

Pendampingan Mahasiswa PPL untuk Meningkatkan Motivasi Belajar Santri di Pesantren Fath Darut Tafsir

PPL Student Mentoring to Improve Santri Learning Motivation at Fath Darut Tafsir Pesantren

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Abstrak

Motivasi belajar santri di pesantren perlu terus diperkuat karena dinamika kelas, rutinitas asrama, dan perbedaan kemampuan belajar sering menimbulkan pasifnya partisipasi, kurangnya keberanian berdiskusi, dan belum optimalnya kedisiplinan muroja'ah. Kegiatan pengabdian ini bertujuan mendeskripsikan peran mahasiswa Praktik Pengalaman Lapangan (PPL) dalam meningkatkan motivasi belajar dan membina karakter santri di Pondok Pesantren Fath Darut Tafsir Bogor. Metode yang digunakan adalah pengabdian deskriptif kualitatif berbasis refleksi pengalaman melalui observasi awal, pemetaan kebutuhan, perencanaan pembelajaran, pelaksanaan pendampingan, serta evaluasi reflektif. Data diperoleh melalui observasi langsung, praktik mengajar, dokumentasi kegiatan, catatan reflektif, interaksi informal dengan santri, dan masukan guru pamong. Program berlangsung sekitar enam bulan melalui pengajaran Fiqh Wadhih, fikih umum, Seni Budaya, halaqah Al-Qur'an, muhadharah, dan kegiatan Nisa'iyah. Hasil kegiatan menunjukkan perubahan linguistik-kualitatif: santri yang semula cenderung pasif menjadi lebih berani menjawab, bertanya, berdiskusi, menyelesaikan tugas, dan mengikuti muroja'ah secara lebih disiplin. Kontribusi kegiatan terletak pada penguatan strategi pendampingan PPL berbasis pembelajaran kontekstual, praktik langsung, media kreatif, penguatan verbal, dan keteladanan akhlak.

Kata kunci: Praktik Pengalaman Lapangan; Motivasi Belajar; Pesantren; Pendidikan Karakter; Santri

Abstract

Santri learning motivation in pesantren needs continuous strengthening because classroom dynamics, boarding-school routines, and different learning abilities often lead to passive participation, limited confidence in discussion, and inconsistent muroja'ah discipline. This community engagement activity aims to describe the role of Field Experience Practice (PPL) students in improving santri learning motivation and character formation at Pondok Pesantren Fath Darut Tafsir Bogor. The method used was a descriptive qualitative community engagement approach based on reflective experience through initial observation, needs mapping, learning planning, mentoring implementation, and reflective evaluation. Data were collected through direct observation, teaching practice, activity documentation, reflective notes, informal interaction with santri, and supervising-teacher feedback. The program was conducted for approximately six months through Fiqh Wadhih, general fiqh, arts and culture,

Qur'an halaqah, muhadharah, and Nisa'iyah activities. The results show qualitative-linguistic changes: santri who initially tended to be passive became more willing to answer questions, ask questions, discuss, complete tasks, and follow muroja'ah more consistently. The contribution of this activity lies in strengthening PPL mentoring strategies based on contextual learning, direct practice, creative media, verbal reinforcement, and moral role modeling.

Keywords: *Field Experience Practice; Learning Motivation; Islamic Boarding School; Character Education; Santri*

1. INTRODUCTION

Education is a central instrument for developing human resources intellectually, morally, socially, and spiritually. In Indonesia, the mandate of national education emphasizes the development of learners who are faithful, knowledgeable, capable, creative, independent, and responsible citizens (Indonesia, 2003). Within this mandate, pesantren or Islamic boarding schools occupy a strategic position because they integrate formal learning, religious practice, discipline, worship, and character habituation in one living environment (Fakhrurrazi & Mirsal, 2023; Silfiyasari & Az-Zhafi, 2020). Recent studies also show that pesantren culture is effective in shaping independence, discipline, religious character, and social responsibility through role modeling, habituation, and close supervision (Rahayu & Bahri, 2025; Muttaqin, 2024; Kibtiyah, 2025; Muthmainah, 2025).

The objective condition of partner institutions shows that motivation does not always grow automatically in boarding-school learning. Preliminary observation at Pondok Pesantren Fath Darut Tafsir Bogor during the PPL orientation identified three qualitative needs. First, several santri tended to be passive when the teacher asked questions or opened discussion. Second, some santri needed concrete examples to connect fiqh concepts with daily religious practice. Third, the discipline of memorization and muroja'ah still required encouragement because the boarding-school routine was dense and repetitive. These conditions indicate a real gap between the expected active, confident, and disciplined learning behavior and the actual classroom responses observed during the early stage of service.

