

Internalization of Characteristics and Assistance for Curriculum Development of Diniyyah “Sabilissalam” Madrasah Duri Slahung Ponorogo

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ABSTRACT

Madrasah Diniyyah Sabilissalam is located in Duri Slahung Village, Ponorogo, East Java. Madin began operating in 2016 under the auspices of the Ponorogo Ministry of Religion. The method used is the ABCD (Asset Based Community Development) method, which is a method with an approach that will focus on utilizing the potential assets of the local village community. It can be said that the implementation of non-formal educational institutions is not optimal, this is due to the lack of human resources and only running 30% related to the form of management. Starting from the mapping of assets in Duri Village, especially in Dukuh Tlogo, this Madin needs to be given special attention related to increasing the moral internalization of village children. Therefore, the service carried out by students is the dedication to the development of the MADIN curriculum through Islamic boarding school activities. The activities carried out included implementing life in Islamic boarding schools, in-depth training on MADIN teaching staff material by a team of community service students, providing student material. The evaluation results show that from 37 students, 40% of them have exceeded the assessment criteria. Other results obtained include the santri guardians being very satisfied with the activities of the lightning Islamic boarding school which have carried out many changes from the perspective of the santri guardians, such as diligent worship, getting up early, respecting time more. Islamic boarding schools have quite an influence on students, although they are not optimal because they are not ideal according to SK/KD madrasah diniyyah due to limited time and insufficient funds.

KEYWORDS

Curriculum Development;
Islamic Boarding School Flash;
ABCD Method



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1. Introduction

Madrasah diniyyah is an institution that has a special role to complement and enhance religious education for children, it is hoped that this madrasah diniyyah will become an institution that stands in the community and will later help with the problems of teaching religious education according to the expected needs. The characteristics of madrasah diniyyah are studying salaf (ancient) books which are an attempt to maintain the traditions of salafiyah/traditional pesantren. Madrasah diniyyah institutions in Indonesia are experiencing growth rates in line with the rapid pace of technology today. The growth of MADIN teaching includes the development of the curriculum and the form of learning patterns in the fields of science that are applied almost entirely of a religious nature, in other words, religious subjects are very dominant in madrasah diniyyah, including the subject of Tawhid, Al Quran, Hadith, Date, Fiqh, Morals, and Arabic. . Madrasahs have been studied by previous researchers. The Madrasah Management Strategy as the Education Base for Religious Cadres was researched by Widdah [1]. The exploration of Moral Integrity Education and Superior Cadre Leadership in Indonesian Islamic Boarding Schools was researched by Umar [2]. Madrasah Education Program implementation in the Philippines: an exploratory case study was researched by Abdul Haiy [3].

Twitter Sentiment Analysis of Madrasas Using the Classification Method was researched by Panggabean [4]. Documenting the geometry of large architectural monuments using 3D scanning – the case of the Tillya-Kori Madrasah Golden Mosque dome in Samarkand was investigated by Keşik [5]. Cultural Liturgy to Madrasas: What Can Christians Learn from the Muslim Way to Educate Children? investigated by Wilson [6]. Risk Management and Prevention Conservation of Historic Buildings: The Case of the Karatay Madrasah (Museum) was investigated by Bülbül Bahtiyar [7]. The Madrasa Image in Illustrations of Medieval Arabic Manuscripts was researched by Starodub [8]. The effect of the use of educational games in increasing self-protection abilities at Madrasah Ibtidaiyah Alwahyu Jakarta was studied by Indrayani [9]. Unraveling the myth of the quality of madrasah formal education in Indonesia: the labor quality approach researched by Moeis [10]. The Implementation of the Targhib and Tarhib Methods in Teaching Aqidah and Akhlaq Subjects in Madrasas was researched by Nurhamzah [11]. Determination of the color surface area of ceramic tiles in the medieval Sher-Dor Madrasah mosaic in Samarkand – Problems and solutions investigated by Milosz [12].

