



Learning Guidance with the Follow the Line Method in Learning to write Arabic Letters for Students of the Nurul Jadid Mosque, Kalianan Krucil

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Abstract:

This KKN-PKM was implemented in Kalianan village, Krucil sub-district with the aim of educating the community about understanding religious moderation. The method and assistance used in KKN-PKM are ABCD (asset based community development). Religious moderation is a process of strengthening justification and belief in the religion that is embraced, accompanied by providing space for other people or other religions to embrace their respective religions. This can be achieved through inculturation with local residents and participation in all religious activities in the village, as well as through several stages, namely discovery, design, definition and reflection. The activities that we participated in included rotiban, sarwah in the mosque and in residents' homes, Isro 'mi' roj, reading the Prophet's prayer in residents' homes, yasinan after Friday prayers, and teaching activities for students at the Nurul Jadid mosque using the "follow the line" method. KKN-PKM in group 14, we focused more on the follow the line teaching method which was carried out routinely every night by the students. The results of this study indicate that this program has proven effective in developing students' motor and cognitive skills, such as helping them write Arabic letters better, and this method is designed for those (students) who have learning difficulties and provides an inclusive approach and this method is directly followed by nine KKN students from various study programs so that it has succeeded in increasing the interest and participation of students in the process of learning to write.

Keywords: Mentoring, mosque, follow the line.

Abstrak:

KKN-PKM ini dilaksanakan di Desa Kalianan, Kecamatan Krucil dengan tujuan untuk mengedukasi masyarakat tentang pemahaman moderasi beragama. Metode dan pendampingan yang digunakan dalam KKN-PKM ini adalah ABCD (asset based community development). Moderasi beragama adalah proses penguatan pembenaran dan keyakinan terhadap agama yang dianut, disertai dengan pemberian ruang bagi orang lain atau agama lain untuk memeluk agamanya masing-masing. Hal ini dapat dicapai melalui inkulturasi dengan warga setempat dan partisipasi dalam semua kegiatan keagamaan di desa, serta melalui beberapa tahapan, yaitu penemuan, perancangan, pendefinisian, dan refleksi. Kegiatan yang kami ikuti antara lain rotiban, sarwah di masjid dan di rumah warga, isro' mi'roj, pembacaan shalawat nabi di rumah warga, yasinan setelah sholat jum'at, dan kegiatan mengajar santri di masjid Nurul Jadid dengan metode "follow the line". KKN-PKM di kelompok 14, kami lebih memfokuskan pada metode mengajar follow the line yang dilakukan secara rutin setiap malam oleh para mahasiswa. Hasil dari penelitian ini menunjukkan bahwa program ini terbukti efektif dalam mengembangkan kemampuan motorik dan kognitif santri, seperti membantu mereka menulis huruf Arab dengan lebih baik, dan metode ini dirancang untuk mereka (santri) yang mengalami kesulitan belajar dan memberikan pendekatan yang inklusif dan metode ini diikuti langsung oleh sembilan mahasiswa KKN dari berbagai program studi sehingga berhasil meningkatkan minat dan partisipasi santri dalam proses belajar menulis.

Kata Kunci: Terdiri dari 3-5 kata, frasa penting.

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INTRODUCTION

KKN, or Real Work Lecture, is an activity that implements the tri dharma of higher education (Education, research, and community service). PKM (Community Service) is an activity carried out in various forms in accordance with the academic culture, membership, and scientific autonomy of the academic community and the socio-cultural conditions of the community (UNZAH KKN-PKM Guidebook, nd).

KKN students carry out PKM activities in the form of mentoring students at the Nurul Jadid Mosque using the follow the line method and the Asset Based Community Development (ABCD) approach. The goal is to increase the enthusiasm of students in participating in the teaching and learning process.

One of the locations for the implementation of the Religious Moderation KKN PKM Program by Zainul Hasan Genggong Islamic University in 2025 is Kalianan Krucil Village. Kalianan Krucil Village is a village located in Krucil sub-district, and is one of 14 villages in Probolinggo Regency. Religious moderation is an effort to form a moderate character in religious practices. This effort needs to be continued because there are still frequent conflicts that are removed from religion and can disrupt national unity.

