



INCREASING INDEPENDENCE AND SELF-MANAGEMENT ABILITY OF SANTRI THROUGH KEPEMIMPINAN BERTUMBUH MOTIVATION TRAINING

¹Ahmad Nurkhin, ²S Martono, ³Muhsin, ⁴Anna Kania Widiatami, ⁵Satsya Yoga Baswara, ⁶Hasan Mukhibad

^{1, 2, 3, 4, 5, 6} Universitas Negeri Semarang

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ABSTRACT

Islamic boarding schools and Santri are two important elements that can impact improving the quality of human resources in Indonesia. The problems community service partners face include Santri' independence and self-management abilities. To overcome this problem, the FE UNNES community service team offered Kepemimpinan Bertumbuh motivational training. Leadership is an important aspect that Santri must possess. The method of implementing the chosen community service activities is motivational training, an activity that can inspire and entertain. The community service team present the material enthusiastically, inspires and touches the Santri' hearts. The community service team has been trained in many training and motivational activities, so they have adequate abilities. The dedication team try to give the best by combining various presentation media. Community service activities have been held in two stages of implementation. The first was held on April 1 2022, with the target of activities namely the administrators of the As Salafy Al Asror Patemon Islamic boarding school, Semarang City. Second, it was held on July 7 2022, with Santri as activity participants. Both activities can run well, as seen by the presence and participation of activities. The first form of activity is Kepemimpinan Bertumbuh training, while the second form of activity is motivational training. The resource person for the activity was Ahmad Nurkhin, S.Pd., M.Sc., assisted by other community service teams. The caretaker of the boarding school, KH Al Mamnuhin Kholid, supports this activity and reinforces the importance of self-management, both by administrators and Santri.

Pesantren dan santri merupakan dua elemen penting yang dapat berdampak pada peningkatan kualitas SDM di Indonesia. Permasalahan yang dihadapi mitra pengabdian diantaranya mengenai kemandirian dan kemampuan manajemen diri santri. Untuk mengatasi masalah ini, tim pengabdian FE UNNES menyodorkan training motivasi kepemimpinan bertumbuh. Kepemimpinan merupakan aspek penting yang harus dimiliki oleh santri. Metode pelaksanaan kegiatan pengabdian yang dipilih adalah training motivasi, sebuah kegiatan yang dapat menggugah dan menghibur. Tim pengabdian akan berusaha menyajikan materi dengan penuh semangat, menggugah, dan menyentuh hati santri. Tim pengabdian telah terlatih dalam banyak kegiatan training dan training motivasi, sehingga memiliki kemampuan yang memadai. Dengan menggabungkan berbagai media presentasi, tim pengabdian akan berusaha untuk memberikan yang terbaik. Kegiatan pengabdian kepada masyarakat telah diselenggarakan dalam dua tahapan pelaksanaan. Pertama, dilaksanakan pada tanggal 1 April 2022 dengan sasaran kegiatan yaitu pengurus pondok pesantren As Salafy Al Asror Patemon Kota Semarang. Kedua, dilaksanakan pada tanggal 7 Juli 2022 dengan santri sebagai peserta kegiatan. Kedua kegiatan dapat berjalan dengan baik dilihat dengan kehadiran dan partisipasi kegiatan. Bentuk kegiatan pertama adalah pelatihan kepemimpinan bertumbuh sedangkan bentuk kegiatan kedua adalah training motivasi. Narasumber kegiatan adalah Ahmad Nurkhin, S.Pd., M.Si. dibantu tim pengabdian lainnya. Pengasuh pondok, KH Al Mamnuhin Kholid sangat mendukung kegiatan ini dan memberikan penguatan pentingnya manajemen diri, baik oleh pengurus dan santri.

Address: Faculty of Economics and Business Universitas Negeri Semarang

Correspondent Address:

Faculty of Economics and Business Universitas Negeri Semarang

Email: ahmadnurkhin@mail.unnes.ac.id

INTRODUCTION

Islamic boarding schools and Santri are two important elements that can impact improving the quality of human resources in Indonesia. Santri, with their abilities, is expected to carry out many activities that are not only reciting the Koran and preaching but also other productive activities. Current technological developments strongly support the adaptive abilities of all parties, including Santri who will later join the community. Deputy Minister of Religion Zainut Tauhid Sa'adi, when giving a speech at the opening of the National BTN Developer at the KHAS Kempek Islamic Boarding School Complex, Palimanan, Saturday (29/1/2022), conveyed the message that Santri can contribute to the country with high dedication, not just as a preacher. Santri can also compete in the digital era. (<https://newsreal.id/2022/01/29/wamenag-santri-dapat-bersaing-di-era-digital/>).

