

## Community Service Program for Mentoring Organizational Leaders in Shaping Character-Building Students at Dayah Raudhatun Najah, Langsa City

Murni<sup>1\*</sup>, Manovri Yeni<sup>2</sup>, Musliadi Bin Usman<sup>3</sup>

<sup>1</sup>Universitas Abulyatama, Aceh

<sup>2</sup>Universitas Muhammadiyah Aceh

<sup>3</sup> The Asian Development for Education and Research Studies

**Corresponding Author:** Murni [Murni@abulyatama.ac.id](mailto:Murni@abulyatama.ac.id)

---

### ARTICLE INFO

*Keywords:* Character-Building Students, Organizational Mentoring, Dayah in Aceh

*Received :* 25, May

*Revised :* 27, June

*Accepted:* 29, July

©2024 Murni, Novi, Usman:

This is an open-access article distributed under the terms of the

[Creative Commons Atribusi 4.0](https://creativecommons.org/licenses/by/4.0/)

[Internasional](https://creativecommons.org/licenses/by/4.0/).



### ABSTRACT

The mentoring program conducted at Dayah Raudhatun Najah aims to instill honesty in students through structured training and activities. After the initial training, the administrators implement this program by providing direct guidance, interactive sessions, and periodic evaluations. Although the program has shown positive results, several challenges have arisen, including limited time, varying levels of understanding among administrators and students, and a lack of supporting resources. Time constraints hinder the full engagement of participants and the depth of material that can be covered. To address this, it is recommended to extend the program duration or divide it into shorter but more frequent sessions. Differences in understanding levels can be overcome with additional training for administrators and more structured program planning.

---

## **INTRODUCTION**

Honesty is a crucial aspect of student education in dayah (Islamic boarding schools) (Nofiaturrehmah, 2017). Honesty is the main foundation for building personal and social integrity, which is highly valued in Islamic teachings (Saleh, 2024). This character encompasses honesty in words, actions, and intentions, all of which must align with principles of truth. In the dayah environment, developing honest character is vital because students not only learn religious knowledge but also practice these values in their daily lives. Therefore, shaping this character requires a holistic approach that includes aspects of formal, informal, and non-formal education.

Character formation is not only achieved through formal education but also through mentoring and guidance by organizational leaders (Japar & Paridana, 2018). Organizational leaders in dayah play a crucial role in guiding students through example and daily interactions (Rizal et al., 2018). They become central figures who are observed and emulated by the students in many aspects of life. Therefore, the active role of organizational leaders in implementing the values of honesty is essential to ensure that students can absorb and apply these values effectively. Consistent and dedicated mentoring can create a conducive environment for the development of students' character (Aziz, 2023).

Dayah Raudhatun Najah in Langsa City is one of the institutions focused on character development for students. This dayah is known for its comprehensive educational programs oriented towards developing Islamic character. In addition to providing deep religious education, Dayah Raudhatun Najah emphasizes the importance of moral and ethical values in every aspect of student life. Thus, this dayah strives to produce a young generation that is not only intellectually intelligent but also has strong integrity and character. This commitment makes Dayah Raudhatun Najah a good example in the effort of character formation within the Islamic educational environment.

Therefore, a mentoring program is needed to strengthen the value of honesty among students. This mentoring program is designed to provide additional support to organizational leaders in developing and implementing effective strategies for fostering honest character (Salabi, 2021). This program involves various activities such as training, workshops, and discussion sessions aimed at enhancing the understanding and skills of the leaders in guiding the students. With this program, it is hoped that the leaders can be more effective in mentoring the students and creating a strong culture of honesty within the dayah.

The mentoring program is also crucial to ensure that the values of honesty are not only taught theoretically but are also practiced in the daily lives of the students. Through various activities and interactions, students can learn and directly experience how the values of honesty are applied. This program can also help identify challenges and obstacles that may be faced in the character-building process and find appropriate solutions to overcome them. Thus, this mentoring program serves as an important mechanism to integrate the values of honesty into the students' lives comprehensively. (Makmun, 2016).

Additionally, this mentoring program provides an opportunity for organizational leaders to develop their leadership and managerial skills (Muhammad Ainul Yaqin et al., 2022). Leaders involved in this program will receive training and guidance in various aspects such as communication, conflict management, and effective mentoring techniques. This benefits not only the character development of the students but also enhances the leaders' own capacity to perform their duties and responsibilities. With improved skills, leaders can be more proactive and responsive in addressing the various situations and challenges that arise in the mentoring process.

