



## STRENGTHENING THE LEARNING MODEL OF THE ASATIDZ MADRASAH DINIYAH AT "PONDOK PESANTREN AL ASROR" SEMARANG CITY

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### ABSTRACT

*Madrasah Diniyah (Madin) is one of the applications of Islamic education in pesantren huts. Madin must be managed properly to produce learning quality that can improve santri competence. Asatidz council should be given sufficient provision in implementing learning models, classroom mastery, and learning media development. The problems experienced by partners have been the basis for the FE UNNES community service team to provide solutions in strengthening the learning model of the Madin Al Asror asatidz board held in the neighbourhood of As Salafy Al Asror boarding school, Patemon Semarang. Community service activities have been held on Saturday, July 24, 2021, in the hall room of MA Al Asror. The event was attended by 40 teachers madin Al Asror. The caretaker of Pondok Pesantren As Salafy Al Aror, KH Al Mamnuhkhin Kholid gave a speech and officially opened the event and delivered a certificate of activity participation to participants. The speakers of the activities are experts in education and development of learning media, Ardhi Prabowo, M.Pd. and Ahmad Nurkhin, S.Pd., M.Si. The model of the implementation of devotional activities is interactive lectures, group discussions and group assignments. Participants follow the exposure of the source and continued by making the learning media in groups according to their needs. Participants presented products made and speakers conducted discussions with other participants and madin managers. Participants are very enthusiastic to participate in devotional activities.*

Madrasah Diniyah (Madin) merupakan salah satu aplikasi pendidikan Islam di pondok pesantren. Madin harus dikelola dengan baik agar menghasilkan kualitas pembelajaran yang mampu meningkatkan kompetensi santri. Dewan asatidz sudah seharusnya diberikan bekal yang cukup dalam menerapkan model pembelajaran, penguasaan kelas, dan pengembangan media pembelajaran. Permasalahan yang dialami mitra selama ini menjadi dasar bagi tim pengabdian kepada masyarakat FE UNNES untuk memberikan solusi dalam penguatan model pembelajaran dewan asatidz Madin Al Asror yang diselenggarakan di lingkungan pondok pesantren As Salafy Al Asror, Patemon Semarang. Kegiatan pengabdian kepada masyarakat telah dilaksanakan pada hari Sabtu, 24 Juli 2021 di ruang Aula MA Al Asror. Kegiatan diikuti 40 guru madin Al Asror. Pengasuh Pondok Pesantren As Salafy Al Aror, KH Al Mamnuhkhin Kholid memberikan sambutan dan membuka acara secara resmi dan menyampaikan sertifikat partisipasi kegiatan kepada peserta. Narasumber kegiatan adalah pakar Pendidikan dan pengembangan media pembelajaran, Ardhi Prabowo, M.Pd. dan Ahmad Nurkhin, S.Pd., M.Si. Model pelaksanaan kegiatan pengabdian adalah ceramah interaktif, diskusi kelompok dan penugasan kelompok. Peserta mengikuti paparan narasumber dan dilanjutkan dengan membuat media pembelajaran secara berkelompok sesuai dengan kebutuhan. Peserta menyajikan produk yang dibuat dan narasumber melakukan pembahasan bersama peserta lain dan pengurus madin. Peserta sangat antusias mengikuti kegiatan pengabdian.

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## INTRODUCTION

Pondok pesantren (Islamic boarding school) is a non-formal Islamic educational institution that has characteristics. In Indonesia, Pondok pesantren also teaches science and technology in general in addition to developing human resources spiritually (Muhtar, 2019). Pesantren is currently starting to open with technological developments so that the current of modernization has entered the world of pesantren. The form of boarding schools also varies from the implementation of traditional systems to based on entrepreneurship and technology. Improving the management of education in boarding schools is a demand. Quality education will produce human resources, in this case, is santri in pesantren. (Toyyib, 2017) explained that the role of Madrasah Diniyah in improving the understanding of religious materials is by the construction of akhlaqul karimah learners and additional curriculum/boosters.

Previous research mentioned that there is potential that can be developed in the management of madin is innovation in development, including in the quality of learning (Mursiyam, 2018). Charismatic madrasah heads and boarding school caretakers will strengthen the development of madin accompanied by improvements in the field of infrastructure facilities. Kiai's role is also very central in providing direction, motivation and evaluation in the implementation of education in boarding schools (Mubayanah, 2020). Therefore, the management of madrasah diniyah should be able to be more qualified and able to capture the development of science and technology.

