



GUIDANCE IN DEVELOPING THE CHARACTER OF STUDENTS OF THE PUSAT PUTRA BOARDING SCHOOL THROUGH GROUP QURAN STUDY

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Abstract:

Mentoring in developing the character of students is an important aspect in education in Islamic boarding schools. This article discusses the strategy of mentoring in developing the character of students at the Central Putra Islamic Boarding School through group Al-Quran recitation at the Al-Barokah Genggong Mosque as one of the Islamic Boarding School facilities. The issue of character education is widespread, based on various events that have occurred, that the morals of the nation's children have declined so sharply. The method used in this study is the Asset-Based Community Development Approach (ABCD) by utilizing the potential of Assets or Activities of students at the Central Putra Islamic Boarding School. The results of the study showed that group Al-Quran recitation held at the Al-Barokah Genggong Mosque not only increased the religious understanding of students and their ability to read the Qur'an. However, it also manifested the values of discipline, responsibility, and togetherness. Mentoring carried out by KKN students plays a major role in guiding students to implement Religious and Moral values in everyday life. With this approach, the formation of students character becomes more focused and sustainable, in line with the vision of the Islamic boarding school in producing a generation with noble morals.

Keywords: Mentoring, Santri Character, Islamic Boarding School, Group Recitation, Al-Qur'an

INTRODUCTION

Mentoring in developing the character of students is an inevitable effort in building human development in every inclusive and sustainable educational unit, Pondok Pusat Putra Pesantren Zainul Hasan Genggong, is the focus of this mentoring because it understands how important the role of students is in developing the character of students in every educational unit, by carrying out a religious approach through group study activities of the Al-Qur'an Pondok Pusat Putra Pesantren Zainul Hasan Genggong tries to embrace students to participate in developing the character of students. Therefore, religious education is integrated into group study activities of the Al-Qur'an to provide added value in the daily lives of students. The Asset-Based Community Development (ABCD) method is considered the right approach because it emphasizes the development of student character. Mentoring students at Pondok Pusat Putra not only involves them as objects, but also their administrators in managing and utilizing existing activities. In this context, this article will explore further about the mentoring of students at the Pondok Pusat Putra Pesantren Zainul Hasan Genggong, especially in developing the character of students through group Al-Qur'an study activities. In Education in Indonesia, this cannot be separated from the discourse of Islamic Boarding School Education. It is

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one of the first and oldest education in Indonesia. With the existence of Islamic Boarding Schools, it inspires the models and systems that are found today, even not weathered and faded by time and era with all its changes. Because many experts, both local and international, look at Islamic boarding schools as study materials. The issue of character education is spreading, based on various events that have occurred, that the morals of the nation's children have declined so sharply. This is because, among other things, many schools in Indonesia are only places to transfer knowledge, both general knowledge and ethics, and have not reached the level of forming morals and ethics.

The group Al-Qur'an study activities are in the spotlight because they are not only in improving the reading of the Qur'an, but also as a forum to transform the role of students in developing the character of students into agents of change. In this context, the ABCD method was chosen because it focuses on the strengths and potentials of the students themselves, along with the spirit of togetherness carried out through the group Quran study activities. Asset-Based Community Development (ABCD) was adopted as a method of mentoring students because it emphasizes the identification, mobilization, and utilization of resources available at the Islamic Boarding School. By involving students as agents of change, ABCD is expected to build the capacity of students to actively contribute to developing their character. Through this Group Study, it is not only to teach the Quran to be recited. However, it also provides education to students about noble moral values to develop their character.

RESEARCH METHODS

The research method used in this study is a qualitative research method. Qualitative research methods are research to understand phenomena through in-depth interpretation. The research method used in this community service is also the Asset-Based Community Development (ABCD) approach, a framework that focuses on the strengths and potentials of the students themselves. This approach was chosen because it is in accordance with the objectives of the Mentoring of students at the Putra Center Islamic Boarding School, where the main focus is to identify and utilize the resources of students through Islamic Boarding School activities to improve their quality of life.

