to fulfill consumer desires, to obtain profits according to the company's wishes and to achieve these goals the company must carry out marketing activities for the products and services it produces.

As is well known, the business world is dynamic, characterized by the existence of companies from time to time and the interrelationships between one another. Therefore, the marketing strategy has a critical role in the success of the company's business in general and in the marketing field in particular. In addition, the established marketing strategy must be reviewed and developed by market developments and the market environment. Thus, the marketing strategy must provide a clear and directed picture of what the company will do in using every opportunity or opportunity in several target markets. In this case, it takes an essential and interrelated part of the world to achieve the success of marketing activities carried out by a company, namely the intended target market (target market) and the marketing reference that is carried out (marketing mix) for that target market.

Santri in Islamic boarding schools is not only required to seek knowledge but also to become agents of civilization in society. Therefore, students are required to be creative and innovative in all respects, including developing business economics skills. The skills of creative and innovative students can help their lives when they are gathered in society. There are so many problems in the community about how to compete with today's tight economic competition. It may be that the essential ingredients of the product are the same, but the difference is the creativity and productivity of the product. Likewise, the santri community of Siti Khadijah Pondok Pesantren Al-Qodiri Jember, who has a strong desire to be creative and productive to develop their skills, the researchers as empowerment actors assist in developing the skills of the santri community of Siti Khadijah Islamic Boarding School Al-Qodiri Jember. This community of Siti Khadijah students has different creative results, including hand sanitizer, dish soap, foot mats, tablecloths, and other creative products produced by this community. However, this community has a greater desire to be creative and productive in other skills. So with this fact, assistance in developing students' creativity and innovation skills is one of the solution steps to overcome these problems.

EMPOWERMENT METHOD

Asset-Based Community Development (ABCD)

Community empowerment is an effort to serve or help the community so that people have a more decent life. Community empowerment is an obligation

because it is part of the Tridharma of Higher Education (Education, Research, Service). There are several community service methods, namely the Conventional Method, the Participatory Action Research (PAR) Method, the Family Empowerment Post Method (Posdaya), the Asset Based Community Development Method (ABCD), and so on. In 2021, LP3M IAI Al-Qodiri Jember will use the ABCD method in community empowerment.

The ABCD approach is a service method that seeks to develop an Asset-Based Community (potential), such as developing an educational community, economy, etc. There are five assets (potential) in ABCD, namely: Individual Assets, Associations, Institutions, Physical or Materials, and connections or extensive communication networks. Thus, the essence of ABCD is its focus on efforts to empower and develop communities by the assets already owned, whether individual assets, associations, institutions, physical or material, and connections or a comprehensive communication network. In this empowerment, the empowered and developed community is the santri community of Siti Khadijah Pondok Pesantren Al-Qodiri Jember. The assets developed are students' assets and physical or material assets.

Impact of Change

1. Changes in the Aspects of the Empowerment Process in the Community of Santri Siti Khadijah Pondok Pesantren Al-Qodiri Jember

By the ABCD method used in this empowerment process, the process of empowerment stages in the Siti Khadijah Santri Community Pondok Pesantren Al-Qodiri Jember is carried out according to the stages ABCD method. The ABCD method, or the stages of the 5-D cycle used by ABCD above, will be explained as follows:

First, Define. The facilitator or empowerment actor determines the "topic choice" in assisting the community. There are several steps taken in this stage: a) determining the topic—this topic on July 28, July 28, 2021, by Group 1 and DPL. The topics determined were: Community Development of Santri in Islamic Boarding Schools; b) determine the assisted community. After going through a meeting and coordination between group I and DPL, the communities whose assets will be developed are the Santri Siti Khadijah community at the Al-Qodiri Islamic Boarding School Jember; c) agree to cooperate with partners (assisted communities). This cooperation letter was agreed and signed on August 5, 2021 at the Santri Community of Siti Khodijah Pondok Pesantren Al-Qodiri Jember. The determination of the topic and community is based on the results of a survey or initial data in the Santri Community of Siti Khadijah Pondok Pesantren Al-Qodiri Jember, which shows that the community deserves to be empowered.