Previous studies have shown that Madin's teacher's creativity still needs to be improved. Not many madin teachers can find and utilize adequate learning resources, this is due to limited resources (Saputra, 2019). In addition, the management of learning that is less maximal with the lack of supervision activities has become an obstacle in the management of education in Pondok Pesantren Salafiyah As Shafi'iyah Gading (Muslih, 2020).

Nevertheless, many boarding schools are trying to improve learning innovation by applying active learning, cooperative learning, and simulation models. The goal is to improve the quality of learning in boarding schools (Muhtar, 2019). The process of conducting book studies has applied teaching skills by the asatidz council. This is evident from the preparation to the evaluation activities (Khoiron, 2018). The implementation of discussion learning methods and sorogan methods in attoyyibiyah Cikande pesantren huts in Serang Regency is an effort to improve the quality of learning and understanding of santri (Aliudin & Muslihah, 2019). Madin managers also innovate by involving the surrounding community and

parents/guardians so that it is more synergistic for the development of madin (Manan & Maftukhin, 2017).

Pondok Pesantren As Salafy Al Asror is a hut founded by Alm. K. Zubaidi in 1980. In 1987 opened a madrasah / classical system was and built facilities and infrastructure such as classrooms, teacher rooms and others (Suratno, 2006). Dan is one of the large huts in the Gunungpati region of Semarang and organizes education in the framework of Madrasah Diniyah. Madin is held every night on several levels, namely ulya and wustha.

The collection of data to Pondok Pesantren caregivers and Madin managers shows that there is a need to improve the management of learning in Madin. KH Al Mamnukhin Kholid always underlined the importance of the spirit of sincerity by the asatidz council for the learning carried out. This spirit of sincerity will spread to santri to jointly preach and study. Meanwhile, Ust. Ja'far highlighted the ability of asatidz councils in managing classes, learning innovation and the ability to develop learning media.

Validation results showed that the curriculum document of the Matriculation class of Madrasah Diniyah Salafiyah Al Asror obtained a score of 88 (eighty-eight) with the category of "good" eligibility (Khotimah, 2018). This becomes a strength for madin managers to continue to develop curriculum and learning quality. Strengthening the asatidz board is one of the steps that can be taken to improve competencies ranging from curriculum understanding to classroom management.

Based on the description, the FE UNNES service team offered a solution by organizing training and mentoring to strengthen the learning model of the asatidz madin Al Asror board. This devotional activity is also a continuation of the devotional activities that have been carried out by the FE UNNES community service team (Kardoyo et al., 2018; Nurkhin et al., 2020). Pondok pesantren As Salafy is a cooperation partner in the implementation of devotional activities. The targets of devotion are santri, asatidz council and cottage caretakers with several related fields by the competence of the devotional team.

## METHOD

The method of implementing community service program activities is training and devotion. And will be carried out concerning the stages designed by the service team consisting of 3 main stages as the following explanation.

Pre-activity, which is the preparation stage. Some of the things that are done are:

1. Internal coordination meeting of the Service Team;

2. Do a syllabus for the caretaker of Pondok Pesantren Al Asror, KH. Al Mamnukhin Kholid;
3. Interviewed with madrasah nanny Diniyah Al Asror, Ust. Ja'far and Ust. Hambali to identify the priority needs of devotional activities;
4. Preparing training materials;
5. Prepare for the implementation of activities.

The first stage, carrying out devotional activities consisting of training on the development of learning models, evaluation of learning models carried out so far, and training in making learning media. The second stage, monitoring, evaluation and mentoring activities. The activities carried out are to provide intensive assistance and conduct monitoring and evaluation activities for devotional participants to complete the assignment. The assignment in question is the development of learning media. The last activity was carried out in the evaluation of the implementation of devotion to producing externals in the form of articles in *sinta* accredited national journals and published articles in the mass media.

## RESULTS AND DISCUSSIONS

### Implementation of Community Service Activities

Community service activities have been held on Saturday, July 24, 2021, in the hall room of MA Al Asror, starting at 08.00 to 15.00 WIB. The event was attended by teacher Madin Al Asror as many as 40 people. The caretaker of the cottage, KH. Al Mamnukhin Kholid gave a speech as well as opened the activity. The speakers are Education experts and learning media experts, namely Ardhi Prabowo, M.Pd. (lecturer of FMIPA UNNES and Tanoko Foundation Education practitioner) and Ahmad Nurkhin, M.Si. The material delivered is active learning and learning media development. In general, participants are very enthusiastic about participating in devotional activities and participating well during Q&A and group discussions. Participants of the activity also get a certificate of participation and submitted directly by Gus Nuhin.