1. Identification of Assets (Identify)

The first step in the ABCD method is to identify the assets or activities owned by the Putra Center Islamic Boarding School. The research team conducted interviews, group discussions, and observations to find the strengths, skills, and potentials that exist among students. This can involve collecting the history of the Islamic boarding school, introducing Islamic boarding school activities, and assessing the social strengths possessed by individuals or groups.

2. Mobilization of Assets (Mobilize)

After the assets have been identified, the next step is to mobilize them to be integrated into Mentoring activities. The research team works with administrators to develop an asset-based action plan that can enhance their role in developing the character of students. This can involve training, forming working groups, or developing joint projects that involve the identified assets.

3. Utilizing Assets

The third step is utilizing assets to achieve the goals of Mentoring. In the context of religious education, assets can be religious knowledge, Qur'an reading skills, or spiritual experiences possessed by students. The research team develops a religious education program that utilizes the assets that have been identified, so that it can have a positive impact on the daily lives of students.

4. Process and Outcome Evaluation (Evaluate)

The ABCD approach views evaluation as an ongoing and integrated step in the entire Mentoring process. The research team continues to monitor and evaluate the character of students in developing the character of students they have. This evaluation will involve the active participation of administrators in assessing the impact of Mentoring activities on their daily lives.

5. Joint Reflection

Joint reflection is an important step to ensure the continuity and adaptation of the approach applied. The research team will involve students, administrators, the Head of the Boarding School, and other stakeholders in the evaluation and reflection process. This will allow for adjustments to the Mentoring strategy based on real experiences and needs that arise during implementation. Through this ABCD approach, it is hoped that students at the Central Putra Boarding School can experience positive changes in a sustainable manner and achieve maximum benefits from the Mentoring program that is implemented.

RESULTS AND DISCUSSION

Based on the analysis of the situation obtained in the field, it was decided to focus the mentoring on activities at the Central Boarding School. The activities carried out are centered on the mosque programmed by the LPTQ Boarding School Management. Awareness of Religious and Moral values is the main priority in developing the character of students at the Putra Central Boarding School. This decision is based on the observation that Religious and Moral values are very strong in the daily lives of students, therefore, involving students in group Al-Qur'an study activities in developing the character of students is a strategic choice. A person's development is entirely the responsibility of parents in the early stages of their lives, therefore parents have a role related to a person's development when they are still in childhood. If this development is ignored, it is likely that a person's developmental stages will be disrupted. Therefore, the desire to improve and maintain the religious and moral quality of students is the main basis for determining the focus of mentoring. In the effort to mentor students, several strategies are adopted to achieve the goals that have been set. This approach positions students as subjects and objects of character development. Involving them directly in various mentoring activities is the main key. Thus, the students are not only taught how to read the Quran but also focus on developing character. In essence, development itself is a pattern of change that begins at conception, which continues throughout the life span.² This means that development is a process that involves growth from the conception stage until the end of life. Despite this, the administrators accept all the characters possessed by the students who live at the Pondok Pusat Putra.

This group study guidance takes place at the Al-Barokah Genggong mosque as a place for the implementation of the Al-Qur'an group study activities. In the

Arabic-Indonesian dictionary, the mosque comes from the word "sajada" which means bowing and wisdom.³ From the definition above, the mosque is not only used as a place of worship in the form of prayer alone, more than that the mosque functions as a place for students to study books and religious activities in order to continue the teachings and religious values of the Prophet Muhammad SAW. With the presence of a mosque as a place for students to gain religious knowledge as one of the facilities available at the Central Putra Islamic Boarding School, the Mentors can easily provide education to students as their subjects so that they can accept how important it is to develop the character of students for their future lives in society as provisions. In mentoring the Al-Quran group, it does not only teach about the character of students. However, teaching how important it is to study the Al-Quran in the community because the challenge in the community that is the beginning of what parents ask is not "how much has been memorized, what achievements have been obtained, and what books have been studied". However, being able to read the Al-Quran, therefore the students who do KKN (Real Work Lecture) at the Central Putra Islamic Boarding School carry out a series of Indicators in the ability to read the Al-Quran, including:

