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Improving Skills in Batik Design through Digital Application for a *Pesantren* Community in Jombang

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Abstract

This community engagement aims to improve skills in batik design through digital applications. Islamic boarding school or also known as *pesantren* is Indonesia's oldest religious educational institution. Along with rapid industry advancements, such a school is expected to follow the development by creating innovations with commercial and representative value. Based on this motivation, a training program on design software and blog-based online publishing tools for beginners is given to the students in Babussalam Pesantren, Jombang Regency, Indonesia. The idea of batik is discussed in this article as a part of the entrepreneurial knowledge and skill at the *pesantren*, preparing the students for future entrepreneurship. This community project consists of two kinds of training—(1) designing batik with an innovative and contemporary pattern using a software application such as CorelDRAW and (2) designing and commercializing the batik product using free publishing online platforms such as Blogger or Blogspot, as the widely known domain. The participants are 28 high school students aged 16–18 years old, including 14 male and 14 female students. To observe the process of learning, pre- and post-questionnaires were conducted. The results show that 84% and 89% of students have not used CorelDRAW and blog-based media before, respectively. However, after the training, the students show enthusiasm, with 73% expressing interest and 63% wanting to deepen their knowledge of CorelDRAW design. Furthermore, 27% of students show interest in blog design and 37% want to learn further. Hopefully, with this entrepreneurship training, *pesantren* students are ready and confidently enter the business community.

Keywords: batik science; design software; training; entrepreneurship; *pesantren*

1. Introduction

1.1. Pesantren And the Needs of Entrepreneurship Learning

Islamic boarding schools—commonly described as *pesantren*—are religious institutions that provide education and teaching as well as develop and disseminate Islamic spiritual knowledge. *Pesantren* education system is based on a continuous dialog between religious teachings that are believed to have absolute truth and social values (Yusuf, 2015). In the history of its development, Islamic boarding schools began with the

existence of Islamic society in Indonesia, which started from the history of trade and then evolved into the education sector and Islamic missionary endeavor or *dakwah* in Bahasa Indonesia (Tirta, 2017). Moreover, students, called *santri* in Islamic boarding schools, are highly diverse. They come from different areas and with different family backgrounds. Students gather for 24 hours daily and thus interaction is quite limited around the area. This situation makes *pesantren* a unique institution that needs a special approach to education.

Dhofier (1981) states that *pesantren* education is not intended to pursue the interests of power, money, and worldly glory. Still, *pesantren* is instilled solely on the learning of obligation and devotion to Allah SWT. Furthermore, the general objective of *pesantren* is to develop a civilian with Muslim personalities under Islamic guidance. *Pesantren* aims to instill that religious feeling in all their lives and create a generation that is beneficial for religion, society, and the country. This type is better known as the Salafi Islamic boarding school.

However, along with the development of education and community needs, *pesantren* have metamorphosed by providing education that is not only oriented toward religious knowledge. *Pesantren* grows more broadly on the mission of improving the quality of *santri* resources so that they can face broader life issues following the challenges of globalization. Syafar (2016) explains that in Indonesia, *pesantren* institutions have a long history of developing the people's economy because the livelihood source comes from agricultural products that are passed down from generation to generation. Thus, the role of *pesantren* is not only limited to educational institutions but also those that manage social, economic, religious-spiritual, and *dakwah* issues (Fauzi & Maghfiroh, 2020; Wahid, 2019).

Based on the general goal, the existence of *pesantren* specifically includes educating students to become Muslims who are devoted to Allah SWT, developing a noble character, intelligence and skills, and maintaining health, physically and mentally (Bali, 2017; Syafe'i, 2017). In addition, the *pesantren* also educates the students to acquire personality and strengthen the spirit of nationalism so that they can grow their ability and be responsible for national and state development, becoming an educator for micro (family) and regional development (rural/environmental communities). To carry out this mandate, the *pesantren* institution education system implements various reforms by organizing multiple programs, namely, religious knowledge and general science practice (Jalal & Aziz, 2017). Thus, in the 90s, *pesantren* successfully expanded its management to open public education from elementary to university degrees.