Power Actors and Madrasah Performance: Political Connections as a Moderating Variable was investigated by Rahmawaty [13]. Implementation of Character Education in Madrasas was researched by Syarnubi [14]. Strengthening of islamic behavior and islamic psychosocieties in the development of professional madrasa teachers was studied by Tambak [15]. The integration of Madrasah diniyah learning systems to strengthen religious moderation in tertiary institutions in Indonesia was researched by Naim [16]. Developing Professional Teachers to Improve the Characteristics of Madrasah Students was researched by Komarudin [17]. Pedagogical Praxis: The Conceptuality of Instructional Processes for Filipino-Muslim Madrasah Teachers was researched by Abdul Haiy A. Sali [18]. Motivation and implementation of Islamic concepts in primary schools: urban and rural areas was researched by Amin [19]. Custom madrasah, state policy and the revival of integrated islamic schools in jamb was studied by Marwazi [20]. Iqbal The Role of Islamic Schools and Islamic Boarding Schools in Indonesia's Nation Building: alumni perception analysis was studied by [21].

Islamic Education for Women at Madrasah Mu'allimat was researched by Makruf [22]. Attitudes towards learning english among aliya madrasah students in bangladesh was studied by Rahman [23]. Self-regulation and students' motivation in learning science was studied by Tanti [24]. The Application of Higher Order Thinking Skills (HOTS) to Strengthen Students' Religious Moderation in Madrasah Aliyah was researched by Basri [25]. Pancasila and Islamic Education: Islamic Boarding School-Based Madrasah Deradicalization Models in Central Java were studied by Ihsan [26]. Mind Mapping Studies in Islamic Elementary Schools: The Influence of Motivation and Conceptual Understanding was researched by Amin [27]. Contextualization of Mahmud Yunus' Islamic Education Concept at Madrasah Aliyah was researched by Ainissyifa [28]. Becoming State-Funded Madrasas or Maintaining Autonomy: The Case of Two Madrasas in Kelantan was investigated by Latief [29]. A study of physical activity with a needs-based curriculum for students in rural areas of West Bengal was investigated by Biswas [30].

Madrasah Diniyah Sabilissalam is located on Jalan Sambu Jaya Dukuh Tlogo, Duri Village, Slahung District, Ponorogo Regency, East Java. The MADIN coincides with the Tariqul Jannah mosque. Madin began operating in 2016 under the auspices of the Ponorogo Ministry of Religion. Madrasah Diniyah Sabilissalam is a non-formal educational institution in the form of takmiliah type, which means that the characteristics of the madrasah diniyah are not within the scope of the Islamic boarding school, but are within the local village community. The development of this madrasa cannot be separated from public awareness in religious education. Until now, the number of students studying to deepen their religious knowledge at Madin has reached 80 children. Learning is carried out every Monday-Thursday at 14.30-16.30 WIB, starting with memorizing short letters, daily prayers and mahfudlot, then continuing with the

implementation of the Asr prayer in congregation, followed by reading and writing Al-Quran with the classic sorogan method.

Based on observations from interviews and observations, the phenomena that occur in this madrasah diniyah are as follows: the subjects taught are still not in accordance with the guidelines for the implementation of the Ministry of Religion, namely only around 30-40% of them are implemented so that there are still many students who can read the Koran but have not been able to apply the knowledge of tajwid in their reading. The more students there are, the more difficult it is to supervise and guide the ustadz/ustadzah. As a result, there is a phenomenon of declining santri morals which is the innate character and nature of the surrounding environment. An educator is someone who will be a role model and will be imitated by his students, especially the students at MADIN who should apply an attitude of self-discipline.

2. Method

To overcome this problem, this community service uses the ABCD (Asset Based Community Development) method, which is a method with an approach that will focus on utilizing the potential assets of the local village community [31]. Through this approach, it is hoped that the local community and students who contribute to community service lectures in the village scope can contribute together to maximize activities in an effort to develop local village potential assets that can be utilized and be able to analyze things that might be used as material or ideas as a form of sustainable activity in compiling an integrated work plan that has a positive impact on the success of partner collaboration efforts built during service and realizing the change agenda desired by the village community [32]. Utilization of potential assets owned by the local village community is used as material in empowering and can be used as a paradigm theory of critical thinking in dissecting a problem phenomenon that is raised in accordance with the reality of habits that are already entrenched in society by utilizing these assets [33].