Second, Discovery. In this stage, the facilitator or empowerment actor conducts an in-depth search process, such as finding and identifying five assets owned by the community, problems faced by the community, etc. Various methods or instruments must be used to carry out and optimize the discovery process. The discovery method or instrument used in the Siti Khadijah Santri Community Pondok Pesantren Al-Qodiri Jember is six Discovery instruments, namely Inquiry-Based Silaturahmi, Community Mapping, Mapping Associations and Institutions, Individual Inventory Skills, Community Activities, and Program determination can use priority scale. The transect or area tracking stage is not used in this empowerment because this stage does not influence the success of this empowerment. The explanation of the results of the six Discovery instruments is as follows:

a. Inquiry Based Silaturahmi

After determining the topic and the community to be empowered, the next step is to make friends with the community institution. The interview results show that the students in the Siti Khadijah community already have skills in cooking, dancing, playing musical instruments, and so on. However, skills in making traditional medicines and snacks are still nil in the community because there are still no activities, which leads to it. The activities that will be carried out in this community have not yet been carried out due to the absence of deliberation among the management.

Data from observations and documentation support the results of this interview. The observations show that: 1) The existence of the Siti Khadijah community is around the pesantren environment with other dormitories. 2) The feel of the site Khadijah area is quite broad and is located on the 2nd floor of a 3-story building. 3) The page in the Siti Khadijah Community is wide enough to support productivity and creativity processes. Meanwhile, the documentation results show that the community structure already exists, and there is a list of students in this community.

b. Community Mapping

This step is an effort to map the assets owned by santripreneur Pondok Pesantren Al-Qodiri Jember.

c. Mapping Associations and Institutions

After making an effort to map the assets owned by the Siti Khadijah Islamic Boarding School in Jember, the next step is to map associations and institutions. The results of the association mapping show that:

- 1) The Student Association has a reasonably dominant role in the development of the santriwati community in the Siti Khadijah area

- 2) The Association of Islamic Boarding School Center Management has a dominant role in developing the santriwati community in the Siti Khadijah area.
- 3) The Association of Islamic Boarding School Sections has a reasonably dominant role in developing the santriwati community in the Siti Khadijah area.
- 4) Higher education institutions have a less dominant role in developing the santriwati community in the Siti Khadijah area.
- 5) Formal Institutions (MA, SMK, Siti Khadijah Dormitory, SMP, SD, TK) have a less dominant role in developing the santriwati community in the Siti Khadijah area.

d. Individual Inventory Skill

The next step is to map or take an inventory of the capabilities of individual student human resources assets in the entrepreneur community of Al-Qodiri Islamic Boarding School Jember; then, the next step is to map associations and institutions. The results are as follows:

- 1) The person in charge (JOB), regional administrators, and members of the Siti Khadijah region are knowledgeable but do not master the theory and practice of creative education
- 2) The person in charge (JOB), regional administrators, and members of the Siti Khadijah region have pretty good social skills and pleasing personality abilities.
- 3) The person in charge (JOB), regional administrators, and members of the Siti Khadijah region are pretty creative.

e. Program Determination

In the Program Determination, the results show that the most critical asset to be developed is the Individual Assets of Human Resources. They do not master the theory and practice of creative education because these assets influence the creative education process and the motivation of the student's creative process.

Third, Dreams. This stage is a dream, desire, or goal expected by the assisted community to develop the community's assets (potential). After finding the five assets owned by the community and the focus of the assets to be developed, the next step is to formulate a desire or goal to develop community assets desired or dreamed of by Santri Siti Khadijah Pondok Pesantren Al-Qodiri Jember. The results of formulating the desired goals or dreams are to develop the productivity and creativity of students at Al-Qodiri Islamic Boarding School to go public and be accepted by the general public.

Fourth, Design. At this stage, facilitators or empowerment actors with the assisted communities and so on begin to formulate strategies, processes, and systems, share roles and responsibilities, make decisions and develop collaborations that support the realization of the problem solving of the assisted community and the changes expected from the assisted community. The results of the program design that will be carried out to realize the desires, dreams, or goals that have been set are:

- a. Formulate the mentoring program strategy. The mentoring program strategy is in the form of training and mentoring. The forms of programs that will be carried out are a) Training and Mentoring for Santri in producing works of art in the form of mask connectors; b) Training and mentoring for students in the production of traditional foods in the form of korok skirt, cenil, lapis, lanon, etc.; c). Training and Assistance for Santri in knowledge and utilization of herbal plants.
- b. Develop the process of mentoring programs. The process of preparing the mentoring program process is related to several things as follows:
 - a) the time of its implementation: Sunday, August 22, August 22, 2021, 14:00 hours - finished, the program carried out is Training and Assistance for Santri in producing works of art in the form of mask connectors. Sunday, August 29, August 29, 2021, at 08.00-finished, the program carried out is Training and Assistance for students in the production of traditional foods in the form of korok skirt, cenil, lapis, lanon, etc. Sunday, September 5, 2021, at 08.00-finished, the program carried out is Training and Assistance for Santri in the knowledge and use of herbal plants; b) the implementation of the training and assistance will be carried out at the pulpit of the Al-Qodiri Islamic Boarding School; c) The presenters who assist are the IAI Al-Qodiri Jember Empowerment Team led by Alfian Izzat El Rahman, ME.; and d) The human resources involved in the event are students in the community.
- c. Make decisions and develop collaborations with various associations, institutions, and connections. To make this event a success, the IAI Al-Qodiri Jember Empowerment Team, led by Alfian Izzat El Rahman, ME, collaborated with Al-Qodiri Jember Vocational School, the IAI Al-Qodiri Jember Islamic Economic Institution, and the Management of the Al-Qodiri Islamic Boarding School Jember.