At certain *pesantren*, students are equipped with various skills or expertise in the economic field, such as cooperatives, crafts, and trade. All of this was done by the *pesantren* to prepare the knowledge and skills of students to be ready to compete and independent upon graduation (Nadzir, 2015). To build an empowered *pesantren* community, a *pesantren* has at least developed three objectives related to socioeconomic and political motives. The first objective includes religious motives because poverty is contrary to Islamic socioeconomic ethics. Second, for social reasons, the teacher is also a leader who must overcome the local economic crisis. Third are political motives, because local power holders have personal interests at the micro and macro levels. Thus, the presence of a *pesantren* is concerned with its interests and those of the surrounding community to improve both physical and

mental social welfare (Hidayat et al., 2017; Mu'minin, 2021). Another aspect that shows the significant involvement of *pesantren* in empowering the community is that Indonesian people are predominantly Muslim communities who live in rural regions.

Several studies focus on the economic empowerment of *pesantren*. Sulaiman et al. (2018) studied *pesantren*'s economic empowerment by using a qualitative method of cooperative Participatory Learning and Action (PLA), which reveals that *pesantren*'s institutional leadership can develop, establish, and implement a new curriculum focused on entrepreneurship and cooperation. Mu'minin (2021) stated that *pesantren* can serve the public as human resource development agencies, information center, educational institutions, agribusiness, and financial institution. *Pesantren* can increase the well-being of both the *santri* and Muslim communities. Meanwhile, Kayati (2020) reports that learning about cooperatives in *pesantren* plays a crucial role in creating the character and behavior of religious, moral, spiritual, social, economic education, and entrepreneurship. Thus, upon graduating from *pesantren*, *santri* will have the knowledge, drive, and expertise in the field of economics—a significant supplementary income as a provision, and the ability to develop their community.

Purusottama and Trilaksono (2018) use a community development model to study the development of entrepreneurial commitment in rural Micro Enterprises (MEs). This study uses the paradigm of the theory of planned behavior. The findings revealed that social variables such as environmental impact do not encourage rural micro-entrepreneurs to expand their businesses. Instead, such attitudes, i.e., business benefits and willingness to take risks, are the most important and continuous determinants. Perceived behavioral control is a significant influence in implementing rural ME business growth. In many nations, expanding micro businesses is one response to demographic change. The major challenge for MEs is ensuring their long-term viability via their economic contribution (Sallem et al., 2017). In Indonesia, the issue for MEs is mainly how to preserve business continuity (Anton et al., 2015). Basic skills are a crucial component of competitiveness for personal growth and work (Purusottama & Soehadi, 2016). Therefore, education's role in boosting the economy is increasing in importance.

Community development initiatives have been promoted and proven to alleviate poverty. Concerns of the poor and disadvantaged must be addressed, both independently and collaboratively, particularly in small regions. Higher education institutions hope to contribute to social development through community-based entrepreneurship programs. Similar studies have been carried out in Indonesia, demonstrating the importance of education in promoting business (Purusottama & Soehadi, 2016). Education boosts the community's productivity, creativity, and thus business growth.

Nevertheless, the economic management of *pesantren* encountered several problems. For example, the system that runs *pesantren* remains profitable only for a particular party, such as the family of the owner (Utama, 2020). In addition, deficiencies often grow on paradigmatic problems. For instance, the values of independence adopted by *pesantren* are still more revealing on the individual aspect and have yet to become a transformative social attitude (Setiawan, 2020). Furthermore, with the rapid development of globalization, the Internet or industry software has become impeccable. Such software is essential because they are the basis for building branding from entrepreneurial activity and labeling. However, this

knowledge is unfamiliar to *pesantren* students. These are the challenges when *pesantren* concentrates on economic institutions or surrounding communities.