The ABCD concept is an alternative to community empowerment using assets [34], [35]. Assets in this context are given the meaning of potential owned by the community itself, by using the potential or wealth owned by the community can be used as the ultimate weapon to carry out empowerment programs [36]. This potential can be in the form of wealth that is owned within (intelligence, caring, mutual cooperation, togetherness, etc.) or can be in the form of the availability of Natural Resources (SDA) [37]. Understanding of the ABCD concept is coupled with four criteria, namely; Problem Based Approach, Need Based Approach, Right Based Approach, Asset Based Approach. The first criterion related to the Problem Based Approach is the potential possessed by the community in the form of the problem itself [38]. With the existence of a problem, each person or group makes someone aware of making a change or trying at least to solve the problem [39]. This Need Based Approach criterion uses one's own needs [40]–[42]. Needs are things that must be met in life because they are related to comfort and well-being [43]. Community needs in the form of shelter, clothing, food and boards, are things that most must exist in the community as a form of fulfilling basic needs [44]. That indicator is used to provoke someone to make changes in himself. The Right Based Approach is a criterion for community development by using wealth. This principle uses wealth for the development of society itself, providing capital for someone to support activities in the process of empowering a person [45]. Advantages in this case can be entered in various aspects, sometimes the material (money) provided can also be used for treatment in urgent cases, so it does not rule out the benefits of the Right Based Approach concept [46], [47]. While the last criterion is the Asset Based Approach, which is a method used by using the basic potential possessed by the community itself [48]–[53]. Potentials such as intelligence, caring, participation, mutual cooperation, etc. Some of these potentials are great assets in empowering the community. Through a sense of togetherness, harmony and solidarity within the community, it is hoped that intelligence will bring out social sensitivity, so that people can easily identify problems and be able to solve them [54]–[60].

The method used is ABCD (Asset Based Community Development) which is required to empower existing assets to bring about a change in the scope of society focusing on education. Analysis of the work program as follows; assets include madrasah diniyah, students, madin religious teachers, kyai fathers, modin fathers, the community; the phenomenon of the lack of morals of MADIN students and the non-formal education institution's curriculum management system which has not been maximized; opportunities include creating activities that focus on moral character as well as increasing integrity in terms of renewing curriculum development in madrasah diniyah together with local village communities [43], [44]. This community service activity went through several stages, including: (1) surveying the location of activities and planning the distribution of permits to administrators of madrasah diniyah "Sabilissalam" Tlogo, Duri, Slahung, Ponorogo; (2) mentoring for MADIN curriculum materials carried out for five days from Wednesday 20 July 2022 to Wednesday 27 July 2022 (adjusting the MADIN learning schedule on Monday-Thursday); (3) strengthening the MADIN curriculum development mentoring activities including the documentation process, implementation of Islamic boarding school activities as the realization of curriculum development, strengthening of material by MADIN teaching staff, as well as final evaluation of Islamic boarding school participants to find out how far they have understood the lightning material in a short time, then preparation of reports to curriculum development related to follow-up plans for future program implementation.

3. Results and Discussion

Assistance Steps

Stage 1: Studying and setting up the initial scenario of implementing lecture activities in community service within the village, with an overview of the potential assets of the village community which is focused on the background of the introduction of the local community and all its assets. The time for conducting community service lectures is 45 days (July 4-August 12 2022) and the implementation of the Lightning Islamic boarding school main work program in the fourth week for 3 days (July 29-July 31 2022).

