

Creating Santripreneurs: Empowerment of Jepara Santri in Entrepreneurship with 3D-Based Furniture Design Training

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Abstract:

As technology developed, santri in Jepara started a furniture business with the skills gained when learning in Pesantren (Islamic boarding schools), studying (nyantrik) and training. This training aims to equip students with the skills to design 3D furniture to support their businesses. The training is carried out in two stages: 1) the preparation stage, selecting interested potential participants who have the motivation and potential to set up a furniture business; 2) the implementation stage with lecture, practice, question and answer methods and simulations. The results of the training show that; 1) Santri in Jepara is very interested in the furniture business, so they are excited and could learn 3D furniture design faster; 2) After attending the training, the students are able to: a) operate the SketchUp program and can make simple furniture designs, b) develop furniture designs with various shapes, and some have tried to make carving designs, c) have a great enthusiasm to develop expertise in the furniture business by self-learning through social media.

Keywords: Santri; Furniture Design; 3 Dimensions.

Introduction

There are 30,495 Islamic boarding schools (*pesantren*) in Indonesia, consisting of 4,373,694 students (*santri*) and 474,865 teachers (*ustadz*). It is a potential for the growth of new entrepreneurs and the IKM sector in the country (Kementrian Agama, 2021a). In Jepara Regency, there are 176 pesantren, with 96 types of *pesantren* and 80

pesantren providing educational units. The number of *santri mukim* (residing santri) is 14,577, and 4,074 students are not *mukim* (Kementrian Agama, 2021b). Based on data from <http://emispendis.kemenag.go.id/>, in Jepara Regency, there are 191 *pesantren* with 24,136 *santri* and 2,361 *ustadz* (Kementrian Agama, 2021a).

The characteristic of *pesantren* is teaching self-reliance to all its students. In addition to educating students with religious and general knowledge, *pesantren* must also equip their students with entrepreneurship education. The skills development of the students regarding entrepreneurship must be instilled from an early age by motivating the students' willingness and knowledge of entrepreneurship (Maftuchach et al., 2021).

In facing the 4.0 revolution and about to face the 5.0 society revolution, where the competition will be increasingly competitive, the realization of good students' skills in predicting various opportunities by increasing economic potential so that welfare will increase is essential to be the focus of attention of various parties. The ability of students to see value-added economic opportunities is the key to success for them when they start working and compete in the global market (Amelia et al., 2020). The demands of the times that require the provision of entrepreneurship as part of the life skills activities of *pesantren* must be carried out in a structured and planned manner. To facilitate coordination and to mentor of entrepreneurial activities, an extracurricular organization was created called *santripreneurs*, namely the community of students who carry out business or business activities (Fajri et al., 2021).

Pesantren can become educational centres that foster an entrepreneurial spirit. It is classified as a leading private religious education institution in the sense of being successful in pioneering and demonstrating empowerment in terms of independence in implementation and funding (Maftuchach et al., 2021).

The results of observations by researchers during several months of interacting with several santri in Jepara show that, generally, santri in Jepara have a strong will to work and have a high interest and enthusiasm for doing business. Factors that influence the work ethic of santri working as furniture craftsmen in Jepara are; a) the religious value system of the art of carving, namely work as worship; b) historical value, namely pride in Jepara carving; c) the social value system as social capital, namely padha bathine, trustworthy, gentlemen, familiar, honest; and d) innovative cultural value system; *cepet tur klakon* (Khoiri, 2018). Indeed, santri Jepara have the potential to open new furniture business fields with the provision of furniture and business expertise. Therefore training is needed to equip and support the readiness of santri to become entrepreneurs with 3D application-based furniture design training so that Jepara students can become Santripreneurs.

Santripreneur has two model concepts; first, industrial students, and second; creative students. The model of industrial students focuses on developing existing industrial units and human resources in the pesantren environment in Jepara, which consists of santri and graduated santri, by determining the sample by purposive sampling. While the creative santri model is a training and mentoring activity in developing the creative potential of selected students and alumnae from several pesantren to relatively become professionals in the field of furniture art by using 3D applications according to current industry standards. Determination of the sample in this training was also carried out by purposive sampling.