Overall, this mentoring program is expected to have a significant positive impact on developing honest character at Dayah Raudhatun Najah. With a comprehensive and participatory approach, the program aims to create a supportive learning environment that facilitates the development of honesty values. The success of this program will be reflected in changes in students' attitudes and behaviors that align more consistently with principles of honesty. Ultimately, this effort will contribute to the formation of a young generation with strong integrity and character, ready to become honest and responsible leaders in the future.

## **IMPLEMENTATION AND METHODS**

### **Qualitative Approach**

The program employs a combination of qualitative and quantitative approaches to gain a deep understanding of the effectiveness of mentoring activities. The qualitative approach involves in-depth interviews and focus groups to gather subjective perspectives from leaders and students. The quantitative approach involves collecting data through questionnaires to measure changes in understanding and application of honesty values.

### **Preparation and Coordination**

Coordinate with the leaders of Dayah Raudhatun Najah to determine schedules, needs, and to develop materials and tools for the mentoring program.

### **Leader Training**

Conduct workshops for leaders on methods for developing honest character, including simulations and discussions to enhance their skills.

Implement the student program with guidance from trained leaders. Observe the application of honesty values. Organize interactive activities such as inspirational stories and group discussions to reinforce students' understanding of honesty. Conduct final evaluations through questionnaires and interviews to assess the program's impact and identify areas for improvement.

### **Data Collection Techniques**

Data collection involves both leaders and students to gain in-depth insights into the program's effectiveness. Interviews are semi-structured to allow for a thorough exploration of topics.

### **Data Analysis**

Qualitative data from interviews and observations are analyzed using thematic analysis techniques to identify patterns and key themes. The program is evaluated based on the results of assessments and feedback from leaders and students. This evaluation includes the effectiveness of teaching methods, participant engagement, and achievement of program goals. Feedback is used to improve and further develop the program and to plan future mentoring activities.

### **Time and Place of Implementation**

The mentoring program for organizational leaders in developing honest character among students at Dayah Raudhatun Najah will be conducted over three days, from March 1 to March 30, 2024. The program will take place at Dayah Raudhatun Najah, located in Langsa City, Aceh. Dayah Raudhatun Najah has been chosen as the venue due to its commitment to developing student character based on Islamic values.

### **Implementation Stages**

#### ***Preparation***

- Coordination with the leaders of Dayah Raudhatun Najah to determine the schedule and program needs.
- Development of materials and tools for mentoring.

#### ***Implementation***

- Workshops and training for organizational leaders on the importance of honest character and methods for developing it.
- Discussion sessions and simulations for leaders and students.
- Implementation of the mentoring program by organizational leaders at the dayah.

#### ***Evaluation***

- Regular monitoring and evaluation of the mentoring program.
- Collection of feedback from leaders and students.
- Adjustments and improvements to the program based on evaluation results.

#### ***Tools and Materials***

- Training modules and workshop materials.
- Writing and presentation tools.
- Questionnaires for evaluation.

## **RESULTS AND DISCUSSION**

### **Workshop and Training for Organizational Leaders**

The results from the workshops and training conducted for organizational leaders showed a significant positive impact on enhancing their understanding of honest character and methods for developing it. During the training sessions, leaders gained in-depth insights into the theory of honesty, including its philosophical, psychological, and social aspects. The materials covered various theoretical approaches and practical strategies that can be implemented in the educational context for students. Participants were actively engaged in learning and applying practical techniques through the use of training modules, practical guides, and case studies. These tools facilitated the understanding and application of honesty concepts in daily routines and educational activities.

Participants responded very positively to the training, with many reporting that they felt more confident and prepared to implement the values of honesty in their activities. The training also provided an opportunity for participants to develop leadership skills through practical sessions and group discussions, allowing them to share experiences and address challenges they might face. As a result, leaders are now better prepared and motivated to lead effectively and positively influence the character development of students.

This increase in understanding and skills is considered a crucial initial step in ensuring that leaders can effectively fulfill their roles. The impact of the training is expected to create a more supportive educational environment that fosters strong character development in students, aligned with the values of honesty, and providing long-term benefits to the students and the educational community as a whole.