Stage 2: Discovering or it can also be called a reassessment of any potential assets owned by the local community which are still being developed to date as materials to support the process of change. The potential assets owned by the Duri Village community, especially in Dukuh Tlogo, are focused on education and religion and related to Islamic education, including the non-formal madrasah diniyah sabilissalam educational institutions, yasinan routines, Al-Habsyi routines, development of formal educational institutions in kindergarten. Dharma Wanita 1 Duri, SDN 3 Duri and SMPN 3 Slahung.

Stage 3: Dream or can be interpreted as a further step in terms of the process of identifying village communities containing what is expected in the development of local villages with their potential assets. In terms of what forms of activity might be able to develop these assets. Then the implementation of Islamic boarding schools activities is also expected to provide an increase in the understanding, living, and practice of the students who have morals in developing Islamic scholarship and deepening their Islamic faith, and applying all of this knowledge in everyday life to form a personality with a strong spiritual mentality. facing an extreme challenge both from within and without. The ideas for assisting the madrasah diniyah curriculum development program include: (1) the vision/expectations to be achieved by an educational institution or the wishes of the surrounding community regarding long-term benefits; (2) the previous curriculum which will be used as evaluation material in the future; (3) background from the views of several experts; (4) the trend of phenomena found from simple to complex in the realm of globalization.

Stage 4: The next step is the process of mapping community assets, which in the previous step identified potential assets that have been empowered to date by the local community, so that at this stage it can be mapped and selected which assets might need to be maximized, which society wants and expects. Based on

the data that has been obtained from the phenomenon of mapping community potential assets including increasing literacy culture, village children's moralistic attitudes that have not been maximized, the implementation of learning in MADIN which still needs more attention, and learning methods that are still monotonous. When the curriculum at Madrasah Diniyah is developed in each area, the elements of local characteristics have their own advantages in their application according to the needs of the community which are arranged according to the existing level of education. The existence of the Lightning Islamic Boarding School program is expected to minimize all phenomena that have arisen, at least to help increase its development one step better than before through improving the Madrasah Diniyah curriculum in empowering teaching human resources with follow-up plans that have been prepared in such a way by community service students who have previously been approved by head of MADIN, field supervisor as curriculum development lecturer, and the local village community.

Stage 5: Design, namely an implementation process which after planning activities can be structured and described in a systematic manner that is ready to be implemented and implemented by the village community. Thus, this fifth stage contains the implementation process along with the arrangement of the change plan by looking at the maximum side or not of the implementation of these activities. After choosing the Islamic boarding school service activity program as the main work program, he hopes for gradual changes related to the development of the MADIN curriculum, perhaps in terms of the implementation of the application of the material which is felt to be less than optimal because of the seven subjects, only three have been realized. The program is also used as a form of fostering the moral character of local village children who are felt to be less than optimal, and this activity is intended as a useful free time filler, as well as covering the deficiencies of learning religious education in schools.

Stage 6: Define and Destiny is interpreted as a process of the most recent stages of the ABCD method by monitoring and evaluating the progress of the implementation of community service activities that have been carried out by providing the results of evaluation and reflection of community service activities. The output resulting from community service activities by Mono-Disciplinary PAI students in the work programs carried out, including increasing the internalization of the moral character of village children and developing the curriculum of the madrasah diniyah sabilissalam in the form of physical remains to serve as physical evidence that will be utilized and implemented by the local village community .

Service Implementation

The initial step taken was the initial observation process in all formal and non-formal educational institutions. From the data findings, the community service student team decided on the priority scale to be used, namely non-formal educational institutions at madrasah diniyah sabilissalam. Carrying out mentoring for the development of the madrasah diniyah sabilissalam curriculum, in which the madrasa already has a curriculum based on provisions from the Ministry of Religion but has not been optimally realized, the team is trying to develop and perfect the curriculum already owned by the madrasah diniyah in order to refresh it again and also minimize all forms of deficiencies - existing deficiencies with follow-up plans in collaboration with educational staff at the madrasah diniyah. Because the curriculum used by madrasah diniyah has not been implemented optimally, madrasah diniyah activities are only carried out as usual TPQ. To support the main priority scale, the student service team plans the pesantren's activities as an implementation of the curriculum that will be implemented.