Kalianan Krucil Village consists of 4 hamlets, namely Kalianan hamlet, Cocok hamlet, Kalimanguk hamlet, and Mandati hamlet. There are 5 neighborhood units (RT) and 2 residents' units (RW) in Krucil Village. In terms of belief, most of the residents of Kalianan village are Muslim. In this village there is also a fairly large Islamic mass organization, namely Nahdhatul Ulama (NU). Therefore, the Islamic culture implemented through this mass organization includes Ratiban, Sarwah, Tahlilan, Sholawatan, and Fatayatan, and others.

Based on the observation results, we chose spiritual assets, namely mentoring students at the Nurul Jadid mosque. This learning is one of the unique spiritual assets of the village because the learning process is different from learning in general in other villages and we added several methods, one of which is: "follow the line method" In Kalianan Village, especially at the Nurul Jadid mosque, the implementation of learning is carried out after Isya'. This learning activity is attended by students at the Nurul Jadid mosque. And there are several facilities that are no longer suitable for use or need to be renewed such as: books, stationery, whiteboards, many of which are damaged and unsuitable for use.

For this reason, a mentoring program using the follow the line method and renovation was carried out through community service activities to help the Kalianan community, especially the students of the Nurul Jadid mosque, in supporting and participating in the teaching and learning process.

Community assistance is carried out using the ABCD (Asset Based Community Development) approach, namely a method that emphasizes the utilization of assets and potential that exist around the Kalianan village community, Krucil District.

Based on previous PKM research (Mutakhirani Mustafa 2023), it was explained and socialized regarding the importance of internalizing the values of religious moderation in each subject to form a character of tolerance in students/santri from an early age. Meanwhile, in this study, the community service carried out was mentoring students at the Nurul Jadid mosque using the follow the line method. The purpose of the PKM student activities is to educate the community about religious moderation,

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by introducing several learning methods to students so that they can more easily participate in the teaching and learning process.

RESEARCH METHODS

The implementation of community service is carried out with the Asset Based Community Development approach known as the ABCD method. This method is applied to the community assistance approach and tries to provide insight into community thinking that must be done from the start. The ABCD approach is an approach that aims to understand and internalize assets.

As for the steps-The steps used in this study are inculturation, discovery, design, define, and reflection. The initial step is inculturation where the researcher joins the Community to build community trust in the researcher. Furthermore, the researcher finds village assets and makes plans for the development, strengthening, and mentoring of these assets.

The data collection process is carried out using advanced steps, including:

1. Observation
2. Interview
3. Documentation

RESULTS AND DISCUSSION

The implementation of this community service program was attended by nine students with different study programs focusing on religious moderation in Kalianan village. One of them is the process of teaching and learning Arabic writing, especially in the Nurul Jadid mosque, therefore we took the initiative to accompany them using the "Follow the Line" (FTL) Method

The "Follow the Line" (FTL) method was founded by Dr. Ryuichi Yamamoto, an education and skills development expert from Japan.

The FTL method is a learning approach that focuses on developing motor and cognitive skills through activities that involve following lines or patterns. It is designed to help children and adults with learning difficulties, disabilities, or developmental disorders.

Dr. Yamamoto developed the FTL method based on his research on how the human brain processes information and develops motor skills. This method has been used in various countries, including Japan, the United States, and Europe, to help individuals with special needs.

This approach emphasizes the eventarization of assets found in the community that are seen as supporting community empowerment activities.

The emphasis on reinventing assets is a characteristic of this approach because, in reinventing assets, students are required to explore the availability of social assets owned by the community. The Unzah Student KKN work program in helping to develop the learning of students at the Nurul Jadid mosque. As one of the activities at the Nurul Jadid mosque.

