Commercialization of Qalifa Islamic Disruptive School Based on Digital Islamic Boarding School with Personalized Learning Technology and B2E Profit Sharing

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Abstract. This online media penetration can provide flexibility for the public, especially teenagers, to obtain various information related to religious information needs (religious need). The Pew Internet and American Life Project notes that about 28 million people worldwide use the internet for the benefit of Religious Surfers. However, the dichotomy and dualism that separates world education from religion is still visible. Whereas soft skill and hard skill training can be integrated with the delivery of collaborative religious content. In this context, this innovation is present as one of the innovative solutions that provide services to the community to learn the Qur'an and Islam more easily. This activity is packaged through a virtual bootcamp by raising the latest topics. The purpose of this research is to develop innovations that combine learning the Qur'an and Islam with soft skill development training. In the implementation of the learning media business process, the researcher uses a method, namely startup development phases. At the pre-production stage using the design thinking process method, and market segmentation. Stages of production using the AIDAS method. The development stage uses the Nine Core Of Marketing and establishing method to proceed to the next business class on a broader scale. This research is expected to contribute to a more interactive Al-Qur'an learning service and support character learning in society.

Keywords: Qalifa · Islamic Distruptive School · Pesantren Digital · Personalized Learning

1   Introduction

This online media penetration can provide flexibility for the public, especially teenagers, to obtain various information related to religious information needs (religious need). [1]. The Pew Internet and American Life Project notes that about 28 million people worldwide use the internet for the benefit of Religious Surfers. Another fact is that religious surfers think that sources of spirituality problems are easier to find online. 67%

of Muslims look for information and content about Islam in the process of browsing cyberspace [2]. However, there are not many organized and systematic Islamic and Qur'an learning services.

Various efforts have been made to meet these needs, a number of studies have shown the growth of the concept of virtual boarding schools such as https://www.pesantrenvirtual.com/ utilizing FB fanspages and telegrams in providing studies about Islam. [3]. Da'wah activities through social media have been carried out by Ustadz Abdul Somad, Adi Hidayat, and Evie Effendi with interesting narratives [4]. In addition, the stretching of da'wah carried out by the younger generation through Youtube has become a trend. Moderate Islamic learning and calls for tolerance, mutual respect, and doing good to each other are often recited [5]. These innovations are still not effective because they only focus on the practical use of technology and are less concerned with organized material arrangements. So that the existing learning does not give meaning to the learner [6]. Therefore, there is a need for a forum for the community to obtain information and have a sustainable learning system that can be accessed by the community during their spare time.

During this pandemic, many people fill their spare time with efforts to increase productivity, such as by honing skills [7]. Based on data in April 2020, LinkedIn Learning, a site that provides business and creative skills videos, has increased by three times. The most followed skill program is "Zoom" with an increase of more than 6,000 percent [8]. However, the dichotomy and dualism that separates world education from religion is still visible. Whereas softskill and hardskill training can be integrated with the delivery of collaborative religious content [9]. The balance of religious knowledge and skills provides harmony in people's lives.

In this context, this innovation is present as one of the innovative solutions that provide services to the community to learn the Qur'an and Islam more easily. This activity is packaged through a virtual bootcamp by raising the latest topics [10]. However, this bootcamp also provides skill development training for participants. This innovation is designed using a personalized learning approach, namely personal learning that adjusts students' interests in soft skills development [11]. The Qalifa Islamic disruptive school based on this digital Islamic boarding school facilitates the community to participate in sustainable learning and hone their interest in developing soft skills so that they can improve the quality of religion and students' self.

The purpose of this research is to develop a Qalifa Islamic disruptive school innovation based on a digital Islamic boarding school with personalized learning technology. Through this innovation, it can support the success of learning the Qur'an and developing soft skills [12]. In addition, developing a downstream business based on profit sharing B2E (business to education) system to encourage business activities in the Edu-Tech field. In addition, it can generate income generating units for universities. This research is expected to contribute to a more interactive Al-Qur'an learning service and support character learning in society.

2 Literature Review

2.1 Virtual-Based Learning of the Qur'an and Islam

The use of online learning systems is based on the need for a looser scope for students to learn. Digital learning allows students and teachers to interact more easily and explore broader knowledge from various existing sources of information, namely the internet [13]. Learners have more opportunities to have teaching resources that are more relevant and diverse. Students can learn independently with the help of technology and the teacher will monitor the activities that have been done. Teachers provide summative and project-oriented assignments that can hone students' critical thinking skills [3]. The material presented online is easy to update and modify. Therefore, students will always get the latest information.

