



ASSISTANCE IN DEVELOPING PEGON ARABIC LITERACY AS AN EFFORT TO PRESERVE LOCAL CULTURE MADITA ZAINUL HASAN

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Abstract:

Pegon Arabic is part of the Islamic intellectual heritage that has an important role in the pesantren tradition in Indonesia, including in Madita Zainul Hasan Genggong. However, along with the times, the ability to read and write Pegon Arabic among students and the surrounding community is decreasing. Therefore, systematic efforts are needed to develop and maintain the sustainability of Pegon Arabic literacy as part of local culture. This study aims to describe the mentoring process in improving Pegon Arabic literacy skills in Madita Zainul Hasan Genggong. The method used in this program is Asset-Based Community Development (ABCD), which focuses on utilizing the assets and potential that the pesantren community already has. Assistance is carried out through several stages, such as asset identification, resource mobilization, intensive training, and program evaluation and reflection. The results of this activity show that the involvement of santri in learning and using Pegon Arabic is increasing, both in the study of the yellow classical books and in daily practice. In addition, the role of pesantren caregivers, teachers is a major factor in supporting the success of this program. With this mentoring program, it is hoped that Pegon Arabic literacy can continue to develop and be maintained as part of the pesantren's cultural identity.

Keywords: Mentoring, Pegon Arabic Literacy, Local Culture, Pesantren, ABCD.

INTRODUCTION

Pesantren, as traditional Islamic educational institutions in Indonesia, play a very important role in teaching religious knowledge and shaping the character of the younger generation. Since their inception, pesantren have not only focused on teaching Islamic teachings, but have also become a place to preserve local traditions and culture. One of the cultural heritages of pesantren is the use of Arabic Pegon, which is the Arabic script used to write Javanese.

Pegon script is a writing system that uses Arabic letters to write the Javanese language. This script developed in the 14th to 15th centuries along with the entry of Islam into Indonesia. Pegon was used by scholars and students in Islamic boarding schools to write religious texts, such as fiqh, tafsir, and hadith books, as well as other intellectual works in Javanese. The main purpose of using Pegon was to make it easier for Javanese people to learn the teachings of Islam delivered in Arabic, but using a writing that was more familiar to them (Jahuri, J., & Fauji, S. 2022). The Pegon script became an important symbol of the pesantren tradition and Islamic education in Indonesia. Although the Pegon script is rarely used in daily life in modern times, it remains an integral part of the long history of Islamic education in Indonesia. In the past, the Pegon script was widely used in ancient books taught in pesantren. These books, written in Pegon script, were often the main source for generations of santri to

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gain an understanding of Islamic teachings (Falaah, A. F., Sulaiman, M. A., Faizzah, R. A., Hilmi, S., & Abdullah, Z. M. 2022).

Madrasah Diniyah (Madin) functions as a non-formal educational institution that is very important in maintaining and developing Islamic cultural values in Indonesia. As an institution that teaches religious knowledge and life skills based on Islamic teachings, Madin plays a very important role in maintaining Islamic intellectual traditions among Muslim communities, especially in the context of education outside formal schools. One example is Pegon Arabic writing, which is taught in madrasah diniyah or pondok pesantren. (Rojii, M., Istikomah, I., & Hidayatulloh, H. 2020).

The teaching of Pegon script in Madin is also an important means of preserving classical knowledge in Islamic literature. Ancient books written in Pegon script contain a wealth of knowledge and wisdom that is still relevant today. Therefore, through Madin, the Pegon script continues to be introduced to the younger generation as an intellectual heritage that must be preserved. Thus, Madrasah Diniyah not only functions as a religious education institution, but also as a center for the preservation of Islamic culture and traditions that utilize the Pegon script to enrich the religious and cultural life of Indonesian society. Overall, Madrasah Diniyah has a huge role in maintaining and preserving Islamic cultural values through the use of Pegon script. (Mu'awwanah, U. (2019).

RESEARCH METHODS

The research method applied in this article is Asset-Based Community Development (ABCD), which emphasizes the development and utilization of existing potential within the community itself. This method was chosen because it is in accordance with the objectives of the study, which aims to preserve pesantren culture, especially the skills in reading and writing Pegon Arabic in Madita Zainul Hasan Genggong. This approach focuses on utilizing local assets and community potential to support the sustainability of the cultural preservation.

The steps taken in the ABCD method include:

1. Asset Identification (Identify)

The first step is to identify the assets or potential of the students at Madita Zainul Hasan Genggong boarding school. The KKN team will start by observing and gathering information through interviews with the head of Madita, students, and teachers, to understand the extent to which Pegon Arabic skills have been developed and practiced at the pesantren. In addition, observations of activities that have been carried out at the pesantren, such as the teaching of Pegon Arabic, pesantren traditions related to Pegon Arabic writing, as well as the practice of using this language in daily life, are also indispensable.

2. Asset Mobilization (Mobilize)

After identifying their assets, the next step is to mobilize santri to participate in activities aimed at developing and preserving Pegon Arabic skills. The KKN team will work closely with Madita's principal, teaching teachers, and santri to be actively involved in the various programs that have been designed.