a. Tajweed

The science of Tajweed is a science that is very beneficial for Muslims, therefore the law of studying the science of Tajweed according to scholars is fardu kifayah, namely if some Muslims study it, then the obligation for others is waived. The law of practicing the science of Tajweed is fardu 'ain, namely it is obligatory for every Muslim man or woman to practice it. Someone who reads the Qur'an without Tajweed is sinful because Allah SWT revealed the Qur'an with tartil and Tajweed.⁴

b. Makharijul Huruf

Makharijul huruf is where the sound of the hijaiyyah letters comes out from alif to ya'. It is very important to know the difference between one letter and another in order to avoid reading errors, if the reading is wrong, it will change the actual meaning

c. Shifatul Huruf

Each letter has its own properties or characteristics so that it is easy to distinguish between one letter and another. The characteristics of these letters are jahr, rokhawah, syiddah, and so on. In addition to having characteristics, these letters have reading rules including the rules of reading nun mati, the rules of reading mim mati, reading iamalah, reading naql and so on.⁵

d. Fluency or At-Tartil

Tartil is beautifying or improving the reading of the Qur'an slowly, regularly, clearly and clearly and applying it according to the science of tajwid. Therefore, a good reading of the Qur'an is a reading of the Qur'an that is done calmly, slowly, not in a hurry and correctly according to the rules of tajwid and other sciences of the Qur'an.

In addition, education is a key element in the Mentoring program. Through an educational approach, the program not only builds the capacity of students in religious aspects, but also dynamizes the Head of the Islamic Boarding School and the Boarding School Management towards the desired progress. Formal and religious education are considered to be in line and complementary in supporting

sustainable development. Active participation of students is part of the main objective in this approach. In every service process, between the management and students are given significant roles. The steps taken must be in line with the aspirations, needs, and expectations of the students and management. For example, decision-making regarding the schedule of religious activities involves the direct participation of students and management.

The implementation of the ABCD approach is carried out with the following steps:

1. Discover Stage

This stage is a process of in-depth search for positive things. The steps we take are to reveal and appreciate something that provides stimulus and direction to students through asset or activity exploration. The asset or activity exploration carried out is related to information from the condition of students, students' potential, and students' lives that occur through direct observation in the field. Based on our observations, we found several Activities that Support the Development of the Character of Students, including:

1. Mentoring Teaching Group Recitation
2. Mentoring Training Pencak Silat Pagar Nusa Genggong
3. Routine Istighosah with Shohibul Bait every Friday Night
4. Routine Akhirussanah Competition for the Genggong Raya Region in order to Welcome the 93rd Haflatul Imtihan PZH Genggong
5. Mentoring for Congregational Subuh Prayer
6. Routine Tasbih Prayer every Tuesday Night
7. Routine Guarding in the Family of Shohibul Bait
8. Routine Isro' Mi'roj Celebration with Shohibul Bait at the Al-Barokah Genggong Mosque every 27th Rajab
9. Routine Morning Jogging for students every Tuesday
10. Bahtsul Masail Study
11. Amsilati Teaching
12. Scientific \ work program that we will carry out, namely to develop the character of students at the Zainul Hasan Genggong Islamic boarding school.

2. Dream Stage

Dream can be said as a dream, a dream, a picture and hope desired by each student and describes everything they dream of. At this stage we explore our hopes and dreams for achievement in developing the character of students. At this stage we interviewed one of the administrators, namely the chairman of LPTQ Ustad Bagus Fajarianto SP.d regarding the Group Study program who wants "with this program it can be a place for students to learn to recite the Al-Quran and also teachers educate amaliyah hasanah (good) which can be practiced (charity) in society later "he said.

3. Design Stage

The third stage is the design stage, at this stage we have begun to formulate a strategy to achieve the dreams of students. Through this stage we slightly execute Dreams into reality. For this, in realizing the development of the expected character of students (dreams), students need to do the following things:

1) First Stage

This year we conducted interviews with several LPTQ administrators at the Zainul Hasan Genggong Islamic Boarding School to find out how the system and teaching are in the Group Study Program which is an LPTQ Program

2) Second Stage

At this stage, we, the KKN PP. Zainul Hasan Genggong PUTRA 1 group, held a discussion about the theme we raised, in this case we agreed to focus on preserving the Group Study Program to develop the character of students at the Putra Center Islamic Boarding School.