Learning motivation is important because it encourages learners to participate actively, persist in tasks, and connect learning materials with personal meaning. Motivation can be strengthened through meaningful learning environments, teacher encouragement, relevant materials, and constructive feedback (Djamaluddin & Wardana, 2019; Pane & Dasopang, 2017). Self-determination theory explains that motivation grows when learners experience autonomy, competence, and relatedness in the learning process (Ryan & Deci, 2000). In pesantren, relatedness is particularly important because the relationship between teacher, mentor, and santri often becomes the medium through which values and learning discipline are internalized.

Field Experience Practice, known as *Praktik Pengalaman Lapangan* (PPL), can become a strategic intervention to support this need. PPL is not merely a university requirement; it is a bridge between campus-based theory and educational practice in partner institutions. Recent studies in teacher education indicate that PPL contributes to teaching readiness, professional competence, classroom communication, administrative support, and learning motivation (Darmawan et al., 2025; Putra et al., 2025; Zaki et al., 2025). In the pesantren context, PPL programs have also been used to strengthen santri learning motivation through interactive teaching, mentoring, and active learning strategies (Zulpina et al., 2025).

Theoretically, PPL is aligned with experiential learning because students develop professional competence through concrete experience, reflection, conceptualization, and experimentation (Dewey, 1938; Kolb, 1984). This cycle allows PPL students to learn from

real classroom situations rather than from theory alone. In addition, social learning theory explains that learners acquire attitudes and behaviors through observation, imitation, and reinforcement (Bandura, 1977). Therefore, PPL students can influence santri motivation when they combine instructional competence with patience, discipline, enthusiasm, and Islamic manners.

Character education strengthens the urgency of this activity. Lickona (1991) states that character education requires moral knowing, moral feeling, and moral action. In Islamic boarding schools, these elements are practiced through habituation, worship routines, ethical communication, and communal discipline. Previous studies also affirm that teacher role modeling and pesantren culture support moral formation among learners (Rifqy, 2024; Fauzi et al., 2025; Hidayatullah & Husni, 2025; Saddam, 2021). Thus, the role of PPL students should be understood not only as teaching subject matter but also as participating in the moral climate of the pesantren.

Based on this background, the objective of this community engagement activity is to describe and analyze the role of PPL students in improving santri learning motivation at Pondok Pesantren Fath Darut Tafsir Bogor. Specifically, the activity aimed to: (1) create a more active classroom atmosphere through contextual teaching and practice-based learning; (2) strengthen confidence and participation in discussion; (3) support discipline in Qur'an halaqah and muroja'ah; and (4) reinforce Islamic character through role modeling and mentoring. The benefit expected for the partner pesantren is the improvement of learning enthusiasm, classroom participation, and value-based student development.

2. METHOD

This article uses a descriptive qualitative community engagement approach based on reflective experience. The approach was selected because the activity focused on describing the actual implementation of PPL, the mentoring strategies used by the service team, and the motivational responses observed among santri during formal and nonformal educational activities. The reflective approach is appropriate for understanding teaching, mentoring, interaction, and character internalization in a natural pesantren setting.

2.1. Service Design, Location, and Assisted Subjects

The activity was conducted at Pondok Pesantren Fath Darut Tafsir Bogor for approximately one semester or around six months. The assisted subjects were female santri assigned by the pesantren to the PPL students' formal classes and mentoring units, including first-year students and grade-nine students. The activity covered Fiqh Wadhih, general fiqh, arts and culture, Qur'an halaqah mentoring, muhadharah, and Nisa'iyah female-student development activities. The number of participants varied according to the class schedule and pesantren activity grouping; therefore, the analysis emphasizes the learning process, participant responses, and observed motivational changes rather than numerical comparison.

Table 1. Objective Conditions and Service Needs of the Partner Pesantren

Observed Condition	Evidence from Preliminary Observation	Service Need
Passive classroom response	Some santri were hesitant to answer questions and waited for direct instruction.	Interactive teaching, verbal encouragement, and discussion practice.
Difficulty connecting concepts with practice	Fiqh materials were more easily understood when linked to daily worship and concrete examples.	Contextual explanation and practice-based learning.
Inconsistent memorization discipline	Some santri needed repeated reminders and emotional support during halaqah and muroja'ah.	Mentoring, repetition, target monitoring, and spiritual motivation.