Literature Review

Development is all efforts made consciously and planned, carried out continuously by the government and all its citizens or the community facilitated by the government, using the selected technology to meet all needs or solve current and ongoing problems in order to achieve the quality of life or welfare of all citizens of a nation that plans and implements such development (Sudarmanto et al., 2020). One kind

of development is community service, especially for santri. The service to pesantren can give santri the skills to convey positive messages (Yulyanto et al., 2020). Development is not only the government's responsibility; everyone is responsible for realizing social welfare and improving the quality of life, including students.

Sustainable development has become a fundamental strategy for social and economic transformation (Shi et al., 2019). State intervention is necessary for states and societies with complex social structures to promote economic sectors close to society and require government attention and assistance (Iwang & Sudirman, 2020). Social capital is also instrumental in encouraging capabilities between individuals to access matters related to fulfilling needs (Maryolo, 2018). Social theory gives influences in forming thoughts (thoughts) and then moving on to utterances (words) to give birth to actions and become habits so that they become characters in order to realize social ideals and goals (destiny) that are transformative, emancipative and democratic (Nugraheni & Firmansyah, 2020) because the purpose of science is to raise human awareness to contribute to social change (Sholahudin, 2020). One way to change one's destiny is to become an entrepreneur, especially for students, so that they can influence the community's economic life.

Entrepreneurial knowledge becomes essential for independence afterwards when they leave pesantren, even when they are still at the pesantren, so that the students will have knowledge and skills after graduating from pesantren (Maftuchach et al., 2021). Independent learning that is created indirectly leads to adult education, especially andragogy (Azizah & Tohani, 2020). Through training in preparing business plans, post-harvest assistance and institutional strengthening, community service in pesantren can improve the santripreneur community (Fajri et al., 2021). Then critical pedagogy is a theory about education and practical learning modelled to build critical awareness according to social conditions (Syihabuddin, 2019). With critical awareness, it is hoped that it will direct santri to be wise in their speech

and behaviour (Nugraheni & Firmansyah, 2020). Santri is known to have good morals, so when social services are carried out with increased skills, they can develop their expertise and still have noble morals within themselves.

Santripreneur activities can be realized by providing santri with various soft skill development programs, especially in the field of entrepreneurship, so they will likely become not only preachers but also new business actors (Bastomi & Salim, 2021). The development of the santri's skills regarding entrepreneurship must be instilled from an early age by motivating their willingness and knowledge of entrepreneurship (Maftuchach et al., 2021). Santripreneurs are expected to have independent personalities and be persistent without fearful prejudices, even in uncertain circumstances (Suwanan et al., 2021). Santri must become actors, no longer guests. One of them is instilling a strong entrepreneurial spirit within them and providing entrepreneurial space for them.

The social service results can stimulate the santri to improve their skills and practical abilities in improving their expertise (Haryono et al., 2021) such as community service activities with graphic design training as a medium for promoting today's products, showing that 60% of the trainees have good skills when designing and compiling environmentally friendly science-based learning media; as many as 40% of the trainees were in the category with fairly good skills which were influenced by their skills and habits (Zulfikar et al., 2020). So that students are expected to be able to grow the courage to create their own businesses to help the community's needs in the economic sector (Wahid & Sa'diyah, 2020). The implementation of entrepreneurship can trigger several social, political, and educational activities, as well as efforts and business.

The significance of this emphasis on human potential means viewing humans as beings who can think, have freedom of choice, are self-aware, and have norms and culture (Syihabuddin, 2019). The normative contents of modernity are (1) cultural rationality; (2) people's

rationality; (3) personality rationality; and (4) communicative rationality (Beti Nurbaiti & Chotib, 2020). Skills education is generally adapted to the conditions and potential of the pesantren environment, such as the skills of warehouse livestock, agriculture, plantations and trade (Firmansyah et al., 2020). Pesantren are expected to continue to improve themselves and improve the quality of their education, both in terms of material or curriculum, as well as learning methods.

