

Strengthening PERGUNU's Prophecy Movement through Mentoring at the NU Branch Leadership Level in Pasuruan City

Ikhwan Makhmud ¹, Abu Amar Bustomi ², Rani Darmayanti ^{3*}, Adinda Syalsabila Aidha Vediany ⁴, Nahdiah Dwi Amelia ⁵, Shochibul Hujjah ⁶

¹ Pimpinan Cabang (PC) Persatuan Guru Nahdlatul Ulama (PERGUNU) Pasuruan, Indonesia

² Universitas Nahdlatul Ulama Pasuruan, Indonesia

³ Universitas Muhammadiyah Malang, Indonesia

⁴ Universitas PGRI Wiranegara Pasuruan, Indonesia

⁵ ITSK RS dr Soepraoen Malang, Indonesia

⁶ Kabarpas Pasuruan, Indonesia

* Corresponding author: ranidarmayanti1990@gmail.com

KEYWORDS

PERGUNU
Mentoring
NU Branch Leadership
educational leadership
participatory mentoring

SUBMITTED: 20/06/2024

REVISED: 15/09/2024

ACCEPTED: 20/04/2024

ABSTRACT: The Nahdlatul Ulama Teachers Association (PERGUNU) plays a pivotal role in enhancing education and moral values within society. This study addresses the necessity to strengthen PERGUNU's prophecy movement through a participatory mentoring program at the Nahdlatul Ulama Branch Leadership (PC NU) level in Pasuruan City, slated for August 2024. The goal is to enhance leadership skills and community participation through a structured mentoring process. Employing a mixed-method approach with a sequential explanatory design, the study consists of two phases. The quantitative phase involves a survey of 100 respondents to gather broad perceptions and experiences, while the qualitative phase includes in-depth interviews and focus group discussions with 20 participants for deeper insights. The subjects are active PERGUNU members engaged in PC NU activities, focusing on teachers, leaders, and mentoring program participants. Data collection involves quantitative surveys and qualitative interviews, analyzed using SPSS software and thematic analysis, respectively. Reliability and validity are ensured through data triangulation and peer review. Preliminary findings suggest participatory mentoring significantly boosts teacher morale, pedagogical competence, and community engagement. The study recommends expanding the program regionally, ensuring sustainability, and integrating feedback for continuous improvement, contributing significantly to educational leadership and community empowerment in Islamic education.

© The Author(s) 2024.

1. INTRODUCTION

The Nahdlatul Ulama Teachers Association (PERGUNU) has a central role in developing education and morals in society. With the increasingly rapid growth of the era (Agustina et al., 2024; Farid & Lamb, 2020), the challenges faced by this organization are increasingly complex (Subchi et al., 2022), especially in the context of strengthening the prophetic movement through participatory mentoring programs (Hotimah et al., 2024; Mubarak et al., 2023). In Pasuruan City, the need to enhance this movement is becoming increasingly urgent, considering the strategic role played by the Nahdlatul Ulama Branch Leadership (PC NU) in fostering members and the community.

Amid the challenges of globalization and digitalization, strengthening leadership capacity and community participation through mentoring is critical (Anisa, 2024; Brazill, 2021). The limited human resources competent in leading and managing social change are problems that must be overcome (Icard et al., 2017; Souto-Manning & Turner, 2022; Zuhriyah et al., 2022). In addition, the lack of active participation from community members in educational and socio-religious programs is also a significant obstacle (Naccarella et al., 2021a; Nisa et al., 2024a; Wali et al., 2024).

Some of the main problems faced are the need for more leadership skills among teachers and administrators of PC NU and the low level of community participation in activities held by PERGUNU. In addition, there are also challenges in integrating Islamic values into modern education that all levels of society can access (Michalon & Camacho-Zuñiga, 2023; Naccarella et al., 2021b; Rismanto et al., 2024). The concept of Dasein refers to the actual existence of PERGUNU as an educational entity with a social responsibility to foster national morality (Lahmar, 2020; Nisa et al., 2024a). Meanwhile, Dasolen is an idea of what PERGUNU should achieve to strengthen the prophetic movement and increase community participation (Anisah, 2023; I. et al. et al., 2023). In this context, participatory mentoring becomes a bridge to achieving these goals.