Fifth, Deliver or Destiny. The Deliver or Destiny stage is where everyone in the organization implements various things, including the implementation and control or evaluation of the community assistance program formulated at the Dream and Design stage. In this deliver or destiny stage, several stages will be carried out, which are as follows:

- a. Implementation Phase. During the mentoring activities that had been carried out at the design stage, it was found that:
 - 1) Training and Mentoring for Santri in producing works of art in mask connectors will be held on Sunday, August 22, 2021, at 14.00 - finished. The implementation went smoothly and successfully, starting from the opening, the main event (delivery of material and practice), and closing. This training and mentoring event was led by a presenter named Rafi Ainur Rafiq.
 - 2) Training and Mentoring for santri in the production of traditional food in korok skirt, cenil, lapis, lanon, etc., will be held on Sunday, August 29, August 29, 2021, at 08.00-finish. The implementation went smoothly and successfully, starting from the opening, the main event (delivery of material and practice), and closing. This training and mentoring event was led by a presenter named Wahyu Karimatul Lutfiah
 - 3) Training and Mentoring for Santri in the knowledge and use of herbal plants will be held on Sunday, September 5, September 5, 2021, at 08.00-finished. The implementation went smoothly and successfully, starting from the opening, the main event (delivery of material and practice), and closing. This training and mentoring event was led by a presenter named Intan Rohmatul Ulum.
 - 4) Barriers or Obstacles. One of the perceived obstacles: a) during the covid-19 pandemic, the interaction process between the empowerment team and Siti Khodijah's students did not run usually, 2) not all students have a basis in terms of creativity and productivity, so it requires patience and patience in assist this community; and 3) not all students are free to use their time to develop their skills because they clash with activities at the pesantren. All these obstacles did not make the mentoring process run backward because these obstacles were masked by the students' enthusiasm in the community.
 - 5) Interesting experience. One of the exciting experiences is the positive and familiar attitude and response shown by the people involved in the Santri Siti Khadijah community of Pondok Pesantren Al-Qodiri Jember. This empowerment process runs effectively and efficiently.
- b. The controlling or evaluating stage. This stage is carried out in two stages, namely:
 - 1) Control or evaluation of the stages of the empowerment process. Evaluation at this stage of the process is carried out every time so that the empowerment process runs optimally, such as evaluating the

process of preparing materials, students' grammar, students' creativity results, and so on;

- 2) Control or evaluation of the final stage of empowerment. This evaluation is carried out after the empowerment process ends. This evaluation is carried out to see whether the empowerment process runs optimally to the desires and goals set. The final evaluation results show that the empowerment process is running with the desired goal, namely developing the quality of productivity and creativity of students at Al-Qodiri Islamic Boarding School to go public and be accepted by the general public. All of these goals are achieved because the students in the community can practice and absorb information quickly to market the produced products.

2. Changes in Aspects of Empowerment Results in the Community of Santri Siti Khadijah Islamic Boarding School Al-Qodiri Jember

The empowerment process has been carried out both from the Define, Discovery, Dream, Design, and Deliver stages; then some changes have been made, namely as follows:

- a. The development of the quality of Siti Khodijah's students in the aspect of developing productivity and creativity runs optimally;
- b. The development of the quality of Siti Khodijah's students in terms of understanding and practice of making mask connectors runs optimally;
- c. The development of the quality of Siti Khodijah's students in the aspect of understanding and practice of making traditional foods in the form of korok skirt, cenil, lapis, lanon, etc. runs optimally;
- d. The development of the quality of Siti Khodijah's students in terms of understanding the benefits of herbal plants and the practice of making traditional jump runs optimally.