Previous research on the development of virtual-based Al-Qur'an and Islamic learning has been carried out a lot. The research is in the form of the Whatsapp Tahfizh (WAFI) community which accommodates anyone who wants to learn the Qur'an but has limited time due to busyness. Learning makhârij al-hurf virtually has a positive impact [14]. The system for broadcasting Islamic religious teachings can be through several digital channels that make it easier for users to access them. Youtube is a popular platform for Islamic content creators who provide religious narratives as well as Islamic scholarship that can add to the treasury of public knowledge. The internet makes it easier for preachers to gain a wider and more comprehensive audience network [5]. The presence of Virtual Islamic Boarding Schools such as (https://PesantrenalMadinah. com/, https://www.Pesantrenvirtual.com/, http://www.Pesantrenvirtual.net, https://daa ruttauhiidvirtual.com/) has become an innovation in Islamic boarding schools activities virtually who are well received in society. This website opens a space for website visitors to take an active role by submitting writings, thoughts, and questions [3].

2.2 The Existence of Softskill Development Services During the Pandemic

Soft skills as a provision for the community to manage themselves and provide wider benefits. These soft skills can help someone find the skills they like, starting from communication, creativity, language so that they can support future careers [7]. Soft skills, namely skills in the form of communication, the ability to work in multidisciplinary teams, adaptability. According to the expert's opinion, educational practice in Indonesia tends to be based on hard skills (technical skills) to develop Intelligence Quotient (IQ), while the soft skills contained in Emotional Intelligence (EQ) and Spiritual Intelligence (SQ) are still lacking. [15]. The results of Harvard University research examine as much as 20% of hard skills and 80% of soft skills as a determinant of one's success. The role of soft skills is bigger than hard skills towards success in life [16].

Based on the research results, soft skills are able to contribute to the changes that occur in the variable of work readiness to face the MEA (ASEAN Economic Community) by 44.6% [17]. In addition, other research shows that the Ruangguru Digital Bootcamp program can increase self-confidence and increase academic capacity or soft skills [10]. Research conducted by Patelli (2020) describes Digital and Technology Solutions (DTS) as a training program to develop skills in the digital sector, by embedding computing

education in the world of work so as to improve skills. [18]. Therefore, the development of soft skills and hard skills is very important to do.

2.3 Learning Events with Personalized Learning Technology

Personalized learning-based learning is a new thing in the world of Al-Qur'an and Islamic education, namely combining technology with learning. Learning innovations developed by researchers are also a combination of learning the Qur'an with the development of soft skills so that meaningful learning experiences can be obtained. Internet-based and bootcamp-based technologies can be updated again so that their use is expected to be a more effective solution than before.

This type of learning was chosen to support students' needs related to learning the Qur'an and Islam as well as to support independent learning in the selection of developing soft skills according to students' interests and talents.

3 Method

3.1 Research Implementation

Design thinking is an approach method that is used as a strategic innovation in the design process and approaches users through an empathic process. Design thinking is used as an analytical method through the process of understanding user needs and focusing on forms, relationships, behavior, interactions and human emotions to produce an optimal solution [13].

3.1.1 Empathize

The output that will be produced in this product is related to the description of potential users who are interested in the product. In addition, developers can find out more detailed characteristics, characteristics, needs and preferences of users so they can provide the best service [14]. Observations are made by seeing how users interact with their environment to be able to understand what the user needs.

3.1.2 Define Dan Ideate

The define process is carried out after knowing the focus of the problems experienced specifically based on user needs based on the results of observations made on the empathize process. The results of observations on the empathy process are then analyzed to find/identify the focus of the problems faced by users [15]. The list of user needs is compiled to generate ideas/concepts in order to produce a website design that fits the needs of its users.

3.1.3 Prototype

In this third process, designers can generate ideas to solve problems by conducting a brainstorming process with the team and relevant stakeholders. The results of the

thoughts obtained from the discussion, the literature study will be constructed into a grand design that has added value. This stage will encourage proposers to create new creations and innovations that are useful for society so that they can overcome existing problems [16]. Then after that, determine the User Interface (UI) style guide as a guide for designers to design and create a website interface design appearance.