3. Asset Utilization (Utilize)

At this stage, the assets that have been identified will be utilized to achieve the main goal of preserving pesantren culture. The KKN team will optimize the Pegon

Arabic skills possessed by the teachers to teach them to the students at Madita Zainul Hasan Genggong. Teaching is done with the aim of reintroducing the distinctive pesantren culture and strengthening Pegon Arabic language skills in the community.

4. Evaluate Process and Results (Evaluate)

The ABCD method emphasizes the importance of continuous evaluation in every stage of the activity. The KKN team will observe the development of santri skills in understanding and developing Pegon Arabic. This evaluation process aims to measure the impact of the program, both in improving santri skills and in efforts to preserve pesantren culture. In addition, this evaluation also actively involves teachers in assessing the results and providing input for future program improvement and development.

5. Shared Reflection

Reflection is a crucial stage in the ABCD method that is carried out at the end of the process to review and evaluate all activities that have been carried out. In this process, the KKN team will collaborate with the head of Madita, the teachers, and the students. Through joint reflection, it is hoped that solutions can be found to overcome various challenges and develop better strategies to increase the effectiveness of the pesantren culture preservation program in the future. With the application of the ABCD method, it is hoped that the Madita Zainul Hasan Genggong community can independently preserve and develop Pegon Arabic skills as an integral part of their valuable pesantren culture.

RESULTS AND DISCUSSION

Based on the results of the situation analysis obtained in the field, it was decided to focus Local Culture Assistance on Religious Assets, namely Pegon Script Development at Madrasah Diniyah Ta'limiyah Zainul Hasan. Pegon script has an important role in the tradition of religious learning, especially in understanding the yellow books which are the main reference in Islamic boarding schools. Given the importance of the Pegon script in understanding religious teachings, its development and preservation is one of the priorities in the education program at Islamic boarding schools, which have integrated the Pegon script in their learning curriculum. Islamic boarding schools are educational institutions that play a central role in introducing and teaching Pegon script to students as part of the preservation of religious culture that has been passed down from generation to generation. (usman 2013)

Madrasan Diniyah Ta'limiyah Zainul Hasan has been running a Pegon script teaching program as part of its religious education curriculum. The decision to continue and develop Pegon script teaching is very relevant considering that Pegon script is a tool used to read the yellow classical books and study Islamic teachings more deeply. With this program, it is hoped that the younger generation in the pesantren can better understand and preserve the Pegon script, so that the existing religious and cultural traditions are maintained.

The UNZAH KKN team conducted interviews with several parties involved in teaching Pegon script at the boarding school. Based on these interviews, it was found that the main motivation for teaching Pegon script at the boarding school is to make it easier for students to study classical books that use Pegon script, as well as to maintain existing religious traditions. In addition, this activity is also a forum to strengthen the

relationship between students and enrich their religious insights. However, even though Pegon script teaching has become part of the boarding school program, the challenge faced is that there are still difficulties in increasing the interest of students to explore Pegon script more intensively and some students feel bored with the learning. Therefore, the UNZAH 2025 KKN group 55 focused on solutions to enrich teaching methods so that the activities run smoothly and students are motivated to continue learning. (Herniti 2017).

1. Pegon Reading and Writing Development Program at Zainul Hasan Islamic Boarding School

Zainul Hasan Islamic Boarding School has run a Pegon literacy development program as part of an effort to preserve a very valuable local culture. As an educational institution with a strong religious base, this pesantren realizes the importance of preserving local traditions while preparing the younger generation to understand and appreciate their cultural heritage as well as to facilitate them in studying the yellow Islamic classic book (kitab kuning) which is one of the reference sources studied. Therefore, the teaching of Pegon at Zainul Hasan Islamic Boarding School has been started since several years ago, with the aim of introducing this script to santri, especially in the context of religion and local literature.

This program is carried out through special classes that teach Pegon, as well as the integration of learning this script in other teaching materials, such as ancient book lessons and Islamic studies. As part of religious education, Pegon is used to read classical texts that are often only available in Pegon script. With this approach, Zainul Hasan Islamic Boarding School hopes to maintain the continued use of Pegon as an integral part of local cultural and religious traditions.

2. Challenges Faced in the Development of Pegon Reading and Writing

Although this program has been well implemented at Pondok Pesantren Zainul Hasan, there are several challenges that need to be faced to develop it further. One of the biggest challenges faced is the lack of variety in the teaching materials used in the teaching and learning process. The students often feel bored and less enthusiastic when learning Pegon, because the available guidebooks are very limited and tend to only refer to one source. This makes learning Pegon feel monotonous and less interesting for some students, especially for those who are more interested in more dynamic and fun learning methods. In fact, unpleasant learning can lead to decreased motivation to learn, which in turn hinders a deeper understanding of Pegon script. Another challenge is the difference in the initial ability level of participants: the difference in the initial ability level of participants makes tutors have to adjust learning methods for each individual.