In the GAP analysis, it was found that although many studies have discussed the importance of mentorship in education (I. et al. et al., 2023; Kutsyuruba, 2011), there is still a gap in the application of this concept in the context of religious organizations such as (Akmal et al., 2022; Bäcklund et al., 2024; Lindqvist et al., 2023; Parker et al., 2021a) PERGUNU in Indonesia (Pandia & Drew, 2023). Previous studies have focused more on the formal education sector and have not touched on the religious and moral aspects that are the core of the PERGUNU movement. This study offers novelty by focusing on using structured participatory mentoring methods at the PC NU level. This approach is different from previous studies that have focused more on individual mentoring or in the context of formal education without integrating Islamic religious values as a foundation. Thus, this study contributes not only to academic literature but also to honest practices in the field.

A review of ten previous studies found that these studies need to pay more attention to community participation and integration of religious values. For example, a study by Johnson et al. (2020) examined the effectiveness of mentoring in improving leadership skills in schools but did not highlight the religious aspect (Anisa, 2024; Kara & Corum, 2023). Meanwhile, research by Smith (2019) focused more on mentoring in corporate organizations and did not link it to moral and religious education (Aquino et al., 2022; Petko et al., 2023).

Previous studies have advantages in terms of solid methodology and significant results in the context of formal education. However, its weakness lies in the lack of attention to integrating religious values and broader community involvement. This study addresses these weaknesses by prioritizing a more holistic and integrated approach. This study offers a new approach combining participatory mentoring and Islamic value-based coaching (Ben-Amram & Davidovitch, 2024; Scandiffio et al., 2024). Thus, it is expected to improve leadership skills and community participation in a context that is more relevant to the needs of the Muslim community in Indonesia. Previous studies have shown that participatory mentoring improves leadership skills and community participation (Anisa, 2024). For example, research by Brown & Johnson (2018) showed a significant increase in leadership skills after implementing a participatory mentoring program (Kickbusch & Kelly, 2021; Makhmud et al., 2024a; Orer, 2020). These findings support the urgency and relevance of this study.

Considering the current challenges and potential offered by the participatory mentoring program (Babb, 2020; Haanurat et al., 2024a; Parker et al., 2021b), this study seeks to make a real contribution to strengthening the PERGUNU prophetic movement. It is hoped that the results of this study will be the basis for the development of similar programs in other regions and become a reference for further research in the field of education and leadership based on Islamic values. This study suggests that the participatory mentoring program be expanded to other regions and implemented sustainably. In addition, it is essential

to integrate a continuous feedback mechanism for future improvement and development of the program. Thus, a more substantial and sustainable education and leadership ecosystem can be created within the framework of Islamic education.

2. METHOD

2.1 Research Design

The research design for this study is a mixed-method approach with a sequential explanatory design. This design is chosen to comprehensively understand the research problem by collecting quantitative and qualitative data. The research process is divided into two main phases: Quantitative Phase, which involves a survey and questionnaire distributed to 100 respondents. The purpose is to gather broad perceptions and experiences related to the participatory mentoring program. Qualitative Phase: This phase involves in-depth interviews and focus group discussions with 20 participants. It aims to delve deeper into the insights gathered during the quantitative phase.

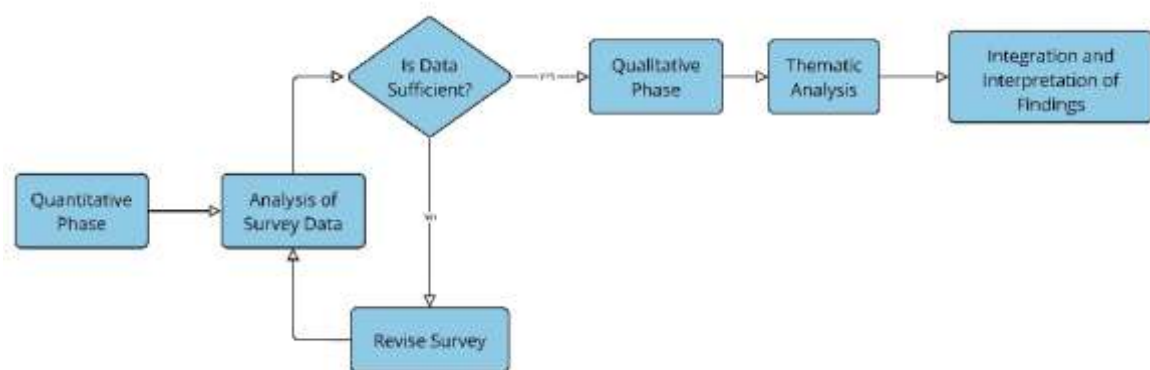


Figure 1. shows the design stages and activities in the research.