The material presented by the first source is Unit 1. Learning and Teaching and Unit 2. Active Learning. After joining unit 1, participants will understand the concepts of learning and teaching; and understand didactic and pedagogical concepts. While after participating in unit 2, participants will be able to recognize the elements of active learning and identify examples of learning activities for each element of active learning. The material is delivered interactively through discussion and group work for 2 hours.

The source begins the exposure of the material by asking questions about what madin teachers have done during learning. Madin's teacher conveyed the experiences and obstacles experienced during this time

teaching in the classroom. There is a "rigidity" of the learning model because it is considered to have become a habit if you study the book like that. Madin's teacher read the yellow book and the santri listened well. There is no interactive interaction (Q&A). Habits that are very different from the learning process in school or college that is quite dynamic. Another madin teacher said that he had applied an interactive learning model to assist santri in memorizing *nadhom* or other memorization. While other madin teachers said they had compiled learning media to help students in improving understanding of certain materials. However, this learning innovation cannot be carried out at every meeting. This is because there are targets that must be achieved well. Learning innovation in the classroom is sometimes only used for variety so that teachers and students do not experience boredom in the classroom while learning takes place.

The source then provided feedback on the experience. Many things can be understood with one learning process. The characteristics of students and materials are important things that must be understood by madin teachers. In addition, the spirit and commitment of the madin teacher become a very significant lighter so that his aura will be carried and felt by santri. Thus, there will be an interesting and energetic learning process. Madin teacher earnestly conveyed the material in the classroom, and santri listened enthusiastically. Thus, santri can learn well and can understand what is conveyed by madin teachers. The source provides concrete examples of a good learning process. Next, participants work on worksheets that have been provided by the source. This task is completed in groups.



**Figure 1.**

The source conveys the material and participants participate in the activity



**Figure 2.**

Submission of certificate of participation of activities by Gus Nuhin

The second source delivered material about the development of learning media. The material is delivered through examples and group discussions interactively for 1 hour and continued with the practice of creating media for 2 hours. The second source assists in the creation of media and also conducts discussions on the media that have been made. Participants present products that have been made in front of other participants. Madin's manager is also a media fixer that has been created. Thus, the learning media made will be more precise and by the needs and problems of madin teachers that have been faced.

Participants of the activity can produce learning media products creatively and strive to be solutive about the problems faced. Participants then presented learning media products that had been created and discussed together. The media that has been created is based on the needs and fields of study that madin teachers have. The service team with the board has provided the materials needed by the participants. And also provide constructive feedback on the media that has been made. In addition, participants who produce the best products get rewards.



**Figure 3.**

Learning Media Products that have been produced



**Figure 4.**

Activity Participants Explain the Products that have been Produced

### Evaluation of the Implementation of Service Activities

1. This devotional activity has been completed well. This success is due to support from various parties. The evaluation that can be prepared is as follows.
2. The participation rate of participants is very good. This is evident in the number of Madin teachers who attended on time and the participation of participants during the activity. Madin's teachers who participated in the activities were able to convey opinions and experiences to be discussed together.
3. Participants of the activity are also able to produce learning media products in groups. Madin's caregivers and administrators provide direction and assistance actively so that participants and devotional teams can carry out their respective responsibilities well.
4. The devotional team has successfully compiled articles published in local/national mass media. The service team has also completed the manuscript of the devotional article that will be submitted in the national journal with ISBN.

### CONCLUSION

#### Conclusion

Community service activities have been held on Saturday, July 24, 2021, in the hall room of MA Al Asror. The event was attended by 40 teachers madin Al Asror. The caretaker of Pondok Pesantren As Salafy Al Aror, KH Al Mamnukhin Kholid gave a speech and officially opened the event and delivered a certificate of activity participation to participants. The speakers of the activities are experts in education and development of learning media, Ardhi Prabowo, M.Pd. and Ahmad Nurkhin, S.Pd., M.Si. The model of the implementation of devotional activities is interactive lectures, group

discussions and group assignments. Participants follow the exposure of the source and continued by making the learning media in groups according to their needs. Participants presented products made and speakers conducted discussions with other participants and madin managers. Participants are very enthusiastic to participate in devotional activities.

### Suggestion

Devotional activities have been going well, but it still needs strengthening to be able to produce the right variety of learning media. Therefore, advanced activities are needed to improve the ability of technology-based media development. Participants also need to be given a reward that is by their media.

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