The workshop results indicate a significant improvement in the leaders' understanding of the importance of honest character. They successfully absorbed key concepts taught and demonstrated better skills in designing and implementing educational activities that emphasize honesty values. Leaders were able to differentiate various techniques and methods for teaching honesty and integrate them into daily activities at the *dayah*. This enhancement in skills is reflected in their ability to create more effective and relevant training plans tailored to the needs of the students. The skills acquired during this training provide a strong foundation for the subsequent implementation of the program.

### **Discussion Sessions and Simulations**

The discussion and simulation sessions held during the workshop provided valuable opportunities for leaders to engage directly in the practice of developing honest character. During the group discussions, participants were given space to share personal experiences and challenges encountered in the character education process. These discussions not only covered theoretical aspects but also shared practical experiences, offering new insights into how honesty values can be integrated into various situations and contexts. Participants were able to identify challenges that might not be evident in theory alone and propose practical solutions to address these issues. The discussions also encouraged collaboration and critical thinking, allowing participants to gain

different perspectives and enrich their approach to character development for students.

The simulations, designed to replicate real-life situations, allowed leaders to apply new techniques in a more realistic context. The simulation scenarios were carefully crafted to reflect the challenges they might face in their own educational environment. During the simulations, participants practiced the methods they had learned, responded to various situations, and developed the skills necessary to handle complex scenarios. The results from these sessions showed that leaders felt more confident in applying the techniques learned. They not only understood the theories and methods presented but also identified the strengths and weaknesses of their approaches through direct experience in the simulations. With constructive feedback from facilitators and peers, they were able to make necessary adjustments to improve the effectiveness of the character development program. Furthermore, the simulation and discussion experiences helped participants refine their analytical and strategic skills, enhancing their ability to lead and manage character education programs more effectively.

### **Implementation of the Mentoring Program**

Following the completion of the training, the leaders enthusiastically and dedicatedly began implementing the mentoring program at the dayah. During this implementation phase, they utilized the knowledge and skills acquired from the training to design and carry out various activities supporting the development of honest character in students. The mentoring program was designed to integrate honesty values into every aspect of activities at the dayah.

#### ***Direct Mentoring***

Leaders provide direct mentoring to students by actively participating in their daily activities. Through this mentoring, they model honest behavior and provide guidance on how to apply principles of honesty in various situations. The aim of direct mentoring is to create a close relationship between leaders and students, facilitating the internalization of honesty values.

#### ***Interactive Sessions***

The program also includes interactive sessions designed to engage students in active learning. These sessions involve group discussions, role-playing, and simulations that allow students to practice honesty values in dynamic and engaging contexts. Through these activities, students can explore and deeply understand the concept of honesty.

### ***Periodic Evaluation***

To ensure the effectiveness of the program, periodic evaluations are conducted on the implementation of activities and student development. These evaluations involve observations, feedback from students, and assessments of changes in students' behavior and attitudes related to honesty values. The results of these evaluations are used to make adjustments and improvements to the program, as well as to identify areas that need strengthening.

### ***Integration of Honesty Values***

All activities in the mentoring program aim to integrate honesty values into students' daily routines. This includes emphasizing honesty in social interactions, learning, and personal responsibilities. Leaders work to ensure that students experience consistency with the principles taught and that honesty values become an integral part of their lives at the dayah. Leaders are committed to creating an environment that supports the development of students' honest and responsible character. This implementation is expected to have a significant positive impact on students' character development and reinforce honesty values as part of the dayah's culture. The results of the program will serve as an indicator of success in applying honesty principles in students' daily lives and ensuring that they receive quality character education.

### **Evaluation Program**

#### ***Routine Monitoring and Evaluation***

Routine monitoring and evaluation are integral components of the mentoring program's implementation. This process involves continuous observation of the activities and interactions occurring throughout the program. The evaluation team conducts regular assessments to ensure that the program adheres to its plan and objectives. Data collected during monitoring includes various aspects such as student participation, activity execution, and the initial impact of the activities. Routine evaluations help in identifying emerging issues or challenges and provide insights into the program's effectiveness over time.

#### ***Feedback Collection***

Collecting feedback from both leaders and students is crucial for assessing their perceptions and experiences related to the mentoring program. Leaders provide feedback on the program's implementation, the challenges faced, and areas for improvement. Simultaneously, students are invited to evaluate their experiences, including how well they feel the values of honesty have been applied and the impact of the activities they participated in. Feedback collection methods can include surveys, interviews, and focus group discussions. This data offers valuable insights into the program's success and areas requiring further attention.