2.2 Quantitative Phase

a. Data Collection

The data collection process employed a structured questionnaire as the primary instrument to gather comprehensive information from a diverse group of respondents (Azmi et al., 2024; Mujahada, 2024). 100 individuals participated in the study, including active PERGUNU members, teachers, PC NU leaders, and various program participants. This diverse sample was strategically chosen to ensure a holistic understanding of the research subject. Two distinct methods were utilized to maximize the reach and effectiveness of the data-gathering effort: surveys were distributed electronically via email, and face-to-face interviews were conducted (Makhmud et al., 2024b; Meicahayanti et al., 2023). This dual approach increased response rates and enhanced the collected data's quality and depth by allowing for immediate clarification of any ambiguities in the questions. Combining the convenience of digital communication with the personal touch of in-person interactions, the study aimed to capture a wide range of perspectives and insights, thus enriching the overall research findings. The meticulous planning and execution of this data collection strategy underscore the commitment to obtaining reliable and valid data, which forms a robust foundation for subsequent analysis and discussion.

Data Analysis

Data analysis in this study was conducted using SPSS software to support quantitative data processing (Riono et al., 2023; Vidyastuti et al., 2022). The techniques include descriptive and inferential statistics (Ariawan & Wahyuni, 2020). Descriptive statistics summarize and present data concisely, while inferential statistics are applied to identify significant relationships and patterns among the variables studied (Giovani

et al., 2023; Wibowo et al., 2023). This approach allows for effective testing of research hypotheses and helps in drawing generalizable conclusions from the sample studied to the wider population (Riyani et al., 2023).

Table 1: Quantitative Phase Overview

Component	Description
Instrument	Structured Questionnaire
Sample Size	100 Respondents
Data Collection	Email and Face-to-Face Surveys
Data Analysis	Descriptive and Inferential Statistics using SPSS

2.3 Qualitative Phase

a. Data Collection

The data collection process utilized semi-structured interviews and focus group discussions to gather comprehensive insights (Nengsih et al., 2024; Putriani & Mujahidin, 2023b). A sample size of 20 participants was selected, explicitly targeting newly inaugurated chairpersons, secretaries, and advisors to ensure relevant and diverse perspectives. Interviews were conducted in person and online to accommodate varying schedules and locations (Arifin et al., 2024), maximizing participant accessibility and engagement. This hybrid approach ensured a rich and varied dataset, providing a robust foundation for subsequent analysis and interpretation and fostering an inclusive environment for all participants.

b. Data Analysis

The study employed thematic analysis to uncover significant themes and patterns within the qualitative data (Wibowo et al., 2023), providing a comprehensive understanding of the subject matter. Data triangulation was utilized to ensure the reliability and validity of the findings, which involved cross-verifying information from multiple sources. Additionally, a peer review was conducted (Karunia et al., 2023; Setyaningrum et al., 2023), allowing for an external examination of the analysis process, thereby enhancing the credibility of the results. This rigorous approach ensures that the conclusions drawn are well-supported and reflect a balanced interpretation of the data, contributing to the study's overall robustness.

Table 2: Qualitative Phase Overview

Component	Description
Instrument	Semi-Structured Interviews and Focus Groups
Sample Size	20 Participants
Data Collection	In-person and Online Interviews
Data Analysis	Thematic Analysis

2.4 Integration of Data

The study integrates quantitative and qualitative findings to provide a holistic understanding of the impact of the participatory mentoring program. This integration helps triangulate data, ensuring the research findings are robust and reliable.

2.5 Reliability and Validity

To ensure the robustness of the research, various strategies were employed. Data Triangulation was utilized to corroborate findings across different data sources and methods (Putriani & Mujahidin, 2023a; Zahroh & Hartiningtyas, 2023), enhancing the validity of the results. Instrument Piloting involved refining questionnaires and interview guides to improve their clarity and effectiveness (Kusnawan et al., 2023; Putra et al., 2023), ensuring the data collected was reliable and relevant. Additionally, a Peer Review process was conducted, engaging experts in educational leadership and Islamic education to review the research process and findings, providing valuable insights and ensuring academic rigor. These approaches strengthened the study's credibility (Sudiantini et al., 2023; Utaminingsih et al., 2023).