Based on our early observation and explanation from the headmaster of Babussalam Islamic Boarding School, their curriculum still mainly focuses on formal religious education. Thus, there are needs and interests of students on skills or expertise involved in the community that can be directly applied in the world of work or business. The Babussalam Pesantren, located in Mojoagung District, Jombang Regency, Indonesia, provides an excellent opportunity for these students to participate in the business of producing and selling souvenirs with the unique character of Jombang Regency. Moreover, i.e., Madura, Jogja, and Solo are the regions in Indonesia that already have identities on their souvenirs, showing the characteristics of their iconic places. Therefore, in the future, Jombang can create a keepsake with its regional specialty, especially with the involvement or collaboration from pesantren. It is hoped that Jombang can also find specific designs of batik with premium quality made by local children or students.

1.2. Learning digital tools for designing batik and web-based publication

The designing of batik motifs evolves in the past decade. There are various innovations in batik making or creating batik motifs using software or digital application. Wibawanto et al. (2020) create batik software capable of designing batik patterns. The innovation shows a development of productivity; the use of the batik application can increase productivity by reducing the patterns creation time 11.7 times faster. The Ministry of Industry noted 101 regional batik centers and 369 weaving centers throughout Indonesia in 2016. In addition, the export value of batik and its products reached USD 532.7 million in 2020 and an increase in the first quarter of 2021 amounting to USD 157.8 million which finally led to a highly competitive market (IDNFinancials, 2021).

Several studies find that IKM actors still need to familiarize themselves with the use of technology in creating batik motifs (Ikqbal, 2020; Nugraha et al., 2020). Motif development can be done conventionally by taking inspiration from the conditions in the surrounding environment (Bifaldlika & Russanti, 2016). Recognizing the considerable potential and need to improve the quality of batik artisans, the Industrial Industry Office of Semarang began to hold training for human resources for Batik IKM actors in 2016, covering production techniques and digitizing batik motifs. Batik has geometric and non-geometric decorations, such as *ceplok*, *kawung*, *parang*, *lereng*, and *nitik* pattern groupings. *Lung lungan*, *pagersari*, *semen* are non-geometric motifs. Batik artisans continue to produce new designs that combine current themes and create prints inspired by nature and items in their environment.

A study by Purnawirawan (2020) stated that graphic design software like CorelDRAW can be used to make digital-based batik basic motifs. Vocational students can create various basic batik motifs using the application software. The tools or menus contained in the CorelDRAW graphic design application software can assist students in creating basic designs for batik motifs. The results show that using CorelDRAW graphic design application software in the tenth-grade basic visual design learning competence of software engineering expertise was 81.09% effective in making digital-based batik basic motifs. Thus, the CorelDRAW application software effectively supports students in creating motifs essential to digital-based batik.

Digital skills such as computer, communication, Internet, and advanced digital abilities are expected to provide potential workers with a critical boost in securing their employment and preserving exceptionally high professions in developing economies such as Pakistan and other nations (Pirzada & Khan, 2013). The findings reveal that digital skills may be a predictor of employment and that the degree required to obtain these positions is far higher than expected. Digital skills vary in levels and ranges. Computer, communication, Internet, and digital skills are determinant factors. Skills training lays the groundwork for further skills development, which leads to an increase in productivity.

As of January 2020, 4.54 billion individuals are active Internet users, accounting for 59% of the global population (Dwivedi et al., 2021). Many people worldwide now use social media as an essential part of their daily lives. In 2019, active social media users reached 2.95 billion globally and are expected to reach over 3.43 billion by 2023. Therefore, companies may achieve their marketing goals at a minimal cost by using digital and social media marketing (Ajina, 2019). This is proven by many companies that have registered on social media such as Facebook, Websites, Blogspot, Instagram, or Twitter.

Marketing is not only about sales and marketing but also about how to communicate effectively with customers. Tutiasri et al., (2020) observed the effect of digital marketing on batik. In this study, batik Sembung utilizes both traditional and digital marketing in batik marketing communication, focusing on building trust and intimacy between marketers and consumers.

