Student's Technology Acceptance of Technomarketing Tools in Entrepreneurship Activities in Integrated Islamic Boarding School

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Abstract. Entrepreneurship education aims to train students for innovative, brave life skills, an entrepreneurial spirit (rather than an employee mindset), advanced persons, and a higher quality of life. The content of the craft and entrepreneurship classes in entrepreneurship education is aimed at considering' market insight,' especially for students to gain financial independence as taught by Islam. Wajak has much promise as the producer of healthy snacks, which are also created by the santri of Darul Ihsan Wajak Islamic boarding school. However, problem identification reveals that these entrepreneurial students do not yet have a promotional strategy through advertising, e-commerce penetration, content marketing, and branding, so the business targets do not have a direction to develop it as a good business venture. The school business unit does not yet have a business unit company digital growth strategy, despite the high potential of surrounding resources. This is why this Islamic boarding school was encouraged by community service in the form of techno marketing and digital business training. This training teaches content marketing & planning, social media optimization, and design technology to provide solutions and achieve sharia-based entrepreneurship education goals that increase independence, sustainability of business units, and nurturing more entrepreneurs. After the training, students are proven to have good technology acceptance due to their high understanding of techno marketing tools (Adobe Maker, Figma and Canva). Students also strongly agree that they will use techno marketing tools very often and master them to support their activities as santripreneur in the digital era.

Keywords: Entrepreneurship Education · Techno Marketing · Digital Business · Islamic Boarding School

1 Introduction

Referring to the philosophical foundation of curriculum development and internal and external challenges, the implementation of the 2013 curriculum expects a change in mindset in educational practice and the learning process. It is not only to catch up and achieve alignment with other countries but, more than that, to educate the nation's life and

provide provision for the next generation to be able to adapt to changes that take place in the surrounding environment and ultimately be independent. Competence development of students to be independent needs to be equipped with creative thinking on the grounds of fast business and industry competition, effective use of creative human resources and finding new ways of solving problems to find innovative solutions [1]. This is following the role of the subjects of craft and entrepreneurship.

Based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery, one of the local content must be held in secondary schools are crafts and entrepreneurship. This regulation addressed the importance of cultivating entrepreneurship education and skills from an early age so that it can produce school and college graduates who become job creators in Indonesia. With an open unemployment rate of 9.1 million people [2], this craft and entrepreneurship education is expected to play a role in reducing unemployment and supporting local economic growth with the emergence of new businesses or MSMEs or the financial independence of educational institutions such as Islamic boarding schools [3].

Entrepreneurship education has several objectives to prepare students to have life skills (life skills) that are creative and courageous, have an entrepreneurial spirit (not an employee mentality), and prepare graduates to become advanced individuals and have a better quality of life. So that labour problems in Indonesia can be resolved, and the nation's progress can be realized [4]. The content of the craft and Entrepreneurship subjects is designed to consider 'market insight,' in line with the expectations of Presidential Instruction No. 6 of 2009 concerning the development of entrepreneurship education, cultural and national character education, and active and naturalistic learning is carried out based on a contextual approach.

In connection with the tri dharma of higher education, it is the responsibility of all lecturers (educators), as well as people involved in the learning process (academics), to build national connectivity and preserve natural resources. Universities must mediate the achievement of tridharma through the community service program with the principles of trust building, equal partnership, participation, accountability, and mutual benefit to partners. In the form of our participation as academia, we want to work with partners (Darul Ihsan Islamic Boarding School/*Pesantren*). This school's students are educated to have an entrepreneurial spirit, especially to be able to take advantage of the local potential of Wajak, Malang village. The islamic boarding school has developed a healthy snack business to increase school income by utilizing the remaining land owned by the school. The pilot business has been carried out, but the problem faced is the lack of marketing and financial insight so it cannot optimally distribute student products and provide added value for students and schools.

2   Literature Review

In connection with the need to improve the development of entrepreneurship skills, techno marketing and business digitization within the school's business units to support the independence of Islamic boarding schools, the concept of sharia-based business and marketing is expected to be a solution to the problems mentioned earlier.

2.1 Sharia-Marketing Concept

The concept of sharia marketing is epistemologically sharia-driven, which is oriented to meeting the needs and desires of consumers and creating value for them as long as it does not conflict with the main sources in Islam, namely the Koran and Hadith. The concept of axiology in sharia marketing is also clear, where the standards of morality (right or wrong and good or bad) that are used are all sourced from the Qur'an and Hadith, both qouli (speech), fi'li (deeds), and taqriri (approval) for the actions of the companions of the Prophet). This is in line with the word of Allah in the following:

> "If you disagree on something, then return it to Allah and His Messenger." (Surat an-Nisa: 59).