In this pesantren, the use of electronic devices such as computers, tablets, or digital applications is still limited due to policies that limit the use of technology in the learning process. The limited access to digital-based learning media makes Pegon teaching still rely on conventional methods. Although this approach has been proven effective, sometimes the existing teaching materials are not able to meet the needs of the younger generation who are increasingly accustomed to more interactive and technology-based learning approaches. Therefore, it is important to consider innovations in the delivery of materials that remain in accordance with

pesantren values, but are still attractive to santri who are familiar with technological developments.

3. Development Efforts of Pegon Reading and Writing Program in Zainul Hasan Islamic Boarding School.

To overcome these challenges and further develop the Pegon literacy program, Pondok Pesantren Zainul Hasan can take innovative steps with a more creative approach. One of them is to encourage santri to develop creative writing skills, such as writing stories or other literary works, but using Pegon script. This creative writing activity can be done by creating short stories, poems, or even essays written in Pegon script. In this way, students not only learn to write Pegon technically, but can also hone their ability to imagine and express in a language that has deep cultural roots.

In addition, to enrich the learning experience, santri can be invited to collaborate in writing stories that raise themes of daily life, cultural values, or local stories that are close to their lives. The creation of such creative works will help students understand Pegon more deeply and increase their sense of pride in their cultural heritage. With this approach, learning Pegon becomes more fun, relevant, and can foster greater interest in this traditional script.

After the method is implemented, it can be said that there are positive changes, namely that santri are more enthusiastic if they use several methods and do not only focus on the guidebook. Besides that, the alternative to creative writing using pegon script provides space for santri to express creatively. Writing poems or legends in Pegon script allows them to express their feelings, ideas, and imagination in a unique way. By writing in the form of poetry or stories, santri can explore their creative potential, which can also reflect religious and cultural values.

Long-Term Impact Of Pegon Script Development Assistance:

Assistance to the development of Pegon script in Zainul Hasan Islamic Boarding School, especially in the Madrasan Diniyah Ta'limiyah institution, not only provides short-term benefits in increasing santri understanding of Pegon script, but also has a significant long-term impact. The following are some of the impacts that can be seen in the long term related to the preservation of the Pegon script:

1. Increased Understanding of Religion and Culture

With the assistance that focuses on strengthening the teaching of Pegon script, the community, especially the students, is expected to increasingly understand the importance of Pegon script as part of religious and cultural practices. The Pegon script, which is used in the learning of the yellowIslamic classic books, is an important tool to explore the teachings of Islam in depth. This understanding can contribute to strengthening and maintaining religious traditions that have been running for generations.

2. Strengthening Local Cultural Identity

The teaching of Pegon script in Islamic boarding schools serves as a means to preserve local cultural heritage that is increasingly marginalized by technological developments and changing times.

3. Makes it Easy to Understand the YellowIslamic classic Book

Arabic pego is the most basic learning in understanding or studying the yellowclassical books. Pegon script plays a very important role in the study and

teaching of the yellow classical books in Indonesian pesantren, especially among people who adhere to the teachings of Ahlul Sunnah Wal Jama'ah (NU). so that by understanding pego the students can understand the yellow classical books.

Recommendations for the Sustainability of the Pegon Script Development Program

Based on the results of the mentoring that has been carried out, the following are some recommendations that can be applied to ensure the sustainability of the Pegon script development program, as well as adapting this method in other Islamic boarding schools with similar conditions:

1. **Integration with the Pesantren Education Curriculum** In order for Pegon script teaching to continue to grow, Pegon script needs to be integrated more deeply into the pesantren education curriculum. The Pegon script teaching program can be combined with the teaching materials of the yellow Islamic classic book and other religious studies, to make it more relevant and integrated with broader learning objectives.
2. **Capacity Building through Training and Workshops** In order to make Pegon script teaching more effective, training is needed for Pegon script teachers and students, especially in terms of innovative teaching techniques. This training can include the use of technology in learning, managing learning time, and delivering material in a way that is more interesting and easily understood by the younger generation.
3. **Adaptation of Asset-Based Methods for Other Regions** The Asset-Based Community Development (ABCD) method applied in this program can be a model for other regions that want to preserve their local culture, including the Pegon script. This asset-based approach can be adapted to the needs and socio-cultural conditions of each region to strengthen the preservation of local culture.

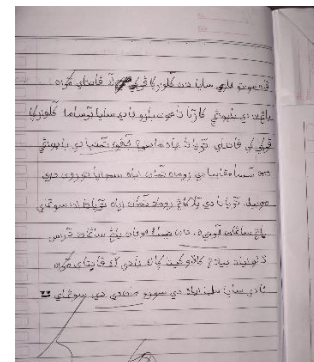
With these recommendations, it is hoped that the development of the Pegon script in Islamic boarding schools will not only be beneficial during the mentoring period, but can also continue and become an integral part of the culture of the pesantren and the local community in the long term. In addition, this Pegon script development model can be replicated in other pesantren as a community-based local culture preservation effort.



(a)



(b)



(c)

Photos: Training (a) introduction of pegon (b) finished learning (c) pegon result

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