KKN activities are also inseparable from the involvement of your community, be it, fathers, mothers, young men and women, even children. Based on the implementation of KKN activities based on "RELIGIOUS MODERATION", several things can be conveyed:

- 1) Consultation with Ustadz/head of the takmir regarding the teaching and learning activities of students for the smooth implementation of KKN based on "RELIGIOUS MODERATION".
- 2) Updates to the manual created by Unzah KKN students with a more attractive design and in accordance with the solid colors of the KKN "RELIGIOUS MODERATION".
- 3) And introduce the latest books or scriptures (follow the line) to your community, especially the students of the Nurul Jadid mosque.

This teaching and learning activity is carried out every night, after Isya' which is attended by students of the Nurul Jadid mosque. With this teaching and learning activity, we choose it as an asset, which is a religious activity that is beneficial to others. We optimize this activity and can renew the student learning guidebook from almost unusable until we renew the guidebook, so that it can be used and is comfortable for the Nurul Jadid mosque students.

As a program, religious moderation can be understood as an effort to moderate religious adherents in understanding and practicing religious teachings. (Kosim 2023). Of course, with this concept, what is most emphasized is the consistency of the community (Nurul Jadid Mosque students) towards this activity so that it can run as it should. The majority of Kalianan villagers showed great enthusiasm for the implementation of this learning. In this case, of course, the students at the Nurul Jadid Mosque have been realized by participating in activities every night after Isya'. This activity was successfully implemented and gave a special impression to the students, guardians and the community because with this activity the community was also happy because it made it easier for the students (children who study at the Nurul Jadid Mosque) to learn.

In the process of working on the next program, PKM-KKN students began by updating the students' textbooks, which were initially written and the books were irregular. We updated and improved the textbooks so that later the students could write, study and read comfortably. This activity was carried out together by KKN students with the students of the Nurul Jadid mosque, guided by KKN students.



(Figure 1. Evaluation of the follow the line method)

StepThe first is an evaluation of learning assistance using the follow the line method, because evaluation is very important before carrying out teaching and learning activities, besides that, we also evaluate the facilities of these activities.



(Figure 2. Handing over and preparing learning equipment)

The second step is to prepare learning equipment which is a facility needed by students at the Nurul Jadid m board. This whiteboard is used more often in the student learning. They are renewing the whiteboard.



(Figure 3. Distribution of manuals (FTL))

The third step is the distribution of the guidebook, which is a very important book for the success of this method (FTL) which is led by KKN students.



(Figure 4. Assisting students in learning using the (FTL) method)

The fourth step is learning assistance using the follow the line method, which is carried out every night (after Isha').



(Figure 5. Teaching and learning activities)

The fifth step is optimizing teaching and learning with the follow the line method, the best human being is one who provides benefits to other people (humans). The impact of this (FTL) method itself is that there are two impacts, namely the positive impact and the negative impact of the procurement of activities using this (FTL) method, namely as follows: positive and negative impacts.

Positive impact

1. Improve fine motor skills: The FTL method helps children develop fine motor skills, such as drawing, writing, and using stationery.
2. Improve cognitive skills: The FTL method helps children develop cognitive skills, such as attention, concentration, and problem solving.
3. Increase self-confidence: The FTL method helps children increase self-confidence and the ability to face challenges.
4. Helps children with learning difficulties: The FTL method can help children with learning difficulties, such as dyslexia, dyscalculia, and ADHD.
5. Improve attention and concentration skills: The FTL method helps children improve their attention and concentration skills.

Negative impact

1. Reduces creativity: The FTL method can reduce children's creativity because they have to follow a predetermined line or pattern.
2. Reduces critical thinking skills: The FTL method can reduce children's critical thinking skills because they do not have to solve problems or make decisions.
3. Reduced social interaction skills: The FTL method can reduce children's social interaction skills because they focus more on individual tasks.
4. Reduces the ability to cope with challenges: The FTL method can reduce children's ability to cope with challenges because they do not have to face unexpected situations.
5. Reduced adaptability: The FTL method can reduce children's adaptability because they do not have to adjust to changing situations.

However, it should be remembered that the negative impacts of the FTL method can be minimized by:

- Using the FTL method as part of a broader learning program.

- Using FTL methods with flexibility and creativity.
- Using the FTL method by paying attention to the needs and abilities of individual children.