Method of Social Service

The approach used to overcome problems among santri in Jepara is active participation on an ongoing basis between the service team and santri with following stages:

- a. Preparation, which includes:
 - 1) Coordination with Rabithah Ma'ahid Al Islamiyah (RMI) Nahdlatul Ulama (NU) Jepara Regency.
 - 2) Selection of subjects and target locations.
 - 3) Designing training models and strategies.
- b. Implementation of training, which is carried out in several stages;
 - 1) Theoretical explanation about the importance of using computers in designing furniture. This training session focuses on providing material about furniture design.
 - 2) Training sessions that focus on improving the ability of a). Use of the SketchUp application, b). Understanding of furniture design in an ergonomic and marketable manner, c) practice sessions or implementation of the results of training and design practice.
- c. The training lasts for a day, approximately 7 hours, by applying several training methods, namely:
 - 1) Lectures.
 - 2) Practice.
 - 3) Q&A.
 - 4) Simulation.

The simulation method provides opportunities for training participants (santri) to practice training material obtained using a computer in the Computer Laboratory of the Faculty of Science and Technology, Nahdlatul Ulama Islamic University (UNISNU) Jepara. Through this simulation, it is hoped that the training participants will genuinely master the training material received, know their ability to apply computer media and then identify difficulties (if found) to solve or find a solution.

This training activity was held at the UNISNU Jepara Computer Laboratory on October 30 2022. This activity involved counselling about the substance of the activity, followed by demonstrations in operating the SketchUp software and evaluation activities to what extent the santri had absorbed the training material provided.



Before this training activity was carried out, the lecturer team had previously discussed with Rabithah Ma'ahid Islamiyah (RMI) Jepara and several pesantren caretakers about the knowledge needed by them. Based on the discussion results, the pesantren still need to learn how many santri there are and how far their knowledge is about 3D furniture design. Therefore, a santri ability test was carried out that is students'

understanding of 3D Furniture Design and skills in operating the SketchUp software.

The test was carried out by making a questionnaire to the santri to find out whether they had ever designed and to what extent their level of knowledge was in furniture design. The result was that only three santri had made furniture designs in the form of minimalist designs because they had studied and could work a little as carpenters. In comparison, the two santri often drew carvings because they had worked as carvers. After knowing the results of the initial test, the service team gave a schedule to santri who passed the initial stage and received 3D Furniture Design Training at a predetermined time and place. The training team compiled the training materials, and the training team agreed that the software to be used in the graphic design training was SketchUp.

Result

Development of Entrepreneurial Motivation

The first training material is motivation which is given by Shodiq Abullah. This motivational training encourages santri to become successful entrepreneurs. Prospective entrepreneurs must have motivation, perceptions and emotions closely related to values, attitudes and behaviour as superior human beings. Entrepreneurship (*Wiransaba*) is derived from the word business entrepreneurship. *Wira* means; warrior, hero, superior human being, role model, virtuous, brave and of great character. *Usaba* means charity, work, or doing something. So entrepreneurs are warriors or heroes who do something.

The skills development of the santri regarding entrepreneurship must be instilled from an early age by providing motivation and entrepreneurial knowledge to them. Entrepreneurial knowledge becomes essential for independence later when they leave the pesantren so that provision is needed for the santri while still at the pesantren in order to face life in the future (Maftuchach et al., 2021).

The entrepreneurial spirit of santri begins to develop in pesantren by forming a santripreneur program to make creative and innovative human beings. Entrepreneurship can give santri broad insights to be able to fix economic problems in Indonesia and be able to reduce unemployment in Indonesia. The presence of pesantren forms an entrepreneurial activity program as a forum for entrepreneurial santri with the broader experience to help santripreneurs build a productive and innovative nation in the economic sector (Wahid & Sa'diyah, 2020).

The trainer provides training using the AMT (Achievement motivating training) method, where participants are invited to share about the santri's future and the joy of learning and working so that they can be happy to learn and have a spirit of entrepreneurship. The growing interest in entrepreneurial participants is shown by the santris' feeling of pleasure, interest, and attention while following the entrepreneurship material. The santri also provided business ideas after the training. Some wanted to continue their parents' business to become furniture entrepreneurs. Others wanted to become designers or self-preneurs. Forty per cent of the participants were able to generate relevant business ideas to be realized, and most of the santri wanted to sell furniture online with the advantage of custom designs over training results using the SketchUp program.