Need for confidence and expression	Santri became more active when given creative tasks and group activities.	Creative media, drawing activities, muhadharah, and performance support.
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2.2. Planning and Community Involvement

The planning stage involved observation of classroom routines, informal discussion with supervising teachers, identification of santri learning characteristics, preparation of lesson notes, selection of media, and adjustment of teaching methods. The partner institution was involved through class assignment, schedule coordination, supervision, and feedback. Santri participation was encouraged by giving them opportunities to respond, ask questions, practice, present, and reflect on their learning experiences. This participatory process helped the PPL students align classroom strategies with the pesantren's actual needs.

Flow of the PPL Community Engagement Program



Figure 1. Flowchart of the PPL community engagement program

Table 2. Stages of the PPL Community Engagement Program

Stage	Main Activity	Data Source	Expected Output
Observation	Identifying classroom conditions, santri characteristics, learning routines, and mentoring needs.	Direct observation, informal discussion, and activity documentation.	Initial map of learner needs and service priorities.
Planning	Preparing teaching materials, media, mentoring strategies, and evaluation instruments.	Lesson notes, textbooks, LKS, and supervising-teacher input.	Learning activities suited to the class and halaqah context.
Implementation	Teaching Fiqh Wadhih, general fiqh, arts and culture, Qur'an halaqah, muhadharah, and Nisa'iyah activities.	Teaching practice, mentoring notes, and documentation.	Active learning, practice-based understanding, and value habituation.
Reflection and Evaluation	Reviewing classroom dynamics, santri responses, and mentoring effectiveness.	Reflective notes, peer discussion, and supervising-teacher feedback.	Improved strategy and clearer understanding of PPL impact.

2.3. Data Collection and Analysis

Data were collected through five techniques: direct observation of classroom and boarding-school activities, documentation of teaching and mentoring, reflective notes written after activities, informal interaction with santri, and feedback from supervising teachers. The data were analyzed through three steps. First, the service team organized experiences according to activity type. Second, the team identified repeated patterns related to motivation, such as participation, confidence, task engagement, and discipline. Third, reflective conclusions were drawn by comparing the initial condition with the observed changes during implementation. The analysis emphasizes educational meaning and service impact rather than statistical testing.

3. RESULTS AND DISCUSSION

The implementation of PPL at Pondok Pesantren Fath Darut Tafsir shows that the presence of university students in a pesantren learning environment can support santri motivation through three main roles: instructional facilitators, character mentors, and young role models. These roles were visible in formal classroom teaching, Qur'an halaqah, muhadharah, and female-student development activities. The results are discussed in relation to the objective conditions and service needs presented in Table 1.

3.1. Teaching Roles and Classroom Motivation

In the Fiqh Wadhih class, the PPL students used the book Fiqh Wadhih by Mahmud Yunus as the main learning source. The learning materials included thaharah, prayer, and the procedures for handling the deceased. The material was connected with daily worship practices so that santri could understand fiqh not only as theoretical knowledge but also as practical guidance. Direct examples and step-by-step explanation helped santri become more confident in understanding procedural worship. This finding is consistent with the view that motivation grows when learners see the relevance of learning materials to real life (Djamaluddin & Wardana, 2019; Pane & Dasopang, 2017).



Figure 2. Fiqh Wadhih teaching activity

In the grade-nine general fiqh class, the PPL students used student worksheets based on Higher Order Thinking Skills. The worksheets encouraged santri to move beyond memorization by analyzing cases, evaluating fiqh-related problems, and proposing appropriate solutions. Video media were also used when direct practice was limited by time. These strategies made abstract explanations more concrete and helped maintain attention in class. The shift from passive listening to case analysis showed that varied methods helped santri become more active in discussion.



Figure 3. General fiqh learning activity

The arts and culture class became another learning space for developing motivation and confidence. In this class, the PPL students used slide presentations and direct examples to explain the material. Santri were encouraged to express ideas through drawing activities, model observation, and identification of animal skin shapes and types. Creative activities gave santri space to express their ideas and reduced classroom tension. Some works produced by students reflected religious and social values, showing that artistic learning can become a medium for both creativity and character development.



Figure 4. Arts and culture class activity

Table 3. PPL Activities and Motivational Contributions

Activity	Learning Focus	Strategy Used	Observed Motivational Contribution
Fiqh Wadhih	Thaharah, prayer, and funeral procedures.	Contextual explanation and direct practice.	Santri understood fiqh as practical religious guidance.

General Fiqh	Conceptual understanding and problem solving.	HOTS worksheets, discussion, and video media.	Santri became more active in discussion and analysis.
Arts and Culture	Creativity and expression.	Slide media, examples, and drawing activities.	Santri expressed ideas more confidently through artwork.
Qur'an Halaqah	Memorization and muroja'ah.	Mentoring, repetition, and encouragement.	Santri strengthened discipline and spiritual motivation.
Nisa'iyah Activities	Female-student character development.	Guidance, cooperation, performance, and role modeling.	Santri practiced manners, cooperation, and responsibility.

