



Pkm Assisting Administrators in Forming Honest Character Students in Al Jamilah Dormitory at Lubbul Labib Female Boarding School

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Abstract

This mentoring aims to guide the administrators of the LUBBUL LABIB PUTRI Islamic Boarding School to instill character education values, particularly honesty, in their daily lives. This is essential as the administrators are responsible for accompanying the students (children) from the moment they wake up in the morning until they go back to sleep at night. This study employs the Asset-Based Community Development (ABCD) approach with the Appreciative Inquiry method, which consists of four stages: Discovery, Dream, Design, and Destiny. The results of this community service indicate that children's character can be understood through several aspects, including the pictures they draw, their body and hand movements, as well as changes in their facial expressions. Moreover, to foster honesty in children, it is crucial for administrators to convince them that honesty brings benefits, earns the trust of others, and train them to speak truthfully while avoiding lies, as dishonesty can be highly detrimental to others.

Keywords: administrator mentoring, Islamic boarding school, children's character education.

Abstrak

Pendampingan ini bertujuan untuk membimbing para pengurus Pondok Pesantren LUBBUL LABIB PUTRI untuk menanamkan nilai-nilai pendidikan karakter, khususnya kejujuran, dalam keseharian mereka. Hal ini penting karena pengurus bertanggung jawab untuk mendampingi para santri (anak-anak) sejak mereka bangun di pagi hari hingga kembali tidur di malam hari. Penelitian ini menggunakan pendekatan Asset-Based Community Development (ABCD) dengan metode Appreciative Inquiry, yang terdiri dari empat tahap: Discovery, Dream, Design, dan Destiny. Hasil dari pengabdian masyarakat ini menunjukkan bahwa karakter anak dapat dipahami melalui beberapa aspek, antara lain gambar yang mereka gambar, gerakan tubuh dan tangan, serta perubahan mimik wajah. Selain itu, untuk menumbuhkan kejujuran pada anak-anak, penting bagi pengurus untuk meyakinkan mereka bahwa kejujuran akan membawa manfaat, mendapatkan kepercayaan dari orang lain, dan melatih mereka untuk berkata jujur dan menghindari kebohongan, karena ketidakjujuran dapat sangat merugikan orang lain.

Kata kunci: pendampingan pengurus, pesantren, pendidikan karakter anak.

INTRODUCTION

Inculturation activities at PP. Lubbul labib putri is one of the Islamic educational institutions that is committed to building the character of students through an Islamic cultural and value approach. One of the strategies implemented is inculturation, which is a cultural adaptation process that allows students to internalize the values of the Islamic boarding school in everyday life. Inculturation in Islamic boarding school education does not only cover religion, but also includes the development of independence, leadership, and social skills of students (Pristiansyah, 2022).

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Character education is one of the important aspects in the Islamic boarding school education system. Honest character, as one of the main values in Islam, needs to be instilled from an early age so that students grow into trustworthy individuals and responsible. At the Lubbul Labib Islamic Boarding School, the value of honesty is not only taught through religious materials, but also internalized through an inculturation process that involves intensive mentoring by the boarding school administrators.

The management's assistance in forming students with honest character is carried out through various activities, such as the habit of muhasabah (self-introspection), ethical discussions in daily life, and the application of individual and collective responsibility systems in the life of the Islamic boarding school. One of the leading programs implemented in this process is AMANAH (Affirmation, Muhasabah, Akhlak, and Amanah), which aims to form students' awareness of the importance of honesty in every aspect of life.

This article will review how the management's mentoring strategy in forming honest characters in students at the Lubbul Labib Islamic Boarding School, its impact on the personal development of students, and the challenges faced in implementing this program. Through an effective inculturation approach, it is hoped that students can grow into individuals with high integrity and are ready to be role models in society.

RESEARCH METHOD

This research method uses the Asset-Based Community Development (ABCD) approach to empower Islamic boarding school administrators in forming students with honest characters by utilizing existing assets and potentials in the Lubbul Labib Islamic Boarding School environment. The ABCD approach emphasizes the strength of the community, not just overcoming weaknesses or deficiencies.