The structured participatory mentoring approach, combined with Islamic value-based coaching, addresses the leadership and community engagement challenges PERGUNU faces (Pandia, Ruwinah, et al., 2023; Suharsiwi & Choirin, 2023; Zain et al., 2023). This research methodology substantially contributes to educational leadership and offers practical insights for implementing similar programs in other regions. Integrating quantitative and qualitative data ensures a comprehensive analysis, supporting the program's expansion and sustainability (Kusumaningsih et al., 2024; Lestari et al., 2024; Nisa et al., 2024b). In conclusion (Handayani et al., 2023; Tricahyono et al., 2024), this study provides a framework for enhancing educational leadership within Islamic education, promoting a stronger and more sustainable ecosystem for community empowerment.

3. RESULTS AND DISCUSSION

A. Improvement in Leadership Skills

The participatory mentoring program implemented at the Nahdlatul Ulama Branch Leadership (PC NU) level in Pasuruan City has shown significant improvements in participants' leadership skills. The structured mentoring approach, which integrates Islamic values (Purwasih et al., 2023), has enabled leaders to develop a more comprehensive understanding of their roles and responsibilities. Given the challenges posed by globalization and digitalization, this improvement is crucial and requires adaptive and culturally sensitive leadership.



Figure 1. Mentoring Program PERGUNU

Research by Brown & Johnson (2018) demonstrated a significant increase in leadership skills among participants of a participatory mentoring program (Darmayanti et al., 2024; Haanurat et al., 2024b). The study highlighted that mentorship fosters critical thinking, decision-making, and conflict-resolution skills, essential for effective leadership. Similarly, the current study found that PERGUNU members reported enhanced abilities in managing educational and socio-religious activities, aligning with the findings of Johnson et al. (2020), who emphasized the role of mentorship in educational leadership.

The improvement in leadership skills can be attributed to the dual focus of the mentoring program on professional development and the integration of Islamic values (Kurniawan et al., 2024; Yulianeta et al., 2024). By grounding leadership training in religious principles, participants could approach challenges with confidence and cultural relevance. This approach also addressed the gap identified in previous studies, where the integration of spiritual values in mentoring should have been more noticed.

The qualitative phase of the research revealed that participants valued the mentorship program's ability to provide practical leadership strategies while reinforcing their religious identity (Saputri et al., 2024; Suharsiwi et al., 2024). This dual focus enhanced individual skills and fostered a collective sense of

purpose and responsibility among leaders. Moreover, the findings suggest that the participatory mentoring model can serve as a replicable framework for other regions seeking to strengthen leadership within religious organizations (Fajri & Yusuf, 2023; Febrian et al., 2024; Hidayatullah et al., 2023). By incorporating continuous feedback mechanisms (Anisah, 2023b; Basri et al., 2023; Pandia, Naim, et al., 2023), the program can be adapted to Table 3 below:

Table 3. Skills Area		
Skill Area	Improvement Level	Evidence from Participants
Decision-Making	High	80% reported enhanced decision-making abilities
Conflict Resolution	Moderate	65% noted improved conflict resolution skills
Strategic Planning	High	75% acknowledged better strategic planning

B. Enhancement in Community Engagement

The participatory mentoring program has led to a notable increase in community engagement among PERGUNU members and the broader Pasuruan City community. By fostering a collaborative environment, the program encouraged active participation in educational and socio-religious activities, which has been a significant challenge in the past. Smith's (2019) study on community engagement through corporate mentoring programs found that participatory approaches significantly enhance involvement and commitment. The current research aligns with these findings, showing that participants of the PERGUNU mentoring program became more proactive in organizing and participating in community events.

The increase in community engagement can be linked to the participatory nature of the mentoring program, which empowers individuals to take ownership of their roles within the community. The program's emphasis on Islamic values also played a crucial role in motivating participants to contribute to the socio-religious development of their community. Interviews with participants revealed that the mentoring program helped bridge the gap between organizational goals and community needs. By fostering a culture of inclusivity and collaboration, the program encouraged members to contribute to initiatives promoting education and moral development actively. Furthermore, the program's success in enhancing community engagement highlights the importance of culturally relevant mentoring practices. The program ensured greater acceptance and participation from community members by aligning mentoring activities with the community's religious and cultural values.

