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**SANTRI'S COMMUNITY SERVICE PROGRAM (MPS)
IN STRENGTHENING SOCIAL PARTICIPATION SKILLS**

Yetti Hidayatillah¹⁾, Matroni²⁾

PPKn, STKIP PGRI Sumenep

yettihidayah11@stkipppgrisumenep.ac.id¹⁾, matroni@stkipppgrisumenep.ac.id²⁾

Abstract: This research focuses on the main problem related to strengthening social participation skills through the *Santri's* (Islamic Boarding School Students) Community Service Program or *Masa Pengabdian Santri* (MPS) in MA Putra Nasy'atul Muta'allimin, East Gapura, Sumenep Regency. The method used is qualitative research with an anthropological approach, which means conducting a study of the history of the emergence of MPS by looking at the theoretical framework used in analyzing data or facts that revolves around the problems faced in relation to the implementation of the Santri's Community Service Program. The results are First, the Santri Service Program is held in order that the students learn directly to the community. By involving yourself directly into the santri community, you will learn about the various characters and community work. Second, through Santri's Social Service Program, it can strengthen social participation that has already existed before. In addition to strengthening social participation skills, through this MPS program it is able to foster a new character, i.e students become more sensitive to the circumstances of the surrounding environment. Students have not been said to have social participation skills if they do not yet have social sensitivity as a foundation for the success of MPS. So it can be concluded that, MPS program is very relevant to be used in strengthening students' skills in daily life.

Keywords: *Santri* (Islamic Boarding School Student), Strengthening; Social Participation Skills; Santri's Community Service Program (MPS)

1. INTRODUCTION

Social problems are already apparent in students' daily lives. Among them lead to social problems, such as egoistic, individualistic, low empathy, lack of sense of responsibility, lack of teamwork and interaction in social life, or known as social insulation or social autism. The moral and ethical crises that have plagued the young generation in Indonesia today are the responsibility of all elements, starting from the family, school, community and country. This research will focus on strengthening the skills of social participation of students through the activities of Santri's Social Service Program (MPS) in MA Putra Nasy'atul Muta'allimin Gapura Timur Sumenep Regency. Through such an activity it is expected that the students will not only be proficient in their academic but also in non-academic fields, especially students' social participation skills. Social participation solves social problems that occur around the students.

Problems do not need to take those that are beyond the ability of students, but rather problems that are corresponding to their abilities. This is in line with Sapriya (2012: 184) in order to be active in community activities, students do not mean to be all-rounded to know all social issues or problems. However, what students need to do, at least is to be able or should be involved in every activity to bridge the gap between what is learned at school and the real world where the students are (Widodo 2018: 54), so that they discover new things and useful, both in the form of facts, concepts, and the development of attitudes and values (Desiningrum, 2017: 13).

The Santri's Community Service Program held in order that the students learn directly to the community. By involving themselves directly into the community, the students will find out various kinds of characters and community work. There are at least four skills that are recommended in studying social studies, namely research skills, especially through inquiry methods, thinking skills, social participation skills, and social communication skills (Sudiyono. 2016: 37). This is where students are required to have skills, thus the skills function reinforcement is to provide rewards to students so students will be encouraged to increase their participation in the learning process (Julianto, 2011). Based on observations and interviews at MA Putra Nasy'atul Muta'allimin, East Gapura, Sumenep Regency, conducted on Monday, January 15, 2020, several problems were found that in fact the activities of the Santri's Social Service Program, proceeded without a well-prepared concept, so the unpreparedness of the concepts sometimes cause the students break the rules made by the MPS committee. For example, the students going home without any permission from the head of the group, did not pray together with residents, often had naps at the Command Post. Sometimes the students even feel confused about what to do. It is very unfortunate if the MPS Program have not been running optimally, only because of no plan prepared. Therefore it is important that there is careful planning, implementation, and evaluation. According to Moh. Usman Uzer, reinforcement Increases learning activities and fosters productive student behavior (2013: 81) Opinions of Barawi and Muhammad Arifin, 2012: 208, reinforcement is a positive response in learning given by the teacher to positive student behavior with the aim of maintaining and enhancing that behavior.

The Santri 's Social Service Program (MPS) is an annual activity and it is mandatory for the final year students of Madrasah Aliyah Nasy'atul Muta'allimin Gapura as a form of benchmarks to determine the extent of knowledge acquired by the students while attending learning at school. Santri's Social Service Program is also an important component as a graduation standard. This service is carried out by students in order to build students' sensitivity and social cognition and to shape the students' character who will later return to the community.

In addition, this social program is an integrated learning activity between education and community service. Students in doing the community service must live with the community and work with the community for a certain period of time as long

as thirty days, sometimes twenty nine days, or twenty-eight days depending on the implementation of the final school exam, because the implementation of the Santri Community Service Period is carried out before the school exams such as UMBKS and UNBK to help the community in their daily activities, solving problems that occur and helping in the development of the community economic empowerment.

Humans in live a life is actually a journey of service, therefore community service is a good way for students to get valuable lessons they have not found at school by involving directly in community activities. Even though the activities done by the students are very simple and not too burdening, however the activities can directly touch the mindset of students in living with the community.