3.1.4 Product Testing

The results of the prototype that has been developed will enter the trial phase to find out how the accuracy level and meet the standards for use. This stage has the aim of providing the developer's view of the user experience while accessing the product. Usability testing on website design is carried out to improve problem solutions, get feedback from users, and study users more deeply in order to get better design results in accordance with the wishes of its users [17].

3.1.5 Evaluation and Preparation

Feedback obtained from usability testing activities gets good results from website users. Furthermore, the prototype design made in Figma by the user interface designer is submitted to the website developer to create an online website so that the website can be displayed to the general public [18].

3.2 Data Types and Data Analysis

This study uses qualitative descriptive data types. The team of media and learning material experts will provide comments, criticisms, and related suggestions to improve product quality. This feedbak will be the data that is explained by the author in this study. The process of obtaining this data was tested on several representative students so that this research was more comprehensive. This research involved 65 students spread across 25 schools and colleges in almost all parts of Indonesia.

This study uses descriptive analysis because it will describe the values obtained from one experiment. So that these values have meaning and can represent the results of research. In analyzing this data using several techniques that are described in the following presentation:

3.2.1 Validity Test

Questionnaires that have been made by the author will be distributed to students in class. This questionnaire will contain several questions and short answers that can be filled out by students. The results of student responses will be managed by the author from the quantitative data which will be translated into the results of a qualitative analysis using a Likert measurement scale. This scale has five responses that can represent the results. For the purposes of quantitative analysis, the answer can be given a score namely very good (score 5), good (score 4), fair (score 3), poor (score 2), very poor (score 1) [19].

The score given is one to five for very good, good, enough, less and very disagree, which describes a very positive position to a very negative position. In determining the

measurement of data researchers use an interval scale. Each answer from the respondent will be calculated and analyzed using the results of the average answer that has been obtained from the results of data collection [20].

The value that has been obtained will be determined by the average value first. The results of this assessment will be used as a benchmark in testing the level of success and usefulness for users so that they can represent the quality of research. Converting the score into the requirements for this assessment is a percentage score of 81% - 100% (Very Eligible), 61% - 80% (Decent), 41% - 60% (Quite Eligible), 21% - 40% (Less Eligible), 0% - 20% (- 20% Very Inadequate).

3.2.2 Limited-Scale Test Stage

The results of limited trials on the implementation of research that will be implemented by students can be stated well if they have a good minimum category value standard with guidelines namely very good (81–100%), good (61–80%), sufficient (41–60%), less (21–40%), very less (0–20%).

4 Result and Discussion

This research was conducted in three stages which are described as follows:

4.1 Preliminary Studies

This initial preliminary stage begins with carrying out a reference search by gathering as much information as possible from various sources ranging from the internet, books, journals, and environmental observations. This preliminary study explores information related to the development of Al-Qur'an and character learning in digital Islamic boarding schools. While this field study conducted observations and interviews with the public and students regarding the development and training of soft skills skills that are oriented towards the industrial revolution 4.0. These results will be used as the initial foundation for the construction of soft skills training learning materials combined with Al-Qur'an and character learning. The researcher also conducted an initial empirical study related to the understanding and knowledge of soft skills training in schools, especially high schools, and how competitor products have developed in the community. Therefore, it produces results on how soft skills learning has developed in society, the media used, the materials developed, and how the learning output is obtained by students. The following is an example of a researcher's analysis of competitors that has developed (Fig. 1).

From these data it can be seen that product development needs to be done to provide more value in a program. In addition, the existing programs are still not integrated with other learning and science such as learning the Qur'an and character which is of course very important.

4.2 Concept Qalifa Islamic Disruptive School

This activity is packaged through a virtual bootcamp by raising the latest topics. However, this bootcamp also provides skill development training for participants. This innovation is designed using a personalized learning approach, namely personal learning that

Fig. 1. Competitor Product Analysis

Fig. 2. Concept Qalifa Islamic Disruptive School

adjusts the interests of students in developing soft skills. The soft skills training bootcamp themes taken were skills, design, Arabic language learning, self-development, technology & software, culture, entrepreneurship, finance, marketing, parenting, and health. The concept of Qalifa Islamic disruptive school can be explained in the following description (Fig. 2).