Departing from the idea, Jombang has a unique pattern of batik as their identity. Thus, this project aims to provide design training to enable students to creatively design their batik or trademark. Jombang batik has a traditional way of making the pattern, but this project saw the opportunity that pattern creation could be more accessible and applicable for the youth using software, i.e., CorelDRAW software. The Babussalam's students are necessarily equipped with knowledge of designing batik and the know-how to operate design software such as CorelDRAW. Such software like CorelDRAW graphic design application software is a computer application that can be used as a learning medium in making digital-based batik primary motifs (Pritandhari & Wibawa, 2021).

Aside from designing batik with software, knowledge of business simulation is also crucial. Bennett (2010) created a list of 14 characteristics to be successful in a marketing profession and discovered that digital abilities were the most in-demand talents in the sector. Kerr and Kelly (2017) revealed a link between technical elements of hard skills and associated soft skills. Understanding social media and mobile, knowledge of e-commerce, and mastery of online and technology were the most critical digital and technical skills. By contrast, analytics and real-time practices are less crucial.

Consumer behavior and company practices have changed due to the rise of social media (Bourgeau et al., 2020). Organizations may benefit from social and digital marketing, which lowers expenses, improves brand recognition, and increases revenue. This increased rate of digitalization in the business sector is accompanied by an increase in demand for personnel with particular digital literacy to build, manage, and protect information and communication systems, and offer technical assistance to the workforce. Furthermore, the recent coronavirus disease 2019 pandemic has accelerated the development of technology

tools and platforms and the digitalization of corporate processes, goods, and services. Therefore, digital technology is becoming increasingly important as the outbreak progresses. Before the pandemic, the prediction was that one million new employment can be generated in the European Union by 2030 and 60 million job vacancies can be produced globally in the next five years.

In the meantime, Blogger or widely known by the domain Blogspot is introduced as a free web-based publishing platform and can work also as promotional media. Blog as an online platform is very easy to use and accessible for initial product promotion (Aristyawati & Rasna, 2021). Students' ability to sales system is developed through social media, blogs, and the web. Students can conceptualize their business plans by providing business simulation material. Thus, this study presents the enthusiasm and results of this community engagement in software-based skill training.

2. Methods

This project is held in Babussalam Pesantren in Mojoagung District, Jombang Regency due to its considerable development potential. Regarding the dispute faced by *pesantren* and focusing on its existing potential, several solutions are offered through these community engagement activities. Here, we focus on providing training in digital design using the software CorelDRAW and digital marketing using websites.

Referring to Pittman (2019), several steps must be followed to define and conduct a community development project. Based on the student's background checks, their economic situation and environment around *pesantren* fall under the middle to the low economy. Most of the students have experience in helping sales in their parent's small businesses. However, the scale is limited and still conducted conventionally. The students needed to familiarize themselves with the 4.0 industrial revolution, especially digital information. Nonetheless, the students are enthusiastic about learning digitalization in depth.

Two pieces of training were held for the Babussalam Pesantren students, namely, the Batik Design Making Training Using CorelDRAW and the Blogspot Design Training. Both pieces of training were attended by 28 students of the Babussalam Pesantren. The training consisted of two parts related to the learning of CorelDRAW as a digital tool for making batik and the learning of learning email and blogging as means of communication. The first part includes lectures, questions, and answers, as a chance for students to learn the basics of making designs using such software. It is followed by the demonstration of creating a batik design using CorelDRAW software. In this stage, the participants can observe how to design and practice using CorelDRAW with the help of tutor assistance. The second part also consists of lectures, questions, and answers to explain the basics of creating an email and a blog, as well as the demonstration of and assistance in creating an email and Blogspot domain for each participant.

The 28 participants are *santri* of Babussalam Pesantren, at the high school level. The training is held for one day, divided into two parts. The first part includes training in batik design using CorelDRAW software, followed by website design. The software training for a beginner includes materials on processing images, focusing on visualization, and making logos and patterns. They also learn how to create invitations, brochures, and book covers by using the software. In the blog design training, students are given materials about introducing blogs,

what a blog is, sales insights through social media, designing a blog for promotion, and online sales purposes. Meanwhile, in the blog design training, they are given blog introductions, sales insight through social media, and blog design for promotion and sales purposes.