Realizing that the technological development has been increasing sophisticatedly since it is also supported by the mellenial era, it is necessary to have a balance axis in gaining science and knowledge and how to implement them directly in the midst of society which is then expected to be able to build independence and awareness of students as a whole to build society later when students are right really returned to their respective homes and become part of the community itself. This is where students are required to have skills, thus the function of reinforcement skills is to provide rewards to students so students will be motivated to increase their participation in the learning process (Julianto, 2011) Field Tutor Teachers can manage learning situations according to their creativity and innovation. .

2. METHODS

This is a qualitative research, using an anthropological approach, which means conducting a study of the history of the emergence of MPS by looking at the theoretical framework used in analyzing data or facts, which revolved around the problem at hand. Participants involved in this study were researchers and informants teachers as well as Public Relations at MA Putra Nasy'atul Muta'allimin Gapura Timur, Sumenep Regency, Field Guidance Teachers, MPS Committees, and Students. The source of this research data came from the Teacher as well as Public Relations at MA Putra Nasy'atul Muta'allimin Gapura Timur, Sumenep Regency, Field Guidance Teachers, MPS Committees, Students, Printed materials (written), such as books, articles , and other sources as a theoretical reference both related to the object under study and the theory used.

For the purposes of data collection, the writers used the technique as an observation to see the problems that arose in the Santri's Social Service Program (MPS) at MA Putra Nasy'atul Muta'allimin, Gapura Timur, Sumenep Regency. The next data collection were interviews, informants interviewed namely Teachers as well as Public Relations at MA Putra Nasy'atul Muta'allimin Gapura Timur Sumenep Regency, Field Supervisor Teacher, MPS Committee, Santri. Finally, the data also collected by

studying the literature and documentation of various theories and phenomena under this research.

3. RESULTS AND DISCUSSION

3.1 Activities of Student's Social Service Program (MPS) in Strengthening Social Participation Skills at MA Putra Nasy'atul Muta'allimin Gapura Timur Sumenep Regency

Santri's Social Service Program is one of the activities carried out by Madrasah Aliyah Putra Nasy'atul Muta'allimin Gapura Timur, Sumenep Regency once every year, with the aim of introducing the students to the community and learning directly to the community (Interview with Mr. Hari). Therefore the Santri's Community Service Program is important to be held once a year for the final class and to train the sensitivity of the students. The existence of social sensitivity will make someone able to behave and act appropriately towards others around him. So, someone who has social sensitivity will certainly become a person who is fun to get along with. Many friends will be sure to be happy with him and feel comfortable with him (Isnaeni, 2017, page. 111).

The climax of Santri's Community Service Program is during the time of the students do the services in the community. A series is carried out starting from registration to debriefing. Therefore the implementation of the this social program is really important and compulsory to be implemented as a graduation requirement consequently, if a student does not carry out a series of the program activities, then the student is declared not graduated and must go over again next year. One measure of success or failure of the implementation of the Santri's Community Service Program is the lack of violations committed by participants of the program when carrying out the Social Service. Then important observations and strategies are prepared by the institutions and committees including Field Guiding Teachers to prepare in assisting participants of the Santri's Community Service Program.

The location used as the place for the social service program is usually already surveyed by the vice headmaster first, by doing so the students will get a comfortable place to learn in the community. In addition, the placement of the social service also considers the alumni figures or kyais well known in the community, so that the communication will be built comfortably and smooth during the process of the Community Service Program. The last three years of the Santri Service Period based on mosques and mushallah, because the mushalla and mosque are the representative places to be closer to the community, so that the activities carried out by the students not only merely taught from schools, but also learn from the mosque or mushallah attendant. Besides, the Social Service Program Participants have a program namely teaching the students of the mosque and mushallah to recite holy Qur'an after sunset.

The forms of social participation of students in the implementation of MPS activities are divided into three fields, namely education, social, and religious. In the field of education, students go straight to teaching at madrasah and mushollah. Student social participation activities in education include helping to build houses, plowing fields, hoeing and doing other social services. While the students' activities in the religious field include teaching how to recite the holy Qur'an, prayer, and *wudhu*.

The activities of the program carried out seem to not yet enough. Another most important thing to be taken into consideration to strengthen *santri's* social participation skill is by minimizing violation during the process of the social service program. It is usual that during the implementation of social service program, some *santris* break the rules and regulations since the beginning of the program therefore, it is important to make effective strategies to minimize violation committed by the *santris*. The strategy can be carried out through monitoring to each base camp done by the committee four times in a month. First, sudden inspection done to make sure that no *santri* breaks the regulation such bringing hand phone, laptop more than one set, getting no permission when going home more than one day. The second monitoring is checking the activities, works program, and administration completeness and the third monitoring is checking the administration completeness, the response of the caregivers and the surrounding community.