4.3   Concept Pondok Pesantren Digital

The concept of a digital Islamic boarding school becomes a forum for the community to obtain information and religious learning that is integrated with technology. The services we provide provide teaching materials that can be used by students. This teaching material will be integrated with technology so that students can learn more fully. This teaching material can be accessed by students using their laptops or cellphones so that the independent learning process will continue to grow and increase students' critical thinking skills. Moderate Islamic learning and calls for tolerance, mutual respect, and doing good to each other are often mentioned. Learning that currently exists in Islamic boarding schools ranging from Islamic religious learning, creed, fiqh, worship, and books can be integrated with technology and interactive learning can be achieved (Fig. 3).

4.4   Preparation of Learning Materials and Videos

This research produces field survey data which of course will be supported by literature review and the results of previous research. Therefore, researchers will construct learning materials that are more relevant based on the results of the needs analysis so that the soft skills learning that will be developed has advantages compared to programs developed

Fig. 3. Concept Qalifa Islamic Disruptive School

Fig. 4. Scholarship Preparation Material

by other competitors. This program will be packaged nicely with the Qalifa Islamic disruptive school brand. In the following, the researchers present the results of developing the concept of learning material based on digital Islamic boarding schools.

4.4.1 Design of Learning Materials and Media for Scholarship Preparation

Detailed scholarship preparation study materials are designed to assist students in pursuing further studies. The syllabus and learning competencies include writing a CV, Motivation Letter, Personal Statement, Scholarship Essay, checking recommendation letters, preparing for and compiling interview answers. The following is the learning material for the scholarship preparation bootcamp as follows (Fig. 4)

Based on the concept of material that has been developed by the research team, it will then be visualized into a more interactive learning media, namely learning videos. This learning video can be accessed by students anytime and anywhere so that it is more flexible. The following is a bootcamp learning video for scholarship preparation as follows (Fig. 5)

4.4.2 Design of Arabic Learning Materials and Media for Beginners

The arrangement of Arabic learning materials that have been developed by students is implemented in a more structured and measurable learning syllabus. Making Arabic textbooks must pay attention to the basis or constituent principles, this is important to do so that the resulting textbooks can be reference materials that are appropriate to the situations and conditions of the students who use them. The principles that must be considered in making Arabic textbooks. Syllabus and learning competencies include sentences &
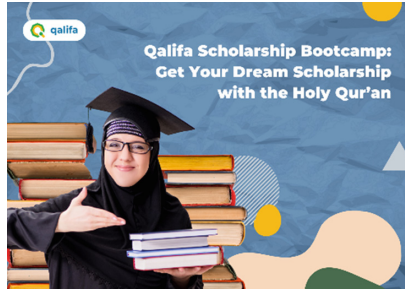
Fig. 5. Scholarship Preparation Learning Videos

Table 1. Material Expert Test Assessment Data

| Number	Aspect	Score
1.	Learning objectives	13
2.	Basic competence suitability	9
3.	Conformity of learning objectives with basic competencies	10
4.	Clarity and accuracy of the material	13
5.	Ease of material to understand	13
6.	The suitability of the material with the learning objectives	14
7.	Strengthening learning motivation	8
8.	Regular use of language	13
Average value (%)		88,57
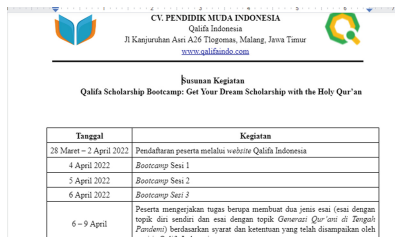
Fig. 6. Arabic Materials for Beginners

isim, fi'il sentences, jar letters & dlomir munfashil. The following is Bootcamp learning material for scholarship preparation as follows (Fig. 6).

This research will produce a curriculum and learning materials that can be used by students. Existing material will be complemented by learning videos that will support and increase student interest in learning. This learning is designed to have a level of understanding so that students can learn from the basics. The following are the results of the development of learning videos (Fig. 7).