3D Furniture Design Training with SketchUp Application

The training was given by practitioners, namely Suhartono, who won the gold prize in the 2011 Indonesian Furniture Design Award (IFDA) competition and the winner of the 2019 Jepara urban area Street Furniture Design Concept competition. The training material focused on the essential practice of making furniture designs using the SketchUp application.

SketchUp is a software application that can be used in learning, and creativity and can produce an engaging 3D animation (Aditya & Irianto, 2020). The SketchUp application is a graphic design software

developed by Trimble to help draw all kinds of building, furniture, video game and interior design projects (Krismanja & Dani, 2021).

Figures 1.

Materi Tutorial Sketchup



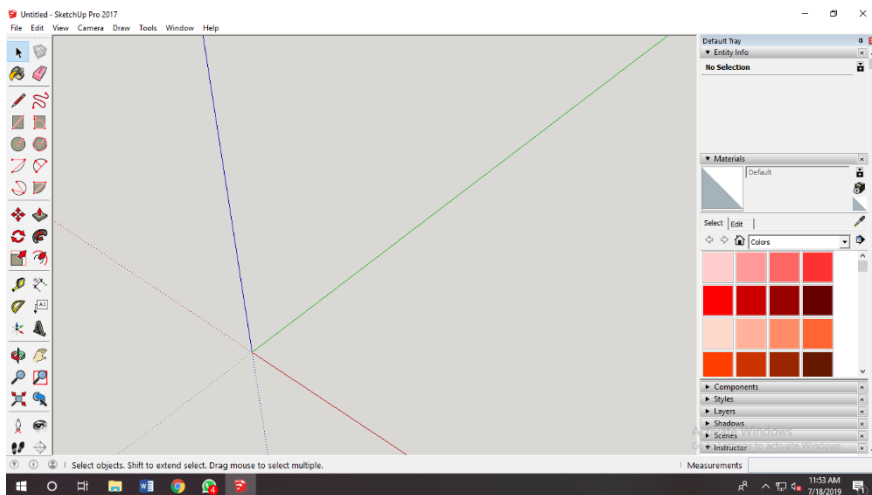
SketchUp is a 3D software for creating 3D images from various perspectives accompanied by animation for making advertisements, films, houses, offices, bridges, roads, drainage, government offices, gas

stations, cities, land and air terminals, as presentation material and more. Image objects are produced in various types, both Exterior and Interior, product models, Furniture, and other objects. The advantages of SketchUp are its ease and speed, and it is not as complicated as other software for producing 3D images; the resulting images are no less attractive than other currently available software such as 3Ds Max, Autocad, Lumion, Blender and others. 3D training materials using SketchUp focus on the following:

1. Basic introduction to SketchUp commands.
2. Create and modify 3D objects.
3. Modeling exercises, furniture design.
4. Create 3D animations with the final results of video files that can be presented.

Figures 2.

Display of Layout Sketchup 2017

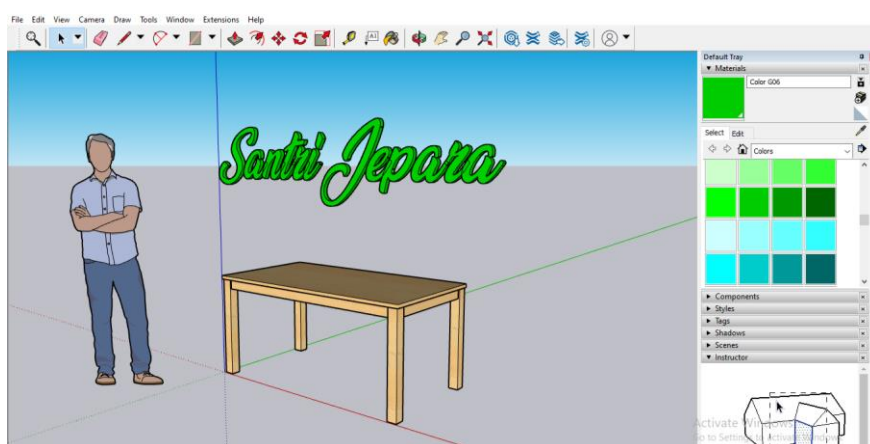


Before the training, the santri will be given material in pdf format, which will be sent using the Whats app to each student's cell phone number. After the material is given, they can also ask the presenters to stimulate their curiosity. So that in practice, the santri have at least read

all the material, so they are enthusiastic about applying and practising the material by directly drawing a simple object, namely a box shoe rack. The santri can also learn the right size for a piece of furniture. When they practice drawing, they understand calculations and give numbers in the SketchUp application, so the pictures look natural and match the actual size.