It is appropriate for Islamic boarding schools, which incidentally are Islamic educational institutions, to start following technological developments, which are an integral part of the development of Muslim civilization. Islamic boarding schools, originally established to serve as traditional media for preaching Islamization, must now be able to develop their da'wah methods by utilizing existing technology (Putra, 2022). Thus, Santri and Islamic boarding schools are required to have the ability to manage technology properly. In addition, Santri' self-management is needed because they have to think about themselves for reciting the Koran and other self-development.

Santri, in the digital era, are Santri who have more ability to be able to bring goodness and da'wah to the surrounding environment. In the present and the future, Islamic boarding schools and Santri are required to develop themselves as well as contribute, strengthen the dignity of a more prosperous Indonesian nation, and maintain *ukhuwah insaniyah* and *ukhuwah basyariyah* as in the Qor'an sura Al Hujurat (49:13). Santri and alums continue their work through the field of da'wah and community development. Therefore, Santri must have good self-management and independence (Parawansa, 2021).

Independence can be increased through life skills education (Noor, 2015). Life skills education has also been developed in Islamic boarding schools. Management of life skills training conducted by Islamic boarding schools is an effort to empower Santri in Islamic boarding schools. This life skill program is one of the efforts that must be made in managing education in Islamic boarding schools (Koswara, 2014). Implementing life skills in Islamic boarding schools plays an important role in developing attitudes and forming the independence of Santri (Rohmah, 2017).

Santri live in the cottage and live separately with their parents. Santri will learn and hone life skills and aim to make Santri more independent (Rahma & Suryanto, 2022).

In addition to independence, Santri are also required to improve self-management skills. Santri deals with various activities to improve their religious and other supporting abilities. Marwi (2012) argues that self-management is a strategy that provides counselees with opportunities to regulate or monitor their behaviour with strategies or combinations to change behaviour. Prijosaksono (2002) argues that self-management is the ability of individuals to fully control their overall existence (physical, emotional, mental or mind, soul and spirit) and the reality of their lives by utilizing their abilities. (Asdari et al., 2020). Self-management is also interpreted as a therapeutic process to direct changes in their behaviour with several combined healing strategies (Yulianingsih et al., 2021).

With self-management, Santri can manage themselves and direct their behaviour in a positive direction. In order to develop effective self-management, it is necessary to carry out steps in systematic stages using clear procedures. Self-management can be improved through behavioural counselling. Behavioural counselling determines a person's behaviour by the amount and type of reinforcement received in his life situation (Asdari et al., 2020). Self-management strategies can improve Santri' learning habits (Yulianingsih et al., 2021).

Many ways can be used to increase Santri' independence and self-management abilities. Management of Santri' skills can determine the independence of Santri (Rohmah, 2017). Life skills education at the Amanatul Ummah Islamic boarding school aims to increase Santri' knowledge and skills so that they can face all challenges independently (Rahma & Suryanto, 2022). Islamic-based Gestalt counselling is quite effective in increasing the ability to self-regulate Santri at the Al-Falaah Pandak Islamic boarding school in Bantul, Yogyakarta (Cholid, 2018).

Another effort that can be used to increase self-reliance and self-management ability is to increase leadership. Santri will be more independent and organised if they understand their meaning as a leader. Santri has a responsibility to carry out and must be able to set an example to others. Leaders and leadership are two interrelated elements. That is, leadership (style of the leader) is a reflection of the character/behaviour of the leader (leader behaviour) (Rokhman et al., 2020).

Santri are teenagers who are finding their identity and trying to develop themselves. Santri is also in a period of development and growth, facing several problems in their daily lives. Self-reliance and self-management skills are two things that are often found in

Santri to be maintained and improved. If handled properly, then these two things become strong.

The results of observations and interviews with the caretakers of the Putra Putri Islamic Boarding School, As Salafy Al Asror Patemon, also show phenomena that require attention related to the independence and self-management abilities of the Santri. KH Al Mamnukhin Kholid, as caretaker of the boarding school, said that the boarding school has tried to increase independence and self-management abilities. Activities and systems that are formed in the lodge should be able to strengthen these two important things. However, some Santri still need to improve their independence and ability to manage themselves. Especially found in Santri who are still new. A simple example is that Santri must still be organized in worship and school (madrasah diniyah). Some Santri commit violations by carrying out activities outside the hut without permission.

The general problem faced is that Santri' attendance level in Islamic boarding schools (madrasah diniyah) still needs to be improved. Some Santri have a low level of attendance for various unacceptable reasons, such as because they are still eating, bathing, and even falling asleep. Some Santri commit minor and serious violations, so they receive punishment from the caretaker. The violations that were often committed included not praying on time, leaving the hut without permission, not attending the Madrasah, eating outside the hut at the wrong time, playing games and PS inside and outside the hut, and other violations.