The clarity of the sources of ethics and morality in sharia marketing (Qur'an and Hadith) is what distinguishes the concept of conventional marketing from sharia marketing. The clarity of the source of morality and the series of problems described above are the ontological reasons why sharia-based marketing is needed. The goal is one, namely, to create true justice for all stakeholders in the market. This goal is also in line with sharia's maqashid (goal), namely to protect religion, soul, lineage, property, and reason. In maintaining these five things, sharia marketing aims to maintain market morality so that justice is created in the market for all stakeholders. The concept of justice in sharia marketing is expected to solve the problems mentioned earlier. This is why the global community needs to study and implement sharia marketing in the digitalized business world.

Figure 1 E-marketing or online promotion is one of the newest and most innovative media for small industry players to promote their products at the lowest possible cost to the broader community. However, before choosing online promotion as a promotional medium for businesses, it is essential to know the advantages and disadvantages of this online promotion. There are many ways to promote a business through internet media, including SEO (Search Engine Optimization), PPC Advertising (PPC Advertising), Email Marketing, Mobile Advertising, and Social Media Marketing [5]. The use of E-marketing consists of:
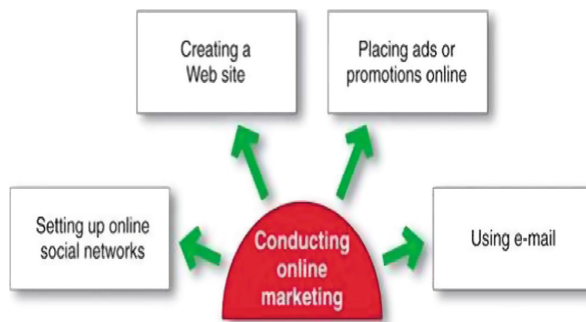

Fig. 1. Implementation of E-Marketing Sour [6]

Fig. 2. Brand Strategy [6]

(a)   Website
(b)   Social Media (Facebook, Instagram, YouTube)
(c)   Using E-mail

The strategy in branding (branding), according to [6], begins with brand positioning, which consists of attributes, benefits, beliefs and values. The brand attribute is related to the brand, starting from the label and product characteristics. The second step is giving the brand name (Brand names). The thing that needs to be done is to select the name and protection, namely the patented brand name. Third, sponsor brands utilizing co-branding or sponsorship of activities. It aims to promote brand development by expanding a new brand show in Fig. 2.

2.1.1   Stages of Technomarketing Implementation

Today's brand marketing tactics are driven by the convergence of technology and marketing. Technology and analytics are utilized to create a better customer experience and increase the value of a product or service. When it comes to the customer experience, the most crucial component is how companies interact with their consumers at every point of contact. Nowadays, the way customers engage with various gadgets to get product marketing material and information has undergone a considerable shift [7].

Consumer contact has never been more dynamic than it is right now, thanks to ubiquitous internet connection. Since the days of conventional media, such as television advertisements and radio ads, consumer behavior has changed dramatically as a result of this innovation. Reaching customers and capturing their interest in a company's marketing activities gets more difficult. Consumers spend an average of 30 s or less consuming digital marketing information, according to research [8]. As customer behaviour and expectations continue to evolve, marketers face this dilemma. Consumers today are seeking for a connection with a brand as well as the value they get out of a certain product. Consumers are looking for companies they can trust and that they can stand behind. As a result, in order to successfully promote a product or service, it is necessary for marketers to focus on both the short- and long-term goals of the campaign. The challenge for businesses is to interact with customers on all these devices in real time and design campaigns that work across social media, display advertising, and e-commerce channels. Using a multi-device approach to access marketing materials, understanding the context of marketing information, and the usage of e-commerce by two distinct user categories are all included in the technological marketing process depicted in Fig. 3. (as
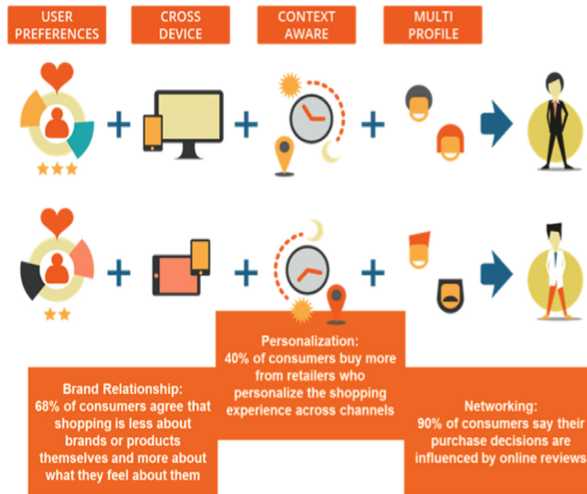
Fig. 3. Technomarketing Implementation Flow [9].

consumers as well as sellers). Pesantren-based secondary schools place a high value on craft and business instruction. Because it's project-based, it generates business development plans and e-marketing strategies that benefit students and the school's commercial divisions.