The ABCD method is applied to build the character of students through an asset-based approach that focuses on the potential, resources, and active role of the Islamic boarding school community in forming an environment that supports honesty values. In this context, students are not only objects of development but also subjects who have a role in creating a culture of honesty in a sustainable manner in Islamic boarding schools.

The ABCD approach in this study places individuals and the pesantren community as the center of change. The pesantren administrators, as leaders in the community, play an active role in instilling the value of honesty by exemplifying honest attitudes in every aspect of daily life, both in communication, task management, and decision making. This process is not only carried out formally through studies and coaching, but also through social interactions that occur in dormitory life and the pesantren environment as a whole. The ABCD method applied in this study consists of several main stages:

1. Discovery (Assets and Potential)

The first stage is to identify the assets owned by the Islamic boarding school in building the honest character of students. Discovery of Community Assets), identification is carried out on the assets owned by the Islamic boarding school in forming honest character in students. These assets include Islamic values that have

been taught, the role of administrators as role models, daily habits of students, and educational methods that have been applied in the Islamic boarding school environment. The assets in the Islamic boarding school are:

1. Prayer room
2. Library
3. Dormitory
4. Canteen/cooperative

Observations and interviews with administrators and students were conducted to understand the extent to which honesty values have been implemented and the challenges faced in the coaching process. In addition, supporting factors such as Islamic boarding school traditions, disciplinary systems, and internal policies that can strengthen the formation of honest characters were also analyzed. By exploring this potential, Islamic boarding schools can design more effective mentoring strategies based on existing strengths.

2. Dream (Future Planning)

Mentoring the management to form students with honest character, the main vision to be achieved is the creation of a pesantren environment that upholds the value of honesty as the main culture. This hope includes the formation of students who not only understand the concept of honesty in theory, but are also able to apply it in everyday life, both in social interactions, academic activities, and personal responsibilities.

The boarding school administrators together with the students and other decision makers design a collective dream about how honesty can become a strong identity for all boarding school residents. Some of the ideals that are expected to be realized in this program are the existence of a system of habituating honesty in the lives of students, increasing the role of administrators as the main role models in implementing honesty values, and creating a boarding school atmosphere that supports openness and integrity.

In addition, it is expected that Islamic boarding schools can have more effective mentoring mechanisms, such as mentoring, reflective discussions, and appreciation programs for students who demonstrate high integrity. With a clear vision and hope, the process of forming honest character can run more systematically and sustainably, resulting in students who are not only intellectually intelligent but also have noble morals.

3. Design (Designing a Mentoring Program)

Based on the results of the Dream stage, the boarding school administrators together with the KKN team designed a systematic mentoring program in forming the honest character of the students. This program includes:

Honesty Mentoring: Direct mentoring by administrators to students through discussion and guidance.



Figure 1.1 Discussion and Guidance

1. Role Model in Daily Life: Administrators actively demonstrate honest behavior in various aspects of Islamic boarding school life.
2. Evaluation and Reflection: Regular review and reflective discussion of students' experiences in implementing honesty.



Figure 2.2 Routine Study

RESULTS AND DISCUSSION

The results of the management's mentoring in forming honest students show positive changes in the students' behavior. Mentoring carried out through the habituation of honesty values, direct guidance, and a system of appreciation and consequences has had a significant impact on the students' awareness of being honest.

From the results of observations and interviews with administrators and students, it was found that students began to be more open in conveying the truth, both in daily life in the dormitory, academic activities, and in social interactions. Honesty in responsibility for personal belongings and boarding school facilities also increased, as seen from the decrease in cases of loss or negligence in maintaining shared property. In addition, in activities in the canteen and boarding school cooperative, students on duty showed a more transparent attitude in transactions and financial records.