To observe the learning process, this project gathers data and assesses the information using several useful tools containing any type of survey to identify significant issues. The strengths, weaknesses, opportunities, and threats that affect community development are likewise examined. Thus, the participants complete questionnaires related to the training program and the materials before and after the training (Table 1–3).

Table 1. Pre-class questionnaire format

Questions	Participant Answers
What do you know about CorelDRAW or Blogspot?	
Have you ever designed using CorelDRAW or Blogspot before?	
What is the purpose for you to use CorelDRAW or Blogspot?	

The questionnaire is to evaluate participants’ understanding and abilities and to see how much benefit participants felt from this training and the evaluation to plan the following activities. At the beginning of the training, three questions are asked regarding familiarity with CorelDRAW and the blog design, as shown in Table 1. After the training, the participant fills out a post-class questionnaire that consists of 13 statements to be scored, as shown in Table 2. Three sections on the questionnaire are related to the material given, the presenter, and the organization of the training.

Table 2. Post-class questionnaire format

Statements	Ratings (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree)
Materials	
Well-organized and understandable	
Effective and applicable	
Support student soft skill development	
Corresponds to the time provided	
Presenters	
Mastery of the material presented	
Clear and understandable materials	
Interesting learning methods	
Good interaction with participants	
Provides opportunities for participation	
Answers questions	
Organization of the training	
Conformity with the schedule	
Consumption and facility	
Communication with the facilitators	

Table 3. Post-class questionnaire format

Questions	Participant Answers
Which material is more understandable?	
Which material is more interesting?	
Which material do you want to learn more about?	

Scoring rates are plotted on the questionnaire to precisely understand the participants' enthusiasm for the material and the presentation. Items are scored from 1 to 5, namely, lowest to highest, respectively. The questionnaire also aims to evaluate the presenter and the material delivered. At the end of the training, the participants also fill out three short questionnaire questions, as shown in Table 3, to expect the following social engagement activities.

3. Results and Discussion

The curriculum of the *madrasah diniyah* (afterschool/extracurricular program) of the Babussalam Pesantren program only focuses on formal religious education materials. So, there are needs and interests of students regarding the skills or expertise in the community that can be directly applied in the world of work or business. Providing training on such skills is essential. This section analyzes the response of the *santri* taken from the questionnaires. The questionnaires regarding the training's material and overall conditioning.

3.1. Students' responses to batik design using software

Figure 1 shows the knowledge level before the training of creating batik digitally using the CorelDRAW software. As seen from the figure, the pre-test result for training indicates that 84% of the participants know about the software, CorelDRAW. However, with the same results, 84% had never used this software before, even though they have known about the software. The rest, 16% of participants have used the software for logo design purposes. Despite the many participants who know the software, the usage of the software for design activity is relatively low and thus needs to be improved. Hence, establishing this training can provide basic knowledge about basic design skills for the students in *pesantren*.

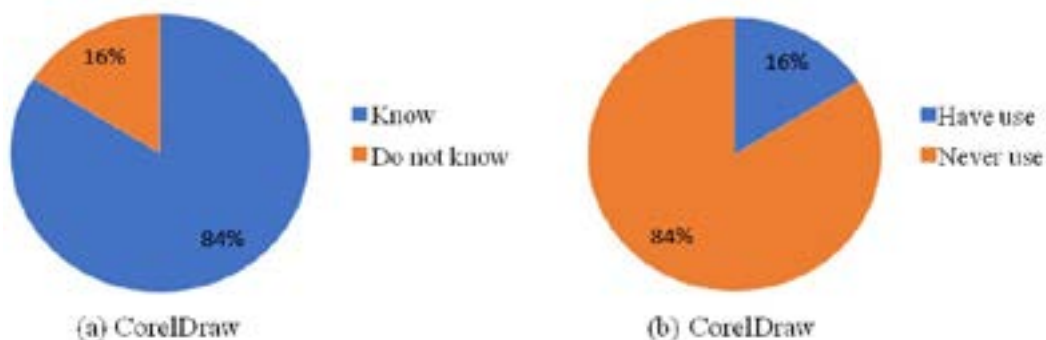


Figure 1. (a) CorelDRAW familiarity, (b) CorelDRAW usage

After joining the training session, the students show great enthusiasm for learning the software judging from the class liveliness. Table 4 shows the post-class questionnaire for this training. The table shows that 28 participants provide scores on the questionnaire, as shown in each column.