The next step is building an active communication among the participants, field teachers, management, and committee to minimize violence committed by *santri* because without an intense communication, it is difficult to know what the *santris* are doing. An intense communication must be done by group leaders to consult about problems of the activities which will be done or even those which have been accomplished to maximize the programs carried out ideally, or the field teachers are supposed to always ask about all the programs and activities carried out by the *santris* or even the programs which are not yet accomplished. By doing so, the field guiding teachers can give solution so that the program can be carried out well including group and individual administration records. For examples all work programs must be posted on the base camps. The programs which are carried out and not carried out are also shown in the base camps to make it easy for the field teachers, committee, and participants to check what programs which have not yet been done as well as those of which will be done (Interview with Abd Muksid).

The next step is to maximize the students' work program in Community Service Program activities. In general, there are two work programs that are usually carried out first, religious programs and second social programs. Madrasah Aliyah Nasy'atul Muta'allimin also routinely fielded its students for community service. Every final year student will undergo a period of student community service or wellknown as MPS. The program is implemented in class XII after the national exam. For male students, in groups they will be distributed to various institutions in some villages. There, they will

undergo a month of service. Students must interact directly with the community and practice various scientific theories that have been learned at madrasah. Especially, religious values that have become routine consumption in Islamic boarding school or *pesantren*.

Students are not enough to merely focus on the field of learning theory. For example, it only helps teaching at the institutions they occupy. The placement of students is not in large institutions that have full of teaching and learning activities however, they are placed in institutions that only focus on teaching the Qur'an, such as at mushola and mosque. (Interview with A. Zainol Hasan). It is intentionally packaged in such a way to provide more space for students to interact with the community for example, residents who works more actively every day as farmers or other forms activities that are not too formal but allow the *santris* to build familiarity with the community. For example they can participate in helping farmers plant agricultural seeds and even carry a mound of soil on the edge of rice fields. Helping residents in daily activities around the placement location such as mowing grass, herding cattle or looking for cattle food, helping plowing the field and moor, even some of the *santris* help to wash the dishes and the clothes of the mosque sitters. Every *santri* is ready to help the residents in every activities (Interview with Pawait Participants of the Santri's Community Service). The kinds of community services usually done by *santris* such as cleaning up roads, building road, helping residents to build a house, mutual assistance to make cattle shed etc. (Interview with Pawait, one of the participants of the Santri Community Service Program).

Not a few of the students involve themselves to help farmers. Community services is done during the day and teaching to read holy Qur'an is done at night. This year, male *santri* is divided into five groups placed in four villages namely Batang-Batang Laok Village, Totosan Village, Jenangger Village in Batang-Batang Sub-district and in Candi Village, Sub-district of Dungkek, there are two groups. This activity has actually been carried out since 14 years ago. It is an initiative of students to be able to give a good impression before graduating from boarding schools. In conditions, three main points in Santri Community Service must be fulfilled namely learning, social service, and moral behavior (<https://radarmadura.jawapos.com>).

On the other hand, in religious programs the *santri* help mushallah or mosque sitters to teach holy Qur'an besides, they also have religious programs such as teaching recitation, conducting prayers every Friday night, teaching *tahsin* (good Arabic writing), teaching *nahwu* and *sharrof*, teach prayers for children (Interview with K. Fitri, a teacher). Even the *santris* are asked to do *tahil* and recite Surah Yasin at a forty-day event or sometimes a thousand-day event after the death of a resident. Even when someone dies, they immediately help the bereaved family prepare everything related to the funeral such as preparing coffee, mats, and water (Interview with a Mushallah Caregiver). Some of the *santris* also join fishermen to fish in the middle of the sea.

4. CLOSING

a. Conclusion

Santri's Community Service Program or known as MPS is carried out at mushallah and mosques that are close to the settlements of villagers, because mushallah and mosque are the closest places to residents. There are three programs in community service program activities namely education, social and religion activities. Participants are distributed to various villages, even sub-districts. There are 10 to 12 students in each group and there is only one field guiding teacher in each base camp. This community service program activity lasts for one month. During this one month students cook themselves, eat together at their base camp. This MPS program also strengthens students' social participation skills in getting along, how to visit, and greetings, and is able to form and encourage students to always actively participate in every activity carried out by the community, both individuals and groups. In addition, this program is also able to shape students' social sensitivity in seeing the social reality that exists in the environment around the community.

The forms of student social participation are divided into three areas. The first is education, the second is social, and the third is religious affairs. In the field of education, students go straight to teaching at madrasah and mushallah. Student's social participation activities in education include helping to build houses, plowing fields, hoeing and doing other social services. While student activities in the religious field include teaching holy Qur'an, prayer, and taking *wudhu* (ablution).

b. Suggestion

The implementation of the Santri's Community Service activities must be well planned, from the beginning of the implementation, departure, implementation, until the return of students from the placement. It is also a good idea for the school to provide a guidebook related to the implementation of MPS activities, so that the students understand the tasks, regulations and sanctions they will get if they break the rules. It turns out that at the time of the community service in the field many students still do not understand and are still confused what to do even they do not know the rules and sanctions. Actually the manual for implementing the MPS program is already available, but it is only briefly delivered to the students at the beginning of the briefing activity.

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