Figures 3.

Table Design, Results of Santri Training Practices



Discussion

Due to limited space (seats in the computer laboratory), only 23 santri were selected from 31 registered through the Google form at <https://bit.ly/DesainSantri>. At the time of implementation, only 21 santri attended the event from morning to evening. Santri come from various pesantren affiliated with Nahdlatul Ulama Jepara; Pesantren Al-Mubarak Tahunan, Pesantren An-Nur Islamic, Al-Anwar Guyangan Bangsri, Pesantren Nurul Huda, Pesantren Sirojul Muta'alimin, Pesantren Manba'ul Qur'an, Pesantren Darussalam, Pesantren Nurul Ikhlas, and Pesantren Hasyim Asyari Bangsri. This service is carried out through training and post-training assistance at Pesantren. Assistance is carried out by providing instructions for installing SketchUp on the cottage computer and setting up the suitability of the computer's specs

with the existing SketchUp program. Even though the SketchUp program is now in the 2022 edition, because it is hard to run, the assistants provide an alternative using the SketchUp 2017 program.

Assistance is focused on three things, i.e., (1) santri can run application programs at pesantren, (2) santri can create new designs and (3) santri can make presentations by printing designs in image display and make animations so that they become movie formats.

The santri can make aesthetically pleasing, ergonomic, ecological and economical designs through these service activities. They can also visualize images to be easily produced by carpenters. In addition, they can also display beautiful design results with images that seem real and can move with the appearance of a movie.

Figures 4.

Results of Kitchen Set Design by Santri after mentoring



The service activity begins with a post-test and discusses the evaluation of the service program, starting from the initial stage to the end, as well as evaluating the results of increasing students practising at Islamic boarding schools. This increase can be seen from several santri who have made designs at pesantren and applied their knowledge. The

following are the results of an evaluation of the social service to santri in Jepra in 3D furniture training.

Table 1.

Student Satisfaction

No	Question	Very satisfied	Satisfied	Fairly satisfied	Not satisfied	Total
1	Computer Laboratory	11	6	2	1	20
2	Training method	12	5	1	0	20
3	Material delivery	13	5	2	0	20
4	Material given	9	6	3	2	20
5	Assistancy activities	8	6	1	5	20

After completing the training, the participants were asked to complete a partner satisfaction questionnaire using Google Forms. This link is distributed online via the WhatsApp number of the santri or the pesantren administrators who act as a bridge between the social service team and the santri. Twenty santri participating in the training responded by filling out a questionnaire.

Based on the questionnaire results, the participants' most excellent satisfaction was delivering the material. The santri were very enthusiastic about learning furniture design using SketchUp. In contrast, the results that could have been more satisfactory to the santri were mentoring activities. Servants carried out this activity by visiting the training participants' pesantren. The assistants will provide installation lessons for the SketchUp program on the pesantren computer, accompany the santri personally and provide learning that the santri have not yet mastered. The santri were not satisfied because of time limitations. The social service team can only assist on working days. So it was difficult to arrange the accompaniment schedule, so the mentoring process was quite long for the santri to arrive at the pesantren.

Conclusion

This community service, in general, received a good response from the santri and was successful. This can be seen from the results of the achievement of the program as follows: *First*, this social service activity makes an academic contribution by motivating santripreneur training materials, business plans, access to capital and 3d SketchUp materials; *Second*, the santri can provide motivational provisions to become entrepreneurs and furniture design skills using 3D applications; *Third*, the increase in santri after participating in the santripreneur training was considered high (59%) by respondents and even very high (14%). The increase in alumnae performance shows that the santripreneur training has triggered more optimal student changes; *Fourth*, Santri can operate the SketchUp program and can already make simple furniture designs; *Fifth*, Santri can develop furniture designs with various shapes, and some have tried to make carving designs.

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