2.2 Technology Acceptance Model

The adoption of new technology has been studied using a variety of theoretical models. There are models for technology adoption (TAM) [10, 11]; planned behaviour theory [12]; integrated theory of acceptance and use of technology [13, 14]. When it comes to analyzing how people adapt to new technology, TAM is a popular paradigm. TAM varies from previous theories like the Theory of Planned Actions and Rational Action in that it takes a psychological approach through its subjective norms and perceived values [15, 16, 17, 18, 6]. TAM tries to determine the demographic elements that impact the usage and adoption of information technology. The utility, convenience of use, attitude, behavioral intention, and actual usage of TAMs, as well as the potential for increased complexity, were all considered during the development process. TAM implies that technologies that are considered as easy to use are more likely to be adopted. It is defined as the degree to which an individual think that employing a specific system would help them perform better in their work and their personal lives [19]. Many techno marketing tools are believed to be valuable because of their capabilities that make information, communication, and user experience (UI/UX) design accessible. The amount at which someone perceives that a certain technology may lessen their effort in doing anything is known as perceived ease of use [20]. Using techno marketing techniques is a response to the importance of consumer perceptions [11, 21]. Perceived ease of use, usefulness, intention to use, actual usage, compatibility, attitude, and self-efficacy are some of the TAM factors that have been shown to predict user adoption in this study.

3   Research Method

The approach method offered to resolve partner issues that have been mutually agreed upon and in stages is the method of training and mentoring. In implementing the solutions offered to overcome the main problems of partners during the program realization period, they are as follows.

1) Information systems materials with in-depth interviews to obtain information systems that are as needed and easy to use as well as assistance in applying techno marketing channels. Technological readiness must be met by Hasanuddin Senior High School/ Daruh Ihsan Islamic Boarding School in the presence of a computer and an internet network. Therefore, this training will be conducted at the Hasanuddin High School Computer Lab because it requires techno marketing practice with several applications (Canva, Adobe Maker and Figma). The stages of partner participation in creating an information system can be seen in Table 2.
2) Financial management training materials (financial report preparation) with discussion and mentoring to improve the managerial capabilities of partners. The stages of partner participation in sales and inventory management training can be seen in Table 3. In summary, the method of implementing the activities can be seen in Fig. 4.
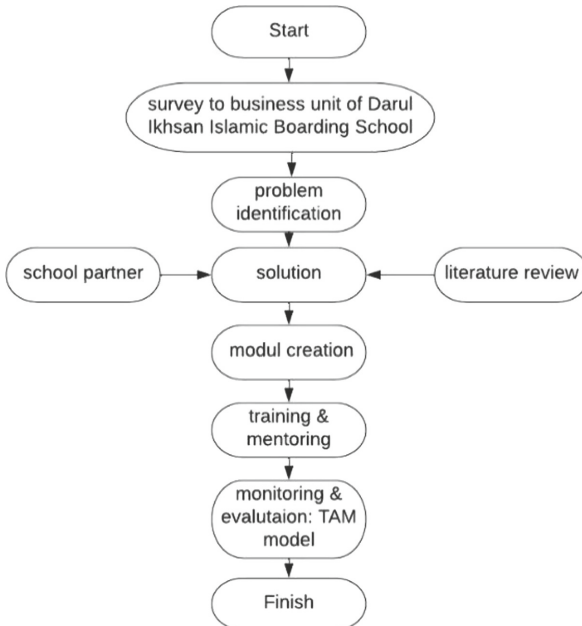

Fig. 4. Community Service Framework

Table 1. TAM Measurement Items [23, 24]