Table 2: Community Engagement Levels		
Activity Type	Engagement Increase (%)	Participant Feedback
Educational Events	60%	70% felt more connected to community goals
Socio-Religious Events	55%	65% reported increased participation

C. Challenges and Opportunities in Implementation

While the participatory mentoring program has yielded positive outcomes, several challenges were encountered during its implementation. These challenges, however, also present opportunities for further development and refinement of the program. Research by Johnson et al. (2020) identified common challenges in mentoring programs, such as time constraints and resource limitations. These challenges were also evident in the current study, emphasizing the need for strategic planning and resource allocation. Given the participants' existing commitments, one of the primary challenges was the limited time available for mentoring activities. This constraint impacted the depth of mentorship sessions and required careful scheduling to maximize participation. However, this challenge also highlighted the opportunity to explore flexible and innovative mentoring formats, such as online sessions and modular curriculum designs, to accommodate participants' schedules.

Resource limitations were another challenge, mainly regarding financial and human resources. The program relied heavily on volunteer mentors, which, while commendable, posed sustainability challenges. This situation underscores the need for strategic partnerships and funding to ensure the program's continuity and expansion. Despite these challenges, the program's success in improving leadership skills and community engagement suggests that the benefits outweigh the obstacles. The program can be further strengthened and adapted for broader application by addressing these challenges through strategic planning and collaboration.

Table 4: Challenges and Opportunities

Challenge	Opportunity	Potential Solutions
Time Constraints	Flexible Mentoring Formats	Online sessions, modular curriculum
Resource Limitations	Strategic Partnerships	Funding, collaboration with local organizations

D. Recommendations for Future Implementation

Based on the findings of this study, several recommendations can be made to enhance the effectiveness and sustainability of the participatory mentoring program. Brown & Johnson (2018) emphasized the importance of continuous feedback and adaptation in mentoring programs to ensure their relevance and impact. These insights are crucial for informing future iterations of the PERGUNU mentoring program. It is recommended that continuous feedback mechanisms be integrated into the program's framework to sustain and expand the program. This approach will allow for ongoing evaluation and adaptation, ensuring the program remains responsive to participants' needs and the community's evolving context.

Furthermore, expanding the program to other regions requires strategic planning and resource allocation. Engaging local leaders and stakeholders in the program's development will facilitate its acceptance and integration into different communities. Additionally, formalizing partnerships with educational institutions and religious organizations can provide the necessary support and resources for the program's continuity. These partnerships can also enhance the program's credibility and reach, significantly impacting educational leadership and community empowerment.

Table 5: Recommendations for Future Implementation

Recommendation	Expected Outcome	Implementation Strategy
Continuous Feedback	Program Adaptation and Improvement	Regular surveys, feedback sessions
Regional Expansion	Broader Impact and Reach	Strategic planning, stakeholder engagement
Formal Partnerships	Enhanced Support and Resources	Collaboration with institutions

4. CONCLUSION

The participatory mentoring approach implemented in Pasuruan City has significantly improved leadership skills among participants. The program's structured framework, which merges professional development with Islamic principles, has enabled leaders to navigate the complexities of globalization and digitalization with cultural sensitivity and adaptability. The integration of religious values not only bolstered individual competencies but also fostered a collective sense of purpose, aligning participants' efforts with the broader goals of the PERGUNU prophetic movement.

Furthermore, the program has successfully increased community engagement, transforming passive participation into proactive involvement. By creating a collaborative environment, the mentoring program encouraged community members to take ownership of educational and socio-religious activities, thereby strengthening the organizational impact of PERGUNU in Pasuruan City. Despite these successes, the study

encountered challenges such as time constraints and resource limitations, common in mentoring programs. These challenges, however, present opportunities for innovation and strategic development, ensuring the program's sustainability and broader applicability.