4) Destiny Stage

After knowing the activities and potentials that are owned, the next step is destiny. Destiny is the certainty that teachers really carry out plans based on the potential of each educational unit that is owned to realize dreams and hopes. Pondok Pusat Putra has many activities that can also have superior value to develop the character of students, including group studies, congregational prayers, morning jogging, pagar nusa, istighosah. What is of greater concern to our group (KKN) is the Group Study Activity which is something that can potentially realize the development of the character of students. Based on our interview with the LPTQ Management at Pondok Pusat Putra, we will accompany the process of developing the character of students through Group Studies at Pondok Pusat Putra.

The collaboration in this service involves students of Community Service (KKN), Field Supervisors (DPL) from Zainul Hasan Islamic University (UNZAH) Genggong Probolinggo, and the Administrators of the Putra Center Boarding School of Zainul Hasan Genggong Islamic Boarding School. The advantages possessed by UNZAH students involve a good understanding of religious knowledge and general knowledge, as well as their experience in religious activities such as Istighosah, Scientific Discussion of Region C, Bahtsul Masail Study, Amsilati Teaching and especially Al-Qur'an Group Study. Meanwhile, the students, Head of the Boarding School, and the Administrators at the Putra Center Boarding School have the potential and strong desire to maintain the activities of the Putra Center Boarding School. Awareness of the need to develop the character of students and the support of the Administrators are key factors in the success of the Mentoring. Unzah students, in addition to having an understanding of religious knowledge and general knowledge, also have experience in carrying out activities at the Putra Center Boarding School such as Istighosah, Scientific Discussion of Region C, Bahtsul Masail Study, Amsilati Teaching and especially Al-Qur'an Group Study. This is a significant added value in the context of this service because it makes it easier for them to interact and collaborate with the Students and Management at the Putra Center Boarding School who have a strong desire to maintain the activities of the Putra Center Boarding School. The role of students in this service covers various aspects, from identifying the potential of students, designing Mentoring programs, to implementation and evaluation. The involvement of students in Boarding School activities such as Scientific Discussions, helping to organize religious activities at the Al-Barokah Genggong Mosque, and students with the assistance of the Boarding School Management become facilitators in routine student meetings to strengthen the

synergy between students and students. The students of the Putra Center Boarding School are actively involved in every step of the Mentoring. They are the main subjects in the process of identifying assets, designing Mentoring programs, and implementing religious activities at the Al-Barokah Genggong Mosque. This active involvement is the key to success in achieving the Mentoring goals and improving the quality of the Character of the Students.

The success of Mentoring is measured based on how high the intensity of the students who carry out religious activities at the Al-Barokah Genggong Mosque accompanied by the Administrators. Indicators involve activities in the Central Boarding School which are activities to deepen religious knowledge and general knowledge, such as cleanliness and sustainability of the Al-Barokah Genggong Mosque, as well as gathering activities with the administrators and other activities. The implementation of the ABCD approach is carried out through a series of steps based on the Mosque and Aswaja. These steps include discovery to find the potential and advantages of students, dreams to explore hopes and aspirations, design to design Mentoring programs, and destiny to implement the desired changes. Analysis of Mentoring results includes an evaluation of the participation of students and administrators in the activities of the Central Boarding School for Boys at the Al-Barokah Genggong Mosque, positive changes in emotional quality of life, and their impact on the development of students' character. Evaluation is carried out continuously on students through observation, interviews, and joint consultations between the research team, students, supervising lecturers, and the Administrators.