### ***Program Adjustments and Improvements***

Based on the results of evaluations and collected feedback, the mentoring program should be adjusted and improved to enhance its effectiveness. The adjustment process involves analyzing evaluation results to identify the program's strengths and weaknesses. Improvements may include changes in training materials, modifications in teaching methods, the addition of new activities, or adjustments in mentoring approaches. The goal of these adjustments is to ensure the program continues to meet the needs of students and leaders and to enhance its positive impact on character development.

Effective evaluation ensures that the mentoring program not only achieves its goals but also evolves over time to meet the participants' needs. By conducting routine monitoring and evaluation and gathering constructive feedback, leaders can make informed decisions to improve and optimize the program, thereby providing maximum benefits to students and achieving the desired outcomes in character development.

### **Challenges**

During the implementation of the mentoring program, several significant challenges were identified that need to be addressed to improve the effectiveness of the program in the future:

#### ***Time Constraints***

A major challenge was the limited time available for both the leaders and the students. The busy schedules often made it difficult for participants to fully engage in all planned activities. This time constraint not only hindered maximum participation but also affected the depth of the material that could be delivered and understood by the participants. To address this issue, it may be necessary to create a more flexible schedule or reduce other activities to allocate sufficient time for the mentoring program.

#### ***Differences in Understanding***

There were disparities in understanding and acceptance of the concept of honesty among the leaders and students. Some leaders had a deeper understanding compared to others, which potentially affected the consistency and quality of the program's implementation across the institution. Additionally, the diverse backgrounds of the students influenced their pace in internalizing and applying the values of honesty. To address these differences, additional personalized training and more adaptive approaches can be implemented to meet the specific needs of different participant groups.

### ***Lack of Support Resources***

The program faced challenges related to inadequate support resources such as educational materials and learning aids. Some of the tools used in the program were limited in quality and quantity, which did not fully support the activities effectively. To overcome this issue, an evaluation and enhancement of the available resources is necessary. Procuring additional educational materials, more advanced tools, and updating teaching materials can improve the quality of the program and facilitate more effective learning. While the mentoring program showed positive results, addressing these challenges is crucial for ensuring the program's ongoing success and enhancing its impact in the future. By improving time management, aligning understanding levels, and upgrading support resources, the mentoring program can become more effective in shaping honest character in students and achieving the desired educational outcomes.

### **Solutions**

To address the challenges identified during the implementation of the mentoring program, the following solutions can be considered:

#### ***Time Constraints***

- a. **Extend the Program Duration:** One approach is to extend the duration of the program or divide it into several shorter, more frequent sessions. This adjustment would allow participants to have more time to understand and internalize the material without feeling rushed. Breaking the program into smaller modules can help participants focus on one topic at a time, improving comprehension and retention of the material.
- b. **Flexible Scheduling:** Implement a flexible schedule to accommodate the routines of both leaders and students. This flexibility can reduce time pressure and allow more active participation without disrupting regular activities. Providing options for various times or dates for program activities can help ensure that everyone can be involved.

#### ***Differences in Understanding***

- a. **Additional Training:** Offer additional training for leaders who need a deeper understanding of the concept of honesty. This could involve extra sessions, workshops, or specific mentoring to enhance their comprehension.
- b. **Structured and Adaptive Programs:** Design the program to be more structured and tailored to different levels of understanding. Allow for differentiated learning paths that cater to various needs and backgrounds. Continuous personal guidance and support should be provided to those who require extra assistance, ensuring that all participants achieve a uniform and adequate level of understanding.

### ***Limited Resources***

- a. **Enhance Educational Materials and Tools:** Improve and procure additional educational materials and quality learning aids to support the program effectively. Identifying and planning for necessary resources will aid in delivering the material more efficiently.
- b. **Collaborate with Partners:** Collaborate with educational institutions, non-profit organizations, or potential sponsors to acquire additional resources. Partnerships can provide the necessary support to enhance the quality of the program.
- c. **Leverage Technology:** Utilize technology such as educational apps and e-learning platforms to enrich the program. These tools can offer interactive and engaging content, support remote or supplementary learning, and provide access to diverse educational materials.

By implementing these solutions, the mentoring program can become more effective and impactful in fostering honest character development at Dayah Raudhatun Najah. Additionally, ongoing evaluations and adjustments based on feedback from leaders and students will be crucial to ensure the program remains relevant and effective in achieving its goals. Regular assessments will help identify areas for improvement and ensure the program's sustainability and success.