This activity was successfully implemented and gave a special impression to the students, guardians of students and the community because with this activity the community was also happy because the children who participated in the activity found it easier to learn. Likewise, the guardians of students, students and the community were not confused in the learning process, so that the community had more confidence in their children who studied at the mosque (Nurul Jadid Mosque). In the process of working on the next program, PKM-KKN students started by updating the students' textbooks, which were initially written in an irregular manner, we updated and corrected them. In this book, we also realize or apply the follow the line (TFL) method.

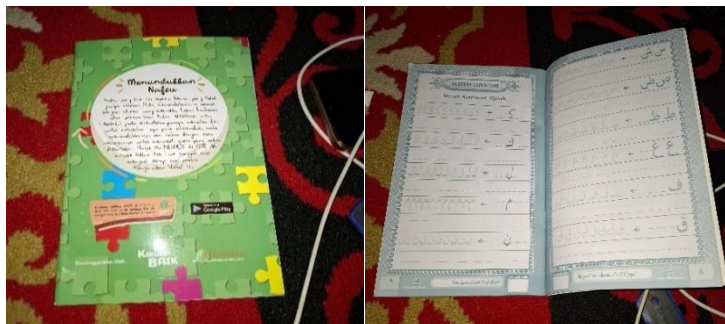
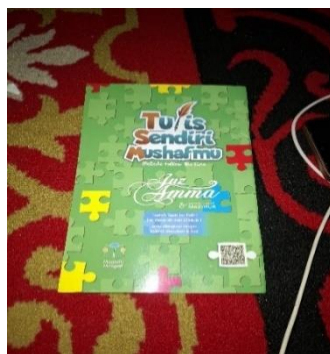


Figure 6: Example of a study guide book (FTL)



Figure 7: book giving

This book or the follow the line book guide is in the form of a mushaf consisting of hijaiyah letters and juz amma. follow the line (TFL) guideline

The impact of updating this study guide book is to make it easier for students to learn, especially those who are still young. because seeing that there are several students at the Nurul Jadid mosque are children who are still young, so for that, we think this method update (FTL) will be very useful.

CONCLUSION

Based on all the explanations that have been explained above, it can be concluded that Kalinan village has a fairly long history of civilization even though the explanation is not too in-depth, Kalianan village consists of 4 hamlets, namely Cokok hamlet, Kalimangok hamlet, Mandate hamlet, and Kalianan hamlet. Kalianan village consists of 5 neighborhood units (RT) and 2 citizen units (RW). In terms of belief, most of the residents of Kalianan village are Muslim. In this village there is also a fairly large Islamic mass organization, namely Nahdhatul Ulama (NU). With the existence of this mass organization, the Islamic culture that is applied includes Ratiban, Sarwah, tahlilan, sholawatan, and fatayatan. Muslimat and so on.

In this KKN service opportunity, the method applied is the approach used in this study is ABCD (Asset Based Community Development), which is considered in line with the dedication of service at Unzah, namely trying to increase community capacity so that they have the ability to recognize and utilize all the strengths and assets they have for the common good. The steps of this approach consist of: Inculturation, Discovery, Design, Define, and Reflection.

This activity aims to educate the community about religious moderation by accompanying students at the Nurul Jadid Mosque, especially in teaching Arabic writing and Learning Methods. This program applies the "Follow the Line" (FTL) approach which is aimed at improving students' motor and cognitive skills. Students can be assisted in learning in an interesting and interactive way, so this method was chosen.

Improvement of Learning Facilities, There are innovations in learning facilities, such as the provision of books and equipment that were previously inappropriate for use, as well as the placement of stationery and whiteboards to create a better and more enjoyable learning atmosphere.

Community Participation, This activity involves active involvement from local residents, including support from ustadz and the general public in implementing learning activities. Positive Impact: This program was successful in improving students' learning skills, deepening their understanding of religious moderation, and creating an environment that is more supportive of education and religious activities in the village. Recommendation: It is hoped that activities like this can be continued and questioned, and involve more parties to improve education in Kalianan Krucil Village. Therefore, this KKN-PKM activity also contributes to the academic development of students and increasing the values of moderation of the community in the community.

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