Although the mentoring of students at the Central Putra Islamic Boarding School through the Al-Quran Group Study activities at the Al-Barokah Genggong Mosque has great potential to provide a positive impact, it is not free from challenges and obstacles faced. Some of these challenges include students at the Central Putra Islamic Boarding School still facing challenges of indifference, including fatigue in Formal Education at each institution. Some students complain about this in teaching and learning the Al-Quran so that they are actively involved in every activity. Therefore, protection and attention are given to open up active participation from them. Time constraints are an obstacle because there is no large space to provide education and aspirations to develop the character of students in addition to teaching their Al-Quran reading. Although ABCD and religious education about religious and moral values are integrated into the mentoring, some students do not understand the concept and its benefits. Therefore, an effective communication approach is needed to clearly explain ABCD and the purpose of religious education about religious and moral values that are carried out. Time constraints in mentoring are an obstacle in implementing the mentoring program. The following is a table of the Daily Activities of the Students of the Central Putra Boarding School:

NO	O'CLOCK	ACTIVITY
1.	03.00 - 04.00	Tahajjud
2.	04.00 - 05.00	Morning Prayer and Wirid
3.	05.00 - 06.00	Study of Salafiyah Books
4.	06.00 - 06.30	Dhuha Prayer
5.	06.30 - 07.00	School Preparation

6.	07.00 - 13.00	Formal School Activities
7.	13.00 - 14.00	Dhuhur Prayer
8.	14.00 - 15.00	Formal School Activities (Fullday School)
9.	14.00 - 15.00	Break (Non-Fullday School)
10.	15.00 - 16.00	Extracurricular activities at each school
11.	16.30 - 18.00	Salafiyah Book Study
12.	18.00 - 18.30	Maghrib Prayer
13.	18.30 - 19.00	Quran recitation guidance
14.	19.00 - 20.00	Isyak Prayer & Wiridan
15.	20.00 - 21.00	Independent learning (activities of each region's Islamic boarding school) and accompanied by class teachers or for those attending non-madrasah institutions (junior high school & senior high school) continued with Madrasah Diniyah
16.	21.00 - 22.00	Salafiyah book study guidance
17.	22.00 - 03.00	Independent activities and rest

Figure 1. Daily Activities of Students of the Central Putra Boarding School

By considering the time conditions of the students' activities and the special needs of the students, it is necessary to strive to organize activities with flexible time and enthusiastic utilization of the students. In the journey of mentoring students at the Putra Center Boarding School, reflection and continuous learning in service are important parts of ensuring sustainability and continuous improvement. This reflection process includes an evaluation of each step of the Mentoring that has been carried out, identifying obstacles, and mapping out future improvement steps. In the purpose of mentoring to develop the character of students, character formation is needed which must be carried out systematically and continuously involving aspects of knowledge, feeling, loving and action. Character formation can be likened to the formation of someone into a body builder who requires continuous "moral muscle training" in order to become solid and strong.⁶ Improving the character of students and protection and attention to each activity in understanding the ABCD concept and religious education about Religious and Moral values. Through effective communication and an approach that understands religious and moral values, it is hoped that students can respond more positively to the mentoring program that is in line with the vision of the Islamic boarding school in producing a generation with noble morals.

CONCLUSION

Mentoring students at the Central Putra Islamic Boarding School in developing the character of students through Group Quran Study with the ABCD Approach and religious education about Religious and Moral values has provided a positive impact that can continue to be directed and sustainable. With this approach, the formation of students' character becomes more directed and sustainable, in line with the vision of the Islamic boarding school in producing a generation with noble morals. Active participation of students in Group Quran study activities, increasing students' religious understanding, ability to read the Quran, and manifesting the

values of discipline, responsibility, and togetherness in every activity is proof that mentoring can create meaningful change.

Despite the challenges and obstacles faced. Some of these challenges include students at the Central Putra Islamic Boarding School still facing challenges of indifference, including fatigue in Formal Education in every institution. Some students complain about this in teaching and learning the Quran to be actively involved in every activity. Mentoring students is not only about teaching and providing support, but also about developing the character of students to become agents of change. The character of the students, good or bad, while at the boarding school is a reflection of society. It is hoped that the students can make the most of their time while at the boarding school, and can provide a positive impact for the students who will stay at the Zainul Hasan Genggong Islamic Boarding School, which is in line with the vision of the boarding school in producing a generation with noble morals.

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