Description of Service Activities

This service activity is packaged in the form of realization of the implementation of curriculum development assistance through Islamic boarding school activities consisting of several stages, including the planning, implementation, evaluation, and post-activity conclusions. The core activity of describing community service by students based on religious education is to organize an Islamic boarding school

program for the purpose of implementing the madrasah diniyah "Sabilissalam" curriculum development in Dukuh Tlogo, Duri Village, Kec. Slahung Kab. Ponorogo. Assistance activities carried out for three days.

Observation planning activities in the field in collecting village potential assets since Tuesday, July 5, 2022 such as mapping the morale of children who are still low, the madrasah diniyah curriculum that has not been implemented optimally, the development of learning/learning outcomes of students who are not optimal. From the general description of this phenomenon, the team then held deliberations to provide the results of the settlement hypothesis to the village and educational institutions in the hamlet. Then the community service student team conducted socialization and consulted with educational institutions, especially non-formal from madrasah diniyah sabilissalam which was chosen as the center of the main priority scale for community activity programs to discuss follow-up plans for the MADIN curriculum development process along with what material would be presented at the pesantren activities flash as a way of realizing the curriculum. On Wednesday, July 13 2022, a coordination meeting was held with ustadz and ustazah madrasah diniyah sabilissalam regarding curriculum development, implementation of activities, strategies, goals and program outputs.

The Lightning Islamic Boarding School activities were carried out for three days, namely Friday afternoon to Sunday afternoon, July 29-31 2022 at the Thoriqul Jannah Mosque with collaborative speakers between Madrasah Diniyah teaching staff, village officials, and student representatives, while other teams acted as facilitators. The Lightning Islamic Boarding School activity was attended by students from madrasah diniyah sabilissalam and also students in other formal education institutions, starting from grade 3 SD/MI to grade 9 SMP/MTs.

The core activity of the Lightning Islamic Boarding School, which is a community service student team program, begins on Friday 29 July 2022 at 13.00 and ends on Sunday 31 July 2022 at 11.30. After the participants carried out the registration activities, an opening was then held followed by the implementation of the pesantren's core program which was attended by MADIN students and also students at SDN 3 Duri, MIN 3 Ponorogo, community service team, MADIN teaching staff, village officials. In more detail, the activity description is shown in the activity schedule below.

Post-activity evaluation was carried out to determine the extent to which the target activity was successful in terms of: 1) internalization of the moral character of the students and students in the Dukuh Tlogo educational institution, Desa Duri; 2) development of the madrasah diniyah sabilissalam curriculum; 3) achieving the objectives of implementing the pesantren's activities program; 4) the ability to master the material for the participants of the Lightning Islamic Boarding School and find out the satisfaction of the village community regarding the implementation of the priority scale activity program through questionnaire evaluation sheets and Google forms.

Activity Results

Learning assets owned by madrasah diniyah sabilissalam have not been optimally integrated, such as the development of curriculum management which has not been perfectly organized in carrying out its learning activities due to a lack of human resources for teaching staff. As well as the low level of awareness of students and some MADIN teaching staff in the process of understanding the material according to the curriculum. Seeing this condition, it will be taken into consideration by the student service team in the community to look for alleged temporary solutions which will be used as an appropriate solution in minimizing all forms of phenomena that have been found in the mapping of these assets with the main priority target being implementing the main mentoring work program. the development of the madrasah diniyah sabilissalam curriculum through Islamic boarding schools activities to improve the moral character of the children in Dukuh Tlogo, Duri Village, Slahung Ponorogo.

We can see the results of the implementation of community service activities in outline from the assessment of the following components found, including:

1. Target success

The target number of participants for the flash boarding school activity has been attended by 37 people (19 women; 18 men) consisting of MADIN students, students of SDN 3 Duri, MIN 3 Ponorogo and SMPN 3 Slahung, along with presenters from the MADIN teaching staff, community leaders, as well as a dedicated student team.