Dimension	Measurement Items
D1. Perceived usefulness	Q1. I can learn more about marketing items by utilizing technomarketing tools. Q2. I can fast sell my stuff by utilizing technomarketing techniques. Q3: Customers will learn about my items because of my use of technomarketing techniques.
D2. Perceived ease of use	Q4. The use of technomarketing tools is easy to grasp and communicate. Q5: Using technomarketing tools does not necessitate much work. Q6. I have no trouble using technomarketing tools. Q7. Technomarketing tools are simple for me to employ.
D3. Intention to use	Q8. I would use technomarketing tools
D4. Actual Use	Q9. I use techno marketing tools very often
D5. Compatibility	Q10. When it comes to the majority of my commercial operations, I can get away with utilizing technomarketing tools. Q11. In my line of work, I find that using technomarketing is a good match. Q12. The use of technomarketing tools is compatible with the way I conduct business.
D6. Attitude	Q13. It's a wonderful idea to use technomarketing tools. Q14. As far as technology goes, I'm hopeful.
D7. Self-efficacy	Q15. I'm certain that I can learn how to make good use of technomarketing tools. Q16: I'm confident in my ability to make use of tehcnomarketing tools. Q17: I am proficient in the use of technomarketing tools.

Methods used in this investigation are a mix of qualitative and quantitative in nature. Data was gathered using TAM questionnaires. In order to create our own TAM questionnaire, we drew inspiration from previous research that had utilized the TAM to gauge public acceptability of new technologies. For each of the 17 assertions in the TAM survey, respondents can choose from a score of 1 to 7, indicating how strongly they disagree or agree with each statement. (D1) perceived utility, (D2) perceived ease of use, (D3) intention of use, (D4) actual usage, (D5) compatibility and, (D7) self-efficacy were summed up by dimensions. The higher the ratings, the higher technology acceptance. The questionnaire is listed in Table 1. Our study was considered an exploratory analysis, so no correction for multiple testing was applied. Inductive content analysis was performed to analyze the qualitative data. This approach is suitable when the study is explorative, or there are no existing studies in the research field. Our study meets both criteria.

4   Result and Discussion

Before training and monitoring, the researcher conducted a pre-test to determine the students' basic abilities before using techno marketing tools with Adobe Maker software for making company logos, Canva for designing Facebook ads banners and Instagram posts and Figma for designing simple online store applications. The 30 profiles of respondents and their ICT skills who are training participants are described in Table 2.

Table 2. Respondent ICT Skills

Respondent	Gender	ICT Skills
P1	Female	Basic
P2	Female	Basic
P3	Female	Advanced
P4	Female	Advanced
P5	Female	Advanced
P6	Female	Advanced
P7	Male	Advanced
P8	Male	Advanced
P9	Male	Advanced
P10	Male	Advanced
P11	Male	Advanced
P12	Male	Advanced
P13	Male	Advanced
P14	Male	Advanced
P15	Female	Advanced
P16	Female	Advanced
P17	Female	Advanced
P18	Male	Advanced
P19	Male	Advanced
P20	Male	Advanced
P21	Female	Advanced
P22	Female	Advanced
P23	Male	Advanced
P24	Male	Advanced
P25	Male	Advanced
P26	Female	Advanced

(*continued*)

Table 2. (*continued*)

Respondent	Gender	ICT Skills
P27	Female	Advanced
P28	Female	Basic
P29	Male	Basic
P30	Male	Advanced
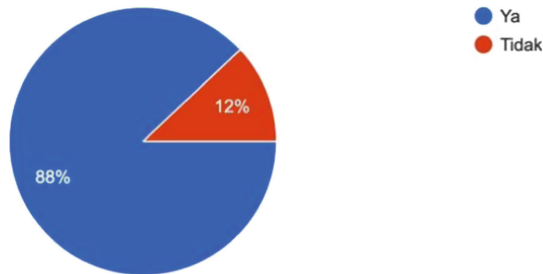
Fig. 5. Students with Advanced and Basic Skills

Based on identifying ICT skills before answering the TAM questionnaire, 88% of students have advanced ICT skills, and the remaining 12% have basic ICT skills show in Fig. 5. The indicators of advanced ICT skills are: students able to know how to turn on a computer/laptop, know how to operate Microsoft Office, how to save files on a computer, how to print files from a computer, how to install applications on a computer, use the internet for browsing, shopping, visiting online stores and know how to secure social media.