This problem must get the attention of all parties, both from the internal environment of the cottage and the surrounding community. The FE UNNES community service team, who have worked together so far, are trying to contribute to overcoming this problem. The team will conduct community service activities titled "Increasing the Independence and Self-Management Capability of Santri through Kepemimpinan Bertumbuh Motivation Training". Through this community service activity, it is hoped that it can positively contribute to increasing Santri' independence and self-management abilities at the As Salafy Al Asror Islamic boarding school for boys and girls in Semarang. This activity continues the previous community service (Muhsin et al., 2021; Nurkhin et al., 2021).

The objectives to be achieved in this community service activity are as follows;

- a. Increasing cooperation with Islamic boarding schools around the campus to increase understanding of Kepemimpinan Bertumbuh.
- b. Providing Kepemimpinan Bertumbuh training for the As Salafy Al Asror Islamic boarding

school administrators for boys and girls in Semarang City.

- c. Increasing the independence and self-management ability of the male and female Islamic boarding school Santri of As Salafy Al Asror Semarang City..

The benefits of community service activities are as follows;

- a. Implement community service activities to implement UNNES collaboration with Islamic boarding schools around the campus.
- b. Increased understanding of leadership growth for the boarding school board to improve pesantren management.
- c. Increased independence and self-management ability of the male and female Islamic boarding schools of As Salafy Al Asror Semarang City.

METHOD

The method of implementing the chosen community service activities is motivational training so that it becomes an activity that can inspire and entertain Santri. This activity is expected to be followed by Santri and is also expected to be able to have a real impact on them. Santri is also expected to be able to understand the material presented by the community service team. The community service team tries to present the material enthusiastically, inspiring and touching the Santri' hearts. The community service team has been trained in many training and motivational activities, so they have adequate abilities. The dedication team will try to give the best by combining various presentation media.

The community service team also carries out the preparation stage so that the activities' implementation can be managed properly. Gatherings and consultations on implementing activities with cottage caretakers and other parties will continue to be carried out. Comprehensive information will improve the quality of activity implementation. The community service team will also carry out the community service evaluation stages to measure the impact of implementing the community service activities and evaluate the process of implementing the community service activities themselves.

The method for implementing community service activities is presented in Figure 1 below:

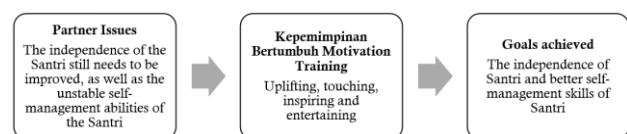


Figure 1. Description of the implementation of community community service activities

RESULTS AND DISCUSSIONS

Community community service activities have been carried out in two stages of activity. The first stage is an activity aimed at boarding school administrators through *Kepemimpinan Bertumbuh* training. The second activity is in the form of motivational training for Santri. The activity was carried out twice because it was hoped to have a greater impact on administrators and Santri. Management is given training in advance to provide significant provisions to implement the values of *Kepemimpinan Bertumbuh* and boarding school values to manage and carry out the mandate as administrators. In this way, the management will be an example for Santri. The second activity is an activity that directly targets Santri to overcome the problems so far. Santri, who have been given motivational training, are expected to transmit a positive spirit to other Santri. The description of the implementation of the activities is as follows.

First Activity; Kepemimpinan Bertumbuh Training for Boarding House Administrators

Community community service activities aimed at boarding school administrators were conducted on April 1, 2022, in the MTs Al Asror classroom. The activity was attended by 20 senior Santri as boarding school administrators. The activity begins with delivering the aims and objectives of implementing community community service activities, followed by an introductory remark from the caretaker, KH. Al Mamnuhin Kholid. The activity continued with a material presentation by the head of the community service, Ahmad Nurkhin, S.Pd., M.Sc. In his remarks, Gus Nuhin emphasized the importance of being an example as an administrator for Santri in general. Administrators are also expected to be firm with Santri' behaviour requiring action.



Figure 2. KH Al Mamnuhin Kholid giving his introductory remarks

The training resource person started the presentation of the material by conducting question-and-answer sessions with the participants to gain participants understanding of the leadership material. Participants were asked to explore the problems faced so far. Participants' responses indicated that, in general, participants understood what leadership meant and the benefits. However, participants still experienced problems in solving the problems they faced. The heterogeneous characteristics of male Santri (because they come from various regions in Central Java and its surroundings) impact the complexity of the problems faced. In addition to the less encouraging presence of the Santri (Santri were late to class, and some skipped classes), some Santri gave negative responses when given advice and warnings. This problem must be resolved by the Asatidz board and the boys' boarding school board before being handed over to the caregiver for further resolution.