2. Achievement of goals

The purpose of this service activity is to minimize the moral problems of children who are still low through Islamic boarding schools activities, as well as implementing the learning curriculum at the Madrasah Diniyah Sabilissalam in accordance with the standards of the Ministry of Religion. Of these two objectives, the main priority is to assist in the development of the madrasah diniyah sabilissalam learning management curriculum, after community service activities in the village are completed, it will continue according to the existing curriculum.

3. Ability in mastering the material

The time that was carried out was short, it is possible that the majority of participants in the pesantren's activities did not really understand the material that had been presented, especially since the material was beyond the understanding of students because it had never been taught and would only be realized after the community service activities were over.

The evaluation of the pesantren participants on the material to be tested is through giving evaluation sheets for the Syafahi (oral) and tahriri (written) exams on the last day of the activity. The exams are tested based on the material presented on the first and second days. The evaluation results show the following results:

Table 1. Results of Subject Ratings Tested.

Subjects	Syafahi	Tahriri	Total value	Average	Rating
Pegon	1698	980	2678	382,57	5
Tajwid	1800	740	2540	362,86	6
Akhlak	2018	2465	4483	640,43	2
Aqidah	1676	1009,5	2685,5	383,64	4
Fikih	2771	1735	4506	643,71	1
B.Arab	-	1060	1060	151,43	7
Tarikh	-	2715	2715	387,86	3

From these results it can be concluded, that during the implementation of the lightning boarding school in a short time of three days, the students were able to capture the material with the majority of what they understood was the fiqh subject adjusted to the average obtained through the results of the exam assessment on the evaluation.

Table 2. Results of the Santri's Understanding of the Material

	Total	Percentage
VERY GOOD	11	40%
GOOD	9	15%
ENOUGH	10	35%
NOT GOOD	7	10%
Total	37	100%

Then related to the number of participants in the Islamic boarding school, namely from 37 students. 40% of them have exceeded the committee's assessment criteria, although not reaching some of the students who can have maximum results, at least there needs to be an appreciation in which in a short period of three days as many as 11 students have understood the material taught by the presenters.

Follow up plan

After carrying out the main program of curriculum development assistance through Islamic boarding school activities in community service by student teams, the next activity is planning learning preparations related to curriculum development, material deepening by MADIN teaching staff, class divisions adjusted to the results of evaluation exams. Gives the following results:

Table 3. Curriculum Development Results.

NO	Subject	Class				Information
		I	II	III	IV	
Core Subjects						
1	Al Quran and Tajweed	2	2	2	2	
2	Aqidah	1	1	1	1	
3	Morals	1	1	1	1	
4	Fiqh	1	2	2	2	
5	Islamic date	1	1	1	1	
6	Arabic	1	1	1	1	
Local content						
1	Pegon & Imla'	1	-	-	-	
Number of Face-to-face per week		8	8	8	8	

Provisions for the allocation of learning time:

- Grades 2 to 6 40 minutes each lesson

Table 4. Results of the Madin Class Distribution

No	Distribution of MADIN Classes	Age	School Class
1	Isti'dad	5-8 Years	TK-SD/MI Kelas 2
2	Class I	9 years	SD/MI Kelas 3
3	Class II	10 years	SD/MI Kelas 4
4	Class III	11 years old	SD/MI Kelas 5
5	Class IV	12 years old	SD/MI Kelas 6

The Course of Implementation of Activities

Implementation of Islamic boarding school activities as a form of implementation of MADIN curriculum development assistance to find out about the success of the priority scale activity program in

terms of the level of satisfaction to the service during the activity from resource persons, facilities provided, and infrastructure. This is very necessary in order to know the responses of all participants from various aspects.