3.2. Character Development through Halaqah and Boarding-School Activities

In addition to formal classroom teaching, the PPL students also guided Qur'an halaqah activities for grade-nine santri. The halaqah focused on memorizing Qur'anic verses and conducting muroja'ah. This activity trained students to be consistent, patient, and responsible for their memorization targets. In pesantren education, halaqah is important because it combines learning, discipline, spirituality, and emotional closeness between mentor and learners. The mentoring process allowed the PPL students to provide encouragement when students felt tired or less confident. Such support is important because motivation is strengthened when students feel guided, recognized, and accompanied (Ryan & Deci, 2000; Vygotsky, 1978).



Figure 5. Qur'an halaqah mentoring activity

The PPL period also involved participation in pesantren programs such as muhadharah and Nisa'iyah activities. Through these activities, santri practiced public communication, cooperation, discipline, and self-confidence. The service team observed that nonformal activities often became effective spaces for character education because students practiced values directly in a communal setting. This supports previous findings that pesantren character education is formed through habituation, supervision, example, and social interaction (Fauzi et al., 2025; Hidayatullah & Husni, 2025; Saddam, 2021).



Figure 6. Muhadharah activity with santri



Figure 7. Female-student development and performance activity

3.3. Reflection on the Impact of PPL

The reflection from the PPL experience indicates that teaching in a pesantren requires more than the ability to explain material. A teacher must create emotional connection, manage class attention, model Islamic manners, and encourage students to participate. During the early stages of teaching, some santri were passive, hesitant to answer questions, or reluctant to engage in discussion. After the service team used more varied strategies, such as contextual explanation, practice-based learning, group interaction, creative media, and verbal encouragement, classroom participation gradually improved. Santri became more willing to answer, ask questions, and participate in discussions.

From the perspective of learning motivation, this improvement can be understood as the result of supportive interaction and meaningful learning tasks. Santri were more

motivated when they could connect the lesson with daily religious practice, when they were given opportunities to express ideas, and when they received encouragement from the teacher. In this context, PPL students functioned as motivational agents who brought new energy into the classroom. Their closeness in age and status as university students made them easier for santri to approach, while their role as teachers encouraged them to maintain discipline and responsibility.

The character-development aspect was visible in the effort to show discipline, patience, and consistency in communication. In Islamic education, knowledge and character are closely connected. A learning process becomes meaningful when the teacher can transmit values through both instruction and conduct. Therefore, the role of PPL students in the pesantren involved two simultaneous responsibilities: delivering learning materials and demonstrating Qur'anic values through daily interaction. This confirms that PPL is not only a professional training program for university students but also a community engagement activity that contributes to pesantren educational quality.

Table 4. Observed Indicators of Improved Learning Motivation

Indicator	Observation during PPL	Educational Meaning
Active participation	Santri increasingly answered questions and joined classroom discussion.	Learners began to show confidence and interest in the lesson.
Task engagement	Santri completed worksheets, drawing tasks, and memorization activities.	Learners were willing to persist in academic and spiritual tasks.
Confidence	Santri became more comfortable expressing ideas and appearing in activities.	Learning motivation was connected to self-belief and social support.
Value practice	Santri displayed cooperation, respect, and responsibility in activities.	Character education became visible in daily interaction.

CONCLUSION

The PPL experience at Pondok Pesantren Fath Darut Tafsir provided a comprehensive understanding of the reciprocal relationship between educators and learners in a pesantren environment. The objectives formulated in the introduction were achieved qualitatively. PPL students helped create a more active classroom atmosphere, strengthened confidence in discussion, supported discipline in Qur'an halaqah and muroja'ah, and reinforced Islamic character through role modeling and mentoring.

The involvement of PPL students contributed to improving santri motivation through contextual teaching, practice-based learning, creative media, personal encouragement, and role modeling. The most visible outcomes were increased classroom participation, greater confidence in responding to questions, stronger engagement in memorization activities, and improved interaction among santri. Therefore, PPL can be viewed as a meaningful community engagement program that benefits both university students as prospective educators and pesantren as partner institutions.

For future implementation, PPL programs in pesantren should be designed more systematically through early needs assessment, clearer coordination with supervising teachers, structured reflection, and continuous evaluation. Further studies may examine the long-term impact of PPL on santri motivation and character development using more detailed qualitative and quantitative instruments.

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