Table 4. Post-class questionnaire results for designing batik with software training

No	Statements	5	4	3	2	1	Total
Materials							
1	Well-organized and understandable	13	10	2	2	1	28
2	Effective and applicable	15	8	4	1		28
3	Support student soft skill development	21	5	1	1		28
4	Corresponds to the time provided	15	5	5	2	1	28
Presenters							
5	Mastery of the material presented	18	7	1	1	1	28
6	Clear and understandable materials	14	8	5		1	28
7	Interesting learning methods	16	10	2			28
8	Good interaction with participants	19	6	1	2		28
9	Provides opportunities for participation	16	10		1	1	28
10	Answers questions	17	8	1	2		28
Organization of the training							
11	Conformity with the schedule	15	10	2		1	28
12	Consumption and facility	24	3	1			28
13	Communication with the facilitators	21	4	1	2		28

Based on Table 4, more or less 50% of participants provide a solid 5 rating for each statement. For the material section, we can see the majority of results are satisfied with the presented material and give the highest rate. Most participants found the two-way interaction during the session to be in-depth. From the response, most participants also find that the training is beneficial and applicable for soft skills and business development. Similar to the section regarding the learning material, the presenter and facility section majority receive a good response from the participants by getting the highest rate.

Insofar, as the software CorelDRAW is one of the software not taught in the *pesantren* curriculum, most students recognize this from the training. Thus, the students are highly enthusiastic about participating in this training. During the training, the students experience various obstacles when designing batik using the software, from opening the software and recognizing the menus to operating it in the design process. As the training progressed, students began to slowly understand the workflow of using the software. Nevertheless, students provided quite varied and good designs, and most succeeded in designing batik with butterfly motifs eventually. Several students even develop their designs by providing a background that further enhances the batik designs.

3.2. Students' responses to the blog design training

Figure 2 shows the diagram result of the pre-questionnaire blog design training. As seen from the figure, similar to the software CorelDRAW, many participants know about blog media, in this case, Blogspot; however, only a few have used it for specific purposes.

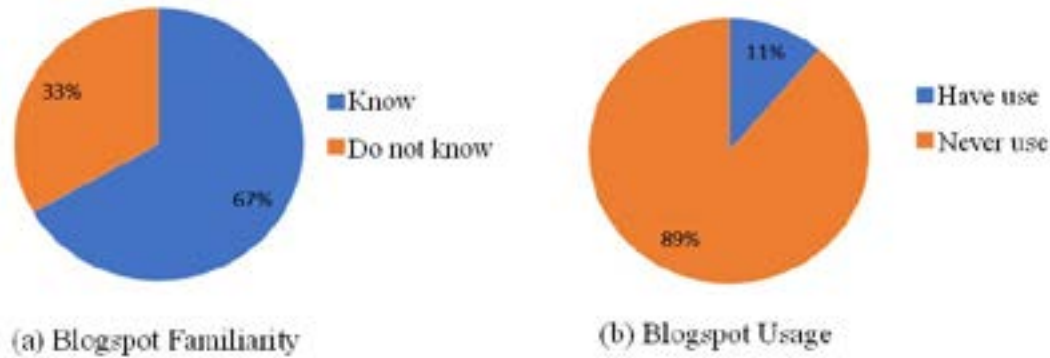


Figure 2. (a) Blogspot familiarity, (b) Blogspot usage

Comparing familiarity and usage, blog design has a lower value than CorelDRAW software. Roughly 67% of participants know about Blogger or Blogspot and the rest, 33%, do not. However, similar to the software cases, only 11% have used Blogspot, such for business necessity or publication. The lack of usage is probably due to less exposure to information about web-based publishing media in class. Furthermore, nowadays, social media has become popular among the young generation, whereas Blogspot is less familiar.