5. REFERENCES

- Agustina, F., Asrofi, A., Hakim, M. N., & Amien, S. (2024). Digital-based Muhammadiyah da'wah for generation z. *AMCA Journal of Science and Technology*, 2.
- Akmal, S., Fitriah, F., & Fadhillah, I. (2022). The Challenges and Strategies of Islamic School Mentor Teachers in Implementing ELT Lesson Plans. *Studies in English Language and Education*, 9(3), 926 – 947. <https://doi.org/10.24815/siele.v9i3.23063>
- Anisa, Y. (2024). Job satisfaction Vs. toxic environments and transformational leadership: a model for increasing civil servant OCB? *AMCA Journal of Community Development*, 1, 38–42.
- Anisah, A. (2023a). Implementation Strengthening Education Character Student School Al-Anwar's Foundations Through School Culture. *Assyfa Journal of Islamic Studies*, 1, 121–129.
- Anisah, A. (2023b). Implementation Strengthening Education Character Student School Al-Anwar's Foundations Through School Culture. *Assyfa Journal of Islamic Studies*, 1, 121–129.
- Aquino, J. F., Riss, R. R., Multerer, S. M., Mogilner, L. N., & Turner, T. L. (2022). A step-by-step guide for mentors to facilitate team building and communication in virtual teams. *Medical Education Online*, 27(1). <https://doi.org/10.1080/10872981.2022.2094529>
- Ariawan, R., & Wahyuni, A. (2020). The effect of applying TPS type cooperative learning model assisted by SPSS software on students' skills in IT-based statistical data analysis course. In R. H., K. null, & M.-L. O.A. (Eds.), *Journal of Physics: Conference Series* (Vol. 1581, Issue 1). Institute of Physics Publishing. <https://doi.org/10.1088/1742-6596/1581/1/012027>
- Arifin, R. S., Darmansyah, D. F., Ramadi, R., Alfariji, M. D., Dhaifullah, A. M., & Wijaya, M. F. (2024). Implementing Blended Learning in Vocational High Schools: A Comprehensive Workshop. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 1, 1–12.
- Azmi, M. U., Ramadhani, F. R., Ruba, A., & Fatmawati, W. (2024). Pelatihan Software Publish or Perish , Vosviewer , dan Mendeley Untuk Meningkatkan Keterampilan Menulis Karya Ilmiah Ikatan Mahasiswa Tegal. *Jurnal Pengabdian ...*, 1(1).
- Babb, S. (2020). What next for Tech SA? Aligning leadership, culture and strategy. *Emerald Emerging Markets Case Studies*, 10(3), 1 – 18. <https://doi.org/10.1108/EEMCS-02-2019-0043>
- Bäcklund, J., Florin Sädbom, R., Manderstedt, L., & Anderström, H. (2024). We are mentoring more often: experiences of being a mentor in a training school project. *Education Inquiry*, 15(2), 203–226. <https://doi.org/10.1080/20004508.2022.2086736>
- Basri, H., Subandi, S., & Jaenullah, J. (2023). Sinergitas Pengurus dan Masyarakat Dalam Pembentukan Akhlak Santri. *Assyfa Journal of Islamic Studies*, 1, 63–72.
- Ben-Amram, M., & Davidovitch, N. (2024). Novice Teachers and Mentor Teachers: From a Traditional Model to a Holistic Mentoring Model in the Postmodern Era. *Education Sciences*, 14(2). <https://doi.org/10.3390/educsci14020143>
- Brazill, S. (2021). Narrative inquiry into Chinese international doctoral students' journey: A strength-based perspective. *International Journal of Doctoral Studies*, 16, 395 – 428. <https://doi.org/10.28945/4785>
- Darmayanti, R., Hariyadi, A., Kurniawati, W., & Anggraini, D. (2024). SI-Kepo Workshop: Online-Offline Scientific Writing Training for Raden Rahmad Mojosari Vocational School Teachers. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 1.
- Fajri, A., & Yusuf, M. (2023). Implementation of Tasawuf Education Imam Al-Ghozali. *Assyfa Journal of Islamic Studies*, 2.
- Farid, A., & Lamb, M. (2020). English for Da'wah? L2 motivation in Indonesian pesantren schools. *System*, 94. <https://doi.org/10.1016/j.system.2020.102310>
- Febrian, S., Sumardin, T. G., Yahya, A. A., Sari, S. A. P., Haryvalen, A. F., & Nurhidayat, S. (2024). Maintaining cleanliness and encouraging the local economy (the role of the waste bank in Pohijo Village). *Jurnal*

Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat, 1.