Fig. 7. Arabic Learning Videos for Beginners

Table 2. Media Expert Test Assessment Data

Number	Aspect	Score
1.	Media simplicity	13
2.	Cohesiveness	10
3.	Balance	14
4.	Shape	9
5.	Colours	9
Average value (%)		91,67

4.5 Material Validation Test

In the development of the digital Islamic boarding school-based Qalifa Islamic Disruptive School, it uses material that has been adapted to the directions and entered by a team of material experts. Based on the data processing, the researcher shows that learning materials can be categorized as feasible or not feasible. The learning material validation testing data is presented in Table 1.

The data in the table shows the average value of the learning material validation results of 88.67% so that it is categorized as very feasible to use.

4.6 Media Validation Test

Evaluation of learning media needs to be done to determine the quality of the product produced. The results of this assessment can be identified by measuring important aspects of Qalifa Islamic Disruptive School learning. Input and suggestions from the expert team will be materials for better media improvement in the future. The test results data can be seen in Table 2.

The data that has been obtained will be analyzed to produce an average value of 53. In addition, the value of the media validation test results shows a percentage of 91.67% which can be categorized as very feasible.

Table 3. Student response data

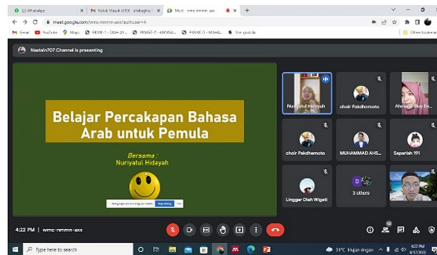| No.	Aspek	Skor	Nilai Akhir (%)
1.	Isi/ Materi	474	91,86
2.	Bahasa	157	91,27
3.	Ketertarikan	456	88,37
4.	Kegrafikan	468	90,69
Nilai Rata-rata (%)		1559	90,52

Fig. 8. Implementation of Qalifa Islamic Disruptive School Related to Arabic for Beginners

Fig. 9. Implementation of Qalifa Islamic disruptive school Related to Scholarship Preparation

4.7   Implementation of Bootcamp on a Limited-Scale Trial

The implementation of the Qalifa Islamic disruptive school learning bootcamp activity based on a digital Islamic boarding school is carried out virtually using Google Meet and Zoom. Materials and media have been validated by experts, then product trials (limited trials) are carried out. Before conducting the trial, program registration was opened through social media. This product trial aims to determine the response and assessment of students to the implementation of the Qalifa Islamic disruptive school learning bootcamp activity based on a digital Islamic boarding school. Here is for documentation of learning activities (Figs. 8 and 9).

To find out the responses of the students, a limited trial was conducted to 65 people as respondents from 25 universities and schools. The following is an analysis of the data on the results of student responses to Qalifa Islamic disruptive school-based digital

Islamic boarding school learning carried out virtually using zoom, which can be seen in Table 3.

Based on the table above, the results of students' responses to learning videos based on the Videoscribe application obtained a final score percentage of 90.52% in the "very good" category.

4.8 Comparison with Previous Research Results

The results of previous research by Hidayat (2021) explained that the development of virtual-based Al-Qur'an and Islamic learning has been carried out. The research is in the form of the Whatsapp Tahfizh (WAFI) community which accommodates anyone who wants to learn the Qur'an but has limited time due to busyness. Learning makhârij al-hurf virtually has a positive impact [21]. Meanwhile, the results of previous studies [3] explained that the presence of the Virtual Islamic Boarding School is an innovation of virtual pesantren activities that have received a good response in the community. This website opens space for website visitors to take an active role by submitting articles, thoughts, and questions [22].

The results of this study are in accordance with the literature which explains that the research conducted by Patelli (2020) describes Digital and Technology Solutions (DTS) as a training program to develop skills in the digital sector, by instilling computing education in the world of work so as to improve the skills possessed. [18]. The results of Harvard University's research look at 20% of hard skills and 80% of soft skills as a determinant of one's success. The role of soft skills is bigger than hard skills to life success [16]. Therefore, the development of soft skills and hard skills is very important to do.

5   Conclusion

The commercialization of Qalifa Islamic Disruptive School Based Digital Islamic Boarding School with Personalized Learning Technology can improve soft skills and abilities in learning the Qur'an by utilizing technology, resulting in an increase in the quality of human resources and character. Suggestions for further research are related to learning soft skills training which has a more diverse theme complemented by case studies and sustainable learning projects so that it will support the long life learner program.

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