Table 5. Post-questionnaire results for blog design training

No	Statements	5	4	3	2	1	Total
Materials							
1	Well-organized and understandable	13	10	1	1		25
2	Effective and applicable	17	8	1			26
3	Support student soft skill development	19	5				24
4	Corresponds to the time provided	10	6	7	2		25
Presenters							
5	Mastery of the material presented	12	10	3		1	26
6	Clear and understandable materials	12	10	3		1	26
7	Interesting learning methods	11	10	3	2		26
8	Good interaction with participants	16	7	2	1		26
9	Provides opportunities for participation	15	9	2			26
10	Answers questions	10	11	4		1	26
Organization of the training							
11	Conformity with the schedule	11	11	2	2		26
12	Consumption and facility	20	3	3			26
13	Communication with the facilitators	17	9				26

Table 5 shows the detailed result of the post-questionnaire blog design training. The columns show the ratings from 26 participants. The result shows that more or less 50% of participants give 5 or 4 ratings. In the material section, the highest impact is on the statement that the material supports the participant's soft skills. In addition, the response to blog design training shows also a well-reciprocated interaction between the presenter and participants to understand the material deeper.

The use of Blogspot is exciting for the students as it can be a medium for the actualization of their work to the public. Unfortunately, most students have never used blog-based media to publish their work and only a small number of them have tried web-based publishing tools. Seeing this condition, these students have to start from the beginning to be able to use blog media, starting from creating an email, registering and creating a Blogspot account, and then filling it with previous batik works.

However, various obstacles were also experienced during the training. Most students were awkward due to their unfamiliarity with using Blogspot. The internet network may be more stable in the *pesantren* environment, and the students still need to master the concepts or content to be included in blog design. Therefore, we quickly help the students to overcome these obstacles. The positive value of this training is that the students become more enthusiastic about developing themselves, one way of which is by learning blog-based publishing platforms.

These results are in perfect accordance with the recent study (Kovacs, 2021), which states that workers typically value fundamental soft skills in digital advertising, which are essential variables that affect employability. Academic institutions seek to contribute to community engagement through social entrepreneurial education programs. In Indonesia, comparable studies were conducted, proving the value of education in fostering business. Education increases societal innovation and productivity while also assisting company expansion.

In the current era of technological development, human activities are highly dependent on technology. Therefore, this training provides the students with new insights to be more sensitive and technology literate, and in fact, reveals their great potential in batik design. However, they are still constrained by limited Internet and cellphone *access* in the *pesantren*, which could be a challenge for them to go online.

3.3. Students' responses to the overall training program

The last questionnaire delivered to participants is related to the overall training program. Figure 3 shows that 67% of participants understand CorelDRAW training much more effortlessly, whereas only 37% of participants found Blogspot understandable. The learning material of the Blogspot training is considered less coherent due to the limited access to the web design, as the usage of mobile phones in *pesantren* is not allowed.

Furthermore, based on Figure 3 (on the right), 73% of the participants found that CorelDRAW is more interesting to learn compared with blog design. This enthusiasm of the participants, hopefully in the future, can be a stepping stone to creating a micro business. For instance, the participants can learn how to make a pattern with the identity of the Jombang region to apply to the creation of batik. The participants' considerable enthusiasm for CorelDRAW supports the result in Figure 4 where 63% of participants wish to learn more about this

software. The higher results in CorelDRAW than Blogspot training are caused by students' desire to design themselves, particularly in logo design as an indicator of reliable creators when they wish to open a business in the future.

The difference in responses is also due to the availability of the Internet connection. Operating CorelDRAW does not require an Internet connection so during the training students can smoothly operate CorelDRAW. However, due to the unstable Internet connection, the learning process is affected, as the students had difficulties following the steps in Blogspot. A few of the above circumstances lead to higher results of interest in CorelDRAW than in Blogspot.