EMPOWERMENT RESULTS AND DISCUSSION

The essence of empowerment in the Santri Siti Khadijah Islamic Boarding School Jember community is an effort to overcome the problems that exist in the community. As in the previous explanations, the priority problem to be solved is that the student human resources of the Siti Khadijah Santri Community need assistance and direction to develop the productivity and creativity of the students. The facilitator or empowerment actor will help the community have the knowledge and creativity to solve the problem to overcome this problem. In the end, they can realize and develop their skills to be more creative and productive. These service efforts have the same goals as previous service studies, such as those conducted by Yunus Winoto and Sukaesih. Both stated that the primary goal of doing service was to increase people's knowledge to create human beings with

superior resources. Community empowerment efforts aim to educate and help themselves.

Creative and productive are closely related to entrepreneurship. In some studies, entrepreneurship is commonly defined as creating something by adding value supported by a commitment to the team and effort, estimating financial, physical, and social risks, and accepting results in financial satisfaction and personal freedom. Entrepreneurial creativity and innovation are focused not only on the trade sector alone but also on all business sectors that can provide productive income for the initiated and developed business. Therefore, an entrepreneur must have a character to support a solid and reliable entrepreneurial spirit. These solid and reliable entrepreneurial characteristics include independence, honesty; professionalism; discipline; initiative, creativity; innovation; future orientation; tenacious, optimism, and responsible.

Creative, etymologically comes from the English word, namely to create, which means to make or create. Thus, creativity can be interpreted as creating an idea or concept to solve a problem. In entrepreneurship, creative action is defined as the ability to create product and service ideas that are needed by many people (consumers). An entrepreneur in his business activities must always think creatively, innovatively, and productively for continuous and sustainable business sustainability. For example, creativity in looking for market opportunities, creating added value from an existing product, and seeking venture capital to support the sustainability of the business owned. It can be exemplified that a business actor or entrepreneur in running a business cannot be separated from the availability of business capital. However, this capital is not always synonymous with money or goods (tangible). However, an idea is included in the criteria for having extraordinary capital because the idea is the principal capital that will shape and support the existence of other capital.

Productivity, in simple terms, can be said as the ability to produce certain goods or services continuously and get better if produced sustainably and sustainably. It is produced from upstream to downstream, which varies according to the interests and needs of consumers. If only one or two times produce or produce, then stop not producing anymore, it cannot be said to be productive. Productivity also involves finding the novelty of a product; for example, goods or equipment that have been produced many times must be updated, both in terms of models and designs, so that they are more attractive to look different from the current face. However, we must also pay attention to the quality of production so that it does not decrease; even if possible, it should be better than the quality of the previous production. The form of productivity is also included in terms of providing services. As an entrepreneur, it is necessary to have service managerial skills, namely an organizational ability to offer services with quality and quantity to consumers' expectations. Dimensions of quantity and quality of services cannot

be separated from the excellent service process. Providing services can be said to be productive if there is an increase that can be measured, for example, the number of consumers if more and more consumers come to buy or use the services offered. Consumers will be happy to buy back or use it again and even voluntarily do promotions with friends and neighbors without being asked. This is one indicator of the success of productivity in the service sector.

The implementation of empowerment in the Santripreneur Community of Al-Qodiri Islamic Boarding School Jember has been carried out with the following stages: the Define, Discovery, Dream, Design, and Deliver stages. These five stages succeeded in developing the quality of the human resources of the community students to be more creative and productive in producing products that had been previously assisted. So that the products produced by students in the community can compete with products from other communities. To be creative, one must have a high commitment, the ability to work hard, be passionate, and be confident. These indicators have been seen in the students of the Siti Khadijah community at the Al-Qodiri Islamic Boarding School Jember. In addition, the products that have been produced during the mentoring are evidence that the santri community is being creative and productive.

CONCLUSION

Based on the results of empowerment in the Santri Community of Siti Khadijah Islamic Boarding School Al-Qodiri Jember using the Asset Based Community Development (ABCD) method, it can be concluded that: 1) developing the quality of students in terms of creativity and productivity optimally; 2) development of the quality of the students of Siti Khadijah dormitory in terms of understanding and practice of making mask connectors optimally; 3) development of the quality of students in the aspects of understanding and practice of making traditional foods in the form of skirts korok, cenil, lapis, lanon, etc., optimally; 4) quality development in the aspect of understanding the benefits of herbal plants and the practice of making traditional herbal medicine runs optimally. Overall, this empowerment program runs optimally and will not succeed if there is no cooperation and active participation from the subject of mentoring, the community, especially the surrounding community. Associations and institutions related to the entrepreneur community and donors who have contributed sincerely to the implementation of this program in the santri community of Siti Khadijah Pondok Pesantren Al-Qodiri Jember.

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