Mentoring also succeeded in building students' awareness that honesty is not just an obligation, but also part of their identity that must be maintained. This is supported by mentoring programs, reflective discussions, and the role of administrators as role models who actively provide real examples of being honest. However, challenges are still found in efforts to maintain consistency in honest

attitudes, especially when students face social pressure or situations that test their integrity. Therefore, mentoring needs to be carried out continuously with more innovative methods, such as the use of technology in character education and the integration of honesty values in all aspects of Islamic boarding school life (A L I Ridlo Nurullail, 2024).

Overall, the results of this mentoring show that with the right approach, Islamic boarding schools can be an effective environment in forming students who not only have academic intelligence, but also have honest character and high integrity.

A. The role of management as role models in instilling the value of honesty in PP. Lubbul labib

The management at PP Lubbul Labib has a strategic role in instilling the value of honesty in students through exemplary behavior in attitudes, words, and actions. As a more senior figure, the management is not only tasked with supervising and organizing the activities of the Islamic boarding school, but also being a real example for students in implementing Islamic values, including honesty. Honesty in Islamic boarding schools is not just about telling the truth, but also includes an attitude of trustworthiness, responsibility, and justice in various aspects of life. By providing a good example, the management can shape the character of students so that they are accustomed to being honest in their daily lives, both in the Islamic boarding school and when they return to society.

One of the main aspects of being a role model is honesty in communication and social interaction. Administrators must get used to speaking honestly, both to fellow administrators, ustaz, and students. If there is a mistake or problem, they must be able to admit it and find the right solution without blaming others. This open attitude will teach students that honesty is not only about not lying, but also about having the courage to admit mistakes and take responsibility for one's own actions. For example, when a student breaks the rules, the administrator must explain the consequences given transparently, without manipulation or discrimination.

In addition to communication, administrators must also instill the value of honesty in managing the tasks and mandates given. In the division of daily tasks, such as maintaining the cleanliness of the dormitory, running the mosque duty, or managing the canteen and cooperative, administrators must be fair and impartial. They must also be transparent in recording the finances of the Islamic boarding school, ensuring that every income and expense is recorded correctly. If there is an error in financial management, administrators must dare to admit it and correct it, not cover it up or find an excuse. This attitude will be a valuable lesson for students that honesty in financial aspects is part of the mandate that must be maintained.

Honesty must also be applied in decision making and problem solving. In handling conflicts between students, administrators must be objective and impartial, and convey facts transparently so that no party feels disadvantaged. They must also ensure that every sanction or reward is given fairly and in accordance with applicable regulations, without discrimination or nepotism. This will create a healthy pesantren culture, where students feel that honesty is appreciated and applied in every aspect of life.

In addition, administrators can also instill the value of honesty through mentoring programs and reflective discussions. In mentoring sessions, students are given the opportunity to talk about their experiences in facing moral dilemmas related to honesty. Through these discussions, students not only gain theoretical understanding, but also learn from real experiences that they or their friends have experienced. This approach helps students to better understand that honesty is a principle that must be held firmly in life, even in difficult situations.

To strengthen the value of honesty, administrators can also implement a system of appreciation and consequences. Students who demonstrate honest behavior in various situations can be given awards, either in the form of praise, more responsibility, or the opportunity to lead pesantren activities. Conversely, for students who still have difficulty in implementing honesty, administrators can provide special guidance or discussions so that they understand the impact of dishonest behavior. With this approach, students will be more motivated to make honesty a part of their habits (Asmamaw Alemayehu Shelemo, 2023).

Overall, the role of the management as a role model in instilling the value of honesty is very crucial in building the character of students at PP Lubbul Labib. By providing real examples of honesty in communicating, managing mandates, making decisions, and accompanying students through mentoring and habituation, the management can create a pesantren environment that consistently instills the noble values of Islam (Z. Yulia Rahmawati, 2018). Honesty that is applied sustainably will become a deeply embedded culture, not only while the students are at the Islamic boarding school, but also when they return to society as individuals with noble morals and high integrity.