Table 3 shows the questionnaire results, it can be seen that students strongly agree, agree and quite agree that techno marketing tools help them to have more insight into promoting products, sell the products and help their consumers to know their products (perceived usefulness). More than half of students, 33.33%, strongly agree, 33.33% agree, and 13.33% are neutral that interactions with techno marketing tools (Adobe Maker, Figma and Canva) are clear and easy to understand and easy to operate (perceived ease of use). So, all students strongly agree and agree that they will use techno marketing tools very often (intention to use and actual use). Most of the students stated that these techno marketing tools are compatible with most aspects of their business activities and fit well with how they do business with others (compatibility). Students think they are confident enough to use techno marketing tools for marketing their products and feel that mastering these techniques is necessary to become a santripreneur in the digital era. Figures 6, Fig. 7, and Fig. 8 show the documentation of the Adobe Maker, Canva and Figma training process.

Table 3. Dimension an item

Dimensions	Items
Perceived usefulness	Q1. Using techno marketing tools, I can have better knowledge of promoting products.
	Q2. By using techno marketing tools, I can quickly sell my products.
	Q3. By using techno marketing tools, consumers will know about my products.
Perceived ease of use	Q4. Interaction with techno marketing tools is clear and understandable
	Q5. Interaction with techno marketing tools does not require a lot of effort
	Q6. I find techno marketing tools easy to use
	Q7. I find it easy to use techno marketing tools.
Intention to use	Q8. I would use technomarketing tools
Actual use	Q9. I use technomarketing tools very often
Compatibility	Q10. Using techno marketing tools is compatible with most aspects of my business activities.
	Q11. Using techno marketing tools fits my business activities.
	Q12. Using techno marketing tools fits well with the way I do business with others
Attitude	Q13. Using techno marketing tools is a good idea.
	Q14. I am positive about techno marketing tools.
Self-efficacy	Q15. I feel confident about learning to use techno marketing tools.
	Q16. I feel confident about using techno marketing tools.
	Q17. I have the necessary skills in using techno marketing tools.

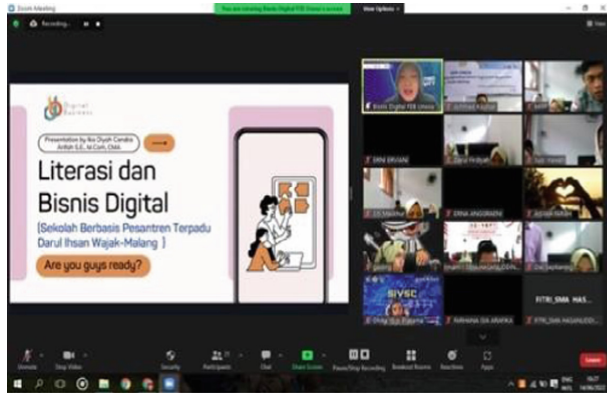**Fig. 6.** Documentation of Community Service

Fig. 7. Show there are examples of logo designs, Facebook ads and online store applications created by students
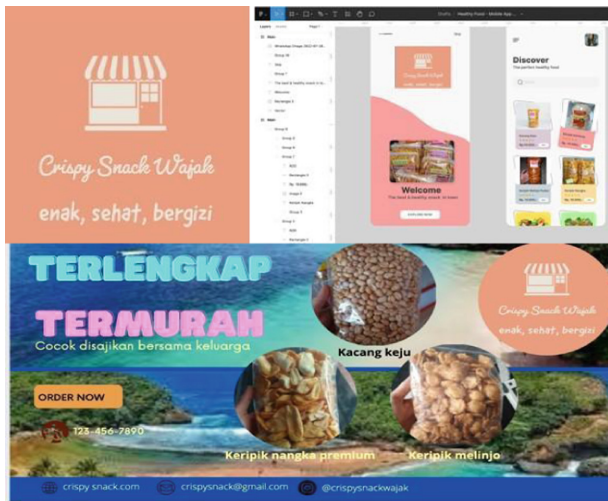

Fig. 8. Company logo, app design and Facebook ads banner created by the student (left to right)

5   Conclusion

Based on the results of this study, it can be concluded that techno marketing tools help them to have more insight into promoting products, selling products and helping their consumers to know their products. They have excellent technology acceptance due to their perception that interactions with techno marketing tools (Adobe Maker, Figma and Canva) are apparent, easy to understand, and easy to operate (perceived ease of use). So that all students strongly agree and agree that they will use techno marketing tools very often and mastering them is a necessary skill to become a santripreneur in the digital era. This research is expected to provide theoretical and practical contributions

to implementing techno marketing to support business digitization and entrepreneurship learning in schools and produce more santripreneurs from Islamic boarding schools.

Authors' Contributions. Ika Diyah Candra Arifah created the conceptual research framework, and Achmad Kautsar did the data statistic and analysis. Hafid Kholidi Hadi collected the data, write and proofread the final manuscript.

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