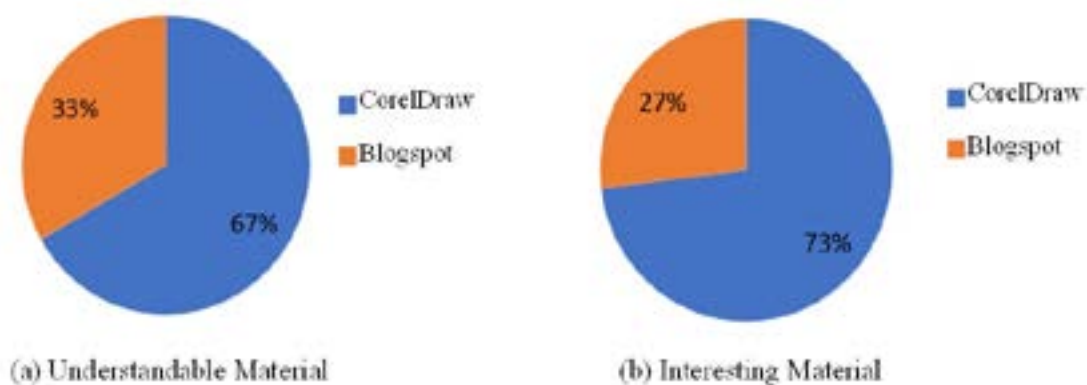


Figure 3. Diagram of the post-training questionnaire

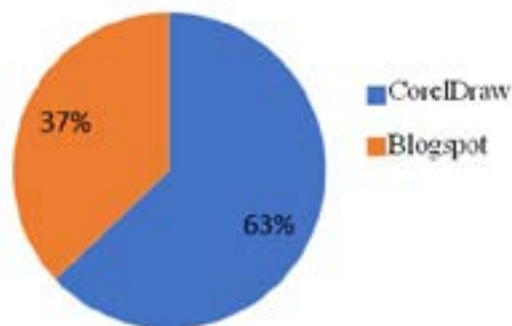


Figure 4. The interest in the material that the students want to learn further

Moreover, the post-questionnaire for CorelDRAW training shown in Table 4 also supported this result. Based on the facilities provided in the *pesantren*, the participant can master the CorelDRAW software more easily than blog design. Moreover, this software's usage does not require mobile phones or the Internet, which is more applicable to *pesantren* students. Given the possible continuation of the training, providing a deeper understanding of CorelDRAW software is needed.

Designing batik with CorelDRAW software and blog design training at the Babussalam Pesantren, Mojoagung, are one of the community service activities that focus on improving students' skills. Both pieces of training are programmed as a series so in the future they can be better equipped to be independent and gain more job opportunities. Armed with design skills with basic knowledge of design software and marketing communications,

as well as actualization of works through Blogspot, students are expected to be able to keep up with the times and the current 4.0 industrial revolution. Thus, apart from being superior in religion, they are also superior in technology and able to compete with other communities. The balance of religious skills and knowledge allows the students to excel in the world and the hereafter.

4. Conclusion

The conclusions of this community engagement are summarized as follows. The training of tools such as CorelDRAW and blog design done in Babussalam Pesantren in Mojoagung District, Jombang Regency aims to equip and develop students' soft skills to create a micro business. Results of both training activities show that students initially know about the software or blog design, but most of them have never used it for specific purposes. However, after the training, the participants showed great enthusiasm for the material presented, the presenter delivery, and the facility prepared, as demonstrated by both post-training questionnaire results. From this activity, the participants have expanded their knowledge of designing using a digital tool—CorelDRAW and blog design—Blogspot.

These activities are part of the stepping stone to creating a micro business, which hopefully can increase economic growth in a small city. Hence, this program will continue shortly to deepen the participant's knowledge. Based on the final questionnaire, the participants found that design digital tool training is easier to study and understand than blog design training. This is due to the pesantren students' limitations on mobile phone usage, which lessens their exposure to the Internet. Thus, for upcoming activities, the participants are willing to study deeper about designing using software like CorelDRAW. In this period, the participants are considered beginners. Future training can target a higher-level understanding. For instance, the students created a unique pattern with the Jombang region identity, which can be applied to batik sheets. Thus, Pesantren can contribute to improving the economic condition in the Jombang region through micro business.

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