### **CONCLUSIONS AND RECOMMENDATIONS**

Shown highly positive results in shaping honest character among students. The program's implementation successfully utilized the knowledge and skills acquired from the training to design and execute various activities supporting the values of honesty. Key components of the mentoring program, including direct guidance, interactive sessions, and regular evaluations, have proven effective in modeling and internalizing honesty.

1. **Direct Guidance:** Administrators were able to model honest behavior and provide practical direction to students, which facilitated the internalization of honesty values in their daily lives.
2. **Interactive Sessions:** Group discussions and simulations allowed students to actively participate and apply honesty values in realistic contexts, enhancing their understanding and application of these principles.
3. **Regular Evaluations:** Continuous monitoring, feedback collection, and program adjustments played a crucial role in ensuring that the mentoring program evolved according to participants' needs and improved its impact and effectiveness.
4. **Program Development:** The mentoring program should be continued and further developed with the addition of other materials supporting character formation. Adding new content can enrich the learning experience and reinforce the values of honesty.
5. **Ongoing Evaluation and Adjustment:** Dayah administrators should continually evaluate and adjust the program to keep it relevant and effective. This process ensures that the program remains aligned with participants' needs and the latest educational methods.

6. External Collaboration: Closer collaboration between dayah administrators and external competent parties is needed to enhance the quality of character development for students. Partnering with educational institutions, non-profit organizations, or potential sponsors can provide additional support and resources necessary for the program's success.

## REFERENCES

- Bima Fandi Asy'arie, Mahbub Humaidi Aziz, A. K. (2023). Strategi Pengembangan Karakter Mandiri Santri Pondok Pesantren Hidayatul Qur'an Batanghari, Lampung Timur. *Jurnal Penelitian Agama*, 24(2), 153-172. <https://doi.org/10.24090/jpa.v24i2.2023.pp153-172>
- Japar, M., & Paridana, D. (2018). Pembentukan Karakter Kemandirian Melalui Kegiatan Osis Di Sekolah Menengah Atas. *Jurnal Pendidikan Ilmu Sosial*, 28(1), 86-103.
- Makmun, H. A. R. (2016). Pembentukan Karakter Berbasis Pendidikan Pesantren: Studi Di Pondok Pesantren Tradisional Dan Modern Di Kabupaten Ponorogo. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 12(2), 211. <https://doi.org/10.21154/cendekia.v12i2.226>
- Muhammad Ainul Yaqin, Moh. Rifa'i, Fatimah Al Zahra, Moh. Rofiki, Eka Diana, Mukhlisin Saad, Ahmad Tijani, & Malikul Habsy. (2022). Pkm Pelatihan Kepemimpinan Dan Manajemen Bagi Pengurus Organisasi Santri Ismah. *NUSANTARA Jurnal Pengabdian Kepada Masyarakat*, 2(3), 57-73. <https://doi.org/10.55606/nusantara.v2i3.260>
- Nofiaturrahmah, F. (2017). Metode Pendidikan Karakter Di Pesantren. *Jurnal Pendidikan Agama Islam*, 11(2), 201-216. <https://doi.org/10.14421/jpai.2014.112-04>
- Perawironegoro, D., Widodo, H., Wantini, W., & Arqam, M. L. (2020). Internalisasi Nilai-Nilai Pesantren Berbasis Manajemen Asrama. *Jurnal Administrasi Dan Manajemen Pendidikan*, 3(4), 320-331. <https://doi.org/10.17977/um027v3i42020p320>
- Rizal, M., Almuslim, U., Aceh, B., Iqbal, M., Almuslim, U., Aceh, B., Almuslim, U., & Aceh, B. (2018). Model Pendidikan Akhlaq Santri di Pesantren dalam Meningkatkan Akhlaq Siswa Di Kabupaten Bireuen. *Nadwa Jurnal Pendidikan Islam*, 12(1), 91-114.

*Murni, Yeni, Usman*

Salabi, A. S. (2021). Pengembangan Lembaga Pendidikan Islam Dalam Penguatan Pendidikan Karakter. *Halimi: Journal of Education*, 2(1), 75.

Saleh, M. (2024). Etika Komunikasi Islami: Solusi Untuk Kesuksesan Organisasi. *Liwaul Dakwah: Jurnal Kajian Dakwah Dan Masyarakat Islam*, 14(1), 36-54.