Figure 3. Resource person (Community service Team) delivering material

Participants are also invited to explore solutions taken and create new solutions based on leadership values. Some problematic Santri dared to protest because there was no good example from their seniors. In addition, Santri who are experiencing problems also invite other Santri. The management has tried to provide understanding to some Santri who have problems and also provide punishment. If the administrator cannot handle it, the Santri will be given special action from the caregiver. The Asatidz board and the administrators of the Islamic boarding school have tried to collect information and supporting data so that Santri with problems receive punishment according to the mistakes they have made.

After debriefing the participants, the resource person coherently explained the material regarding the meaning of leadership in general, the concept of growing leadership, the philosophy of a tree, and the relevance of growing leadership as a solution to the problems faced at the Al Asror Islamic boarding school.

Kepemimpinan Bertumbuh is a solution to the problems faced by the As Salafy Al Asror Islamic boarding school in Semarang. The concept of leadership grew into something new in leadership and was coined by Prof. Dr. Fathur Rokhman, M. Hum., the chancellor of UNNES. Every human being is a leader. There is a seed of leadership in every human being. This seed will germinate and grow into a tree if properly cared for. Later, the tree becomes a cool shade, produces fragrant flowers, and later produces new fruit and seeds as the start of regeneration.

Participants in community service activities can participate enthusiastically with a good level of participation. Participants can express opinions interactively with resource persons to discuss leadership and its benefits for their problems. Activity participants can also show their ideas and ideas in improving their leadership spirit to manage Santri as well as possible. The community service activity ends with reflecting on what has been learned in the Kepemimpinan Bertumbuh training. Participants explained again about the tree philosophy on Kepemimpinan Bertumbuh.



Figure 4. Participants take part in community service activities well

Second Activity; Kepemimpinan Bertumbuh Motivation Training for Santri

The second community service activity was implemented on July 7, 2022, in the classroom of MTs Al Asror, with 20 male and female Santri representing room participants. It is hoped that the Santri who participate in this motivational training activity can positively impact other Santri. The dedication team gave an introductory speech before the caretaker, Gus Nuhin, gave a strengthening speech and a prayer for the event's start. Gus Nuhin stressed the importance of this event so that Santri are expected to be able to take part in the activity well.

The presentation of the material was delivered by the same resource person at the previous Kepemimpinan Bertumbuh training, namely Ahmad Nurkhin, S.Pd., M.Sc. Participants were asked to mention unpleasant things at the cottage, including during the Koran or school. Santri are also asked to

identify the number of violations committed and the factors that cause them. The Santri' answers were then discussed between the resource person and other Santri. The violations often committed by Santri are delays in attending madin, school, and other boarding activities. Another violation is leaving the hut without permission. In addition, congregational prayers, which are often late, are followed, especially the Asr and Fajr prayers.



Figure 5. Community service Material Submission Team

Problems occur due to several factors, including long queues when going to the bathroom and eating. It means that Santri need more time to participate in boarding activities. Another cause is laziness and poor self-organization, such as procrastinating. The next factor is the habit of staying up late at night after Madin's activities. It has an impact on waking up late in the morning. Waking up late causes queues at the bathrooms and stuff.



Figure 6. Participants listen to the material presented by the resource person

The community service team then outlines the material for leadership growth through motivational training. The community service team tries to inspire the enthusiasm and motivation of the Santri to do better. The dedication team shows success stories of world leaders and plays motivational videos. After that, the resource person and Santri responded by explaining

why the character was successful. Resource persons reinforce the opinions of Santri.

The Santri were then asked to make important notes as a follow-up to the motivational Kepemimpinan Bertumbuh training activities. This follow-up plan will make Santri committed to improving attitudes and behaviour. Santri is expected to be more independent and able to properly organize activities in the lodge. Santri are also asked to make a list of daily activities so they can manage them more regularly. The activity ended with a group photo.



Figure 7. Photo with caregivers, participants, and the community service team

CONCLUSION

Community service activities have been held in two stages of implementation. First, it will be held on April 1 2022, with the target of activities, namely the management of the As Salafy Al Asror Patemon Islamic boarding school, Semarang City. Second, it will be held on July 7 2022, with Santri as activity participants. Both activities can run well, as seen by the presence and participation of activities. The first form of activity is Kepemimpinan Bertumbuh training, while the second form of activity is motivational training. The resource person for the activity was Ahmad Nurkhin, S.Pd., M.Sc., assisted by other community service teams. The caretaker of the boarding school, KH Al Mamnuhin Kholid, supports this activity and reinforces the importance of self-management, both by administrators and Santri. Implementing this community service activity still requires an increase in the quality of implementation. Suggestions that can be done next are more technical training aimed at Santri, including coaching. The hope is that it can provide real solutions for Santri to manage their daily activities at the Islamic boarding school. Management of laziness that must be eroded by growing motivation on an ongoing basis for Santri is a long-term solution. That is, mentoring or coaching activities should be carried out continuously.

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