In general, the results of the students' guardian respondents through filling out the questionnaire gave the results of the satisfaction level of the students in the satisfied and very satisfied categories, including:

Table 5. The results of the Wali Santri Questionnaire

1	The Purpose of Wali Santri to Include Their Children in Islamic Boarding Schools	Train children's independence and increase knowledge about religious knowledge	Provide useful activities on weekends	Have experience in the world of boarding schools
2	Hope of Wali Santri After his sons and daughters took part in the activities of the Lightning Islamic Boarding School	Be more diligent in praying 5 times	Can appreciate time and be more polite to anyone	
3	The positive changes that have occurred after attending the lightning boarding school	Wake up earlier time	Children become diligent in praying in congregation at the mosque	Little or no knowledge about the pattern of life in the world of Islamic boarding schools, especially the formation of morals
4	The role of Wali Santri is to maintain and follow up	Teach good things and always remind them	Maintaining the behavior that has been instilled in the lightning boarding school	Desire to stay
5	The hope of the santri guardian for MADIN	In the future, a program like this can be held again	Teaches children more about religious/worship matters such as Islamic boarding schools, not only learning the Koran but also material about adab in everyday life	Always controlling, supervising, and feeling proud thanks to the guidance from KPM brothers
6	Criticism, Suggestions, Feedback for KPM Students	Stay enthusiastic and patient in dealing with younger siblings who still need a lot of guidance	Hopefully, Islamic boarding schools can become a new program in MADIN	Learning is more focused on religion in order to produce generations of virtuous character
7	Satisfaction Level	Very satisfied	Provide useful activities on weekends	I am very happy with the lightning boarding school being held, if possible, this event can be added for more than three days

Based on the results of the assessment of these criteria, it can be concluded that the implementation of student service activities in the community with the title "Assistance for Curriculum Development for Madrasah Diniyah Sabilissalam Desa Duri Slahung Ponorogo" can be said to have been carried out well.

Supporting and Inhibiting Factors Activities

1. Supporting Factors

- a) The support from the Head of Duri Village who fully supports all work programs that have been carried out in community service activities.
- b) Availability of madrasah diniyah sabilissalam teaching staff who will later be fostered and guided to continue MADIN learning in accordance with the ministry's curriculum criteria.
- c) The assets of the non-formal madrasah diniyah "Sabilissalam" owned by the Duri Village community, especially Dukuh Tlogo.

2. Inhibiting Factors

- a) Time constraints, related to the implementation of Islamic boarding schools on the first day there was a delay in the opening ceremony, so that the rundown that had previously been designed in such a way was lengthening the duration of time.
- b) Obstacles in implementing curriculum development assistance through the implementation of Islamic boarding schools which are held for three days and two nights are still not effective, because the students are still beginners learning the material that has been delivered by the presenters in accordance with the curriculum guidelines, so there are still many students who do not understand the material. The recommendation for further action is to plan follow-up activities for the development of the learning curriculum at MADIN on a regular basis through the stages of the process of controlling by ustadz/ustadzah.

d) 4. Conclusion

Regarding the results obtained by group 16 through community service activities with a curriculum development assistance program through Islamic boarding schools in Duri Village, especially Dukuh Tlogo, the results were, among others: (1) Community service activities can improve the moral internalization of village children which at the time of mapping moral assets found to be relatively low through the programs that have been implemented. (2) Changes in the students participating in the Lightning Islamic Boarding School can be identified through an evaluation of the results of the Tahriri and Syafahi exams after being given material on the first and second days. (3) To further enhance the change of students in terms of moral internalization, cooperation can be done with the MADIN teaching staff and the supervisory role of the santri guardians. (4) The implementation of the activity was said to be optimal, namely the santri guardians were very satisfied with the pesantren's activities which had been carried out for approximately three days, seen from the results of the questionnaire with various changes from the perspective of the santri guardians, such as praying diligently, getting up earlier, respecting time more. Islamic boarding schools have quite an influence on students, although they are not optimal because they are not ideal according to SK/KD madrasah diniyah due to limited time and insufficient funds.

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Author Contribution

An activity plan in order to implement solutions with ABCD offered at Madrasah Diniyah Sabilissalam is located in Duri Slahung Village, Ponorogo, East Java.

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Conflict of Interest

The authors declare no conflict of interest.

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