B. Implementation of honesty in daily life in the dormitory

Implementing honesty in daily life in the PP. Lubbul Labib dormitory is part of an effort to shape the character of students with integrity and responsibility. Honesty is not only about telling the truth, but also includes an attitude of trustworthiness, transparency, and consistency in carrying out tasks and interacting with others. In the dormitory environment, students are accustomed to always being honest in various aspects of life, from communication, carrying out daily tasks, to financial matters and leadership. Administrators and ustaz act as role models who show how honesty is applied in real actions, so that students can emulate it and make it a habit that is inherent in them.

One form of honesty habituation applied in the dormitory is in terms of communication and social interaction. Students are taught to always speak honestly, both to peers, administrators, and ustaz. If there is a mistake or violation of the rules, they are encouraged to admit it without fear of excessive punishment.

This attitude is instilled through an educational approach that emphasizes that admitting mistakes is part of the learning and maturity process. In addition, students are also trained to express opinions and speak honestly without manipulation, so that an open and trusting environment is formed among fellow dormitory residents.

Honesty in carrying out duties and responsibilities is also a major focus in the character development of students. Each student is given a specific task, such as cleaning duty, maintaining the tidiness of the dormitory, or managing the Islamic boarding school cooperative. In carrying out these tasks, they are taught not to pretend to have completed the task or hand over responsibility to others without permission.

Supervision is carried out by administrators with a more educational approach than punishment, so that students understand that honesty in carrying out their mandate is part of forming a disciplined and responsible attitude.

In addition, the aspect of honesty in managing goods and finances is also a concern at PP Lubbul Labib. Students are accustomed to being responsible for the boarding school's property, such as library books, cleaning equipment, and prayer equipment. They are also taught to be honest in using money, both in transactions at the boarding school cooperative and in managing personal pocket money. Transparency in finance is taught by getting students used to recording all their income and expenses, and not taking other people's rights in any form. With this habit, students learn that honesty in financial aspects is part of a mandate that must be maintained properly.

The habit of honesty is also applied in resolving conflicts in the dormitory environment. If there is a dispute between students, they are taught to resolve it in an open and honest way, without hiding the facts or blaming the other party unilaterally. The administrators act as mediators who help students find solutions in a fair and impartial manner. Through this approach, students understand that honesty in conveying facts and finding solutions together will create more harmonious relationships and strengthen the sense of togetherness in the dormitory.

To strengthen the value of honesty in everyday life, PP Lubbul Labib also implements various coaching programs, such as reflective discussions on honesty, an appreciation system for students who always demonstrate honesty, and special studies that discuss the values of honesty in Islam. With these programs, students not only understand the importance of honesty in theory, but also apply it in real life. This habituation is expected to be a provision for students when they return to society, so that they become individuals who are not only academically intelligent, but also have noble morals and high integrity.

CONCLUSION

The management's guidance in forming the honest character of students at PP Lubbul Labib has shown positive results. Through the habituation of honesty values, direct guidance, and a system of appreciation and consequences, students become more open in conveying the truth, responsible for personal belongings and boarding school facilities, and demonstrate transparency in various aspects of life, including financial transactions in the canteen and boarding school cooperatives.

The role of administrators as role models is crucial in forming a culture of honesty in Islamic boarding schools. By demonstrating an honest attitude in communication, managing trust, making decisions, and resolving conflicts, administrators provide real examples for students to apply these values in their daily lives. Mentoring programs, reflective discussions, and appreciation and consequence systems also strengthen students' understanding that honesty is not just an obligation, but also part of their identity that must be maintained.

In the dormitory environment, honesty is applied in communication, carrying out tasks, managing goods and finances, and resolving conflicts. Students are taught to be responsible for the trust given and to be transparent in all matters. The administrators act as mediators in guiding students to always adhere to the values of honesty.

Although there are still challenges in maintaining consistency in honest attitudes, especially when facing social pressure, ongoing and innovative mentoring efforts can further strengthen the habituation of honesty values. With the right approach, Islamic boarding schools can be an effective environment in shaping students.

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