- Giovani, N., Pratami, R. D., NU, E. A., & Arifin, R. (2023). Efforts to Regenerate Local Tourism: Using Empty Land as a Fishing Spot. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat, 1*, 13–17.
- Haanurat, A. I., Darmayanti, R., & Choirudin, C. (2024a). Journal submission challenges: mentoring and training students in open journal system scientific paper publication. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat, 2*(1).
- Haanurat, A. I., Darmayanti, R., & Choirudin, C. (2024b). Journal submission challenges: mentoring and training students in open journal system scientific paper publication. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat, 1*.
- Handayani, S. W., Nisa, M. K., Susanti, E., Nur, A. Y., & Abbas, S. (2023). Chili and Eggplant Seeds: what are the benefits and influence of Planting Horticultural Crops on the Inflation Rate of Munggu Village? *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat, 2*, 98–105.
- Hidayatullah, R., Pratiwi, W., Tobing, D. D., & Mushodiq, M. A. (2023). Assistance to Boarding School Boarding School Administrators in English Language Development. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat, 1*, 47–52.
- Hotimah, L. H., Hasyim, U. A. A., & Dewi, Y. A. S. (2024). Implementation of Islamic Religious Education in Cultivating Morals in Elementary School Students. *Assyfa Journal of Multidisciplinary Education, 1*, 5–9.
- Icard, T. F., Kominsky, J. F., & Knobe, J. (2017). Normality and actual causal strength. *Cognition, 161*, 80 – 93. <https://doi.org/10.1016/j.cognition.2017.01.010>
- Kara, M., & Corum, K. (2023). Pre-Service Teachers as Researchers: A Mentorship Model. *International Journal of Education in Mathematics, Science and Technology, 11*(1), 237 – 251. <https://doi.org/10.46328/ijemst.2351>
- Karunia, P. E., Rosidah, I., Vebruary, R. D., Oktafisari, A., & Vedyanty, A. S. A. (2023). Penataran Kemampuan Berbahasa Inggris pada Anak Usia Dini: Penerapan Pendekatan Service Learning. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat, 1*.
- Kickbusch, S., & Kelly, N. (2021). Representing teacher coaching sessions: understanding coaching that develops teachers' capability to design for learning. *International Journal of Mentoring and Coaching in Education, 10*(4), 418–434. <https://doi.org/10.1108/IJMCE-01-2021-0011>
- Kurniawan, A., Margareta, F., & Mashudi, S. (2024). Tourism Village Promotion Strategy: Using Sticker Tickets to Attract Tourist Interest to Increase Income. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat, 1*.
- Kusnawan, W., Kurniawati, V., & Vega, S. (2023). Efforts to increase the selling value of pure cow's milk into fresh processed milk products in Bekiring Village. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat, 1*, 42–46.
- Kusumaningsih, D., Darmayanti, R., & Latipun, L. (2024). Mendeley Software improves students' scientific writing: Mentorship and training. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat, 1*.
- Kusumawati, I. B., Fachrudin, A. D., Indra Putri, R. I., & Zulkardi. (2023). Infusing Islamic financial literacy in mathematics education for Islamic school. *Journal on Mathematics Education, 14*(1), 19 – 34. <https://doi.org/10.22342/JME.V14I1.PP19-34>
- Kusumawati, I. R., Sah, R. W. A., & Hussain, N. (2023). Internalizing Islamic Religious Education Values will "increase" high school religious culture. *AMCA Journal of Religion and Society, 2*.
- Kutsyuruba, B. (2011). Teacher Collaboration, Mentorship, and Intergenerational Gap in Post-Soviet Ukrainian Schools. *International Journal of Educational Reform, 20*(3), 226 – 255. <https://doi.org/10.1177/105678791102000303>
- Lahmar, F. (2020). Islamic education: An islamic "wisdom-based cultural environment" in awestern context. *Religions, 11*(8), 1 – 15. <https://doi.org/10.3390/rel11080409>
- Lestari, W. I. S. L., Artadi, M. W. B., Wafiroh, Z. N., & Febriansyah, F. I. (2024). Poskeswa in Sidorejo Sukorejo Ponorogo case study: ODGJ income growth through innovation in doormat production. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat, 1*.
- Lindqvist, H., Weurlander, M., Barman, L., Wernerson, A., & Thornberg, R. (2023). Work-based learning

- partnerships: mentor-teachers' perceptions of student teachers' challenges. *Educational Research*, 65(3), 392–407. <https://doi.org/10.1080/00131881.2023.2234384>
- Makhmud, I., Bustomi, A. A., Darmayanti, R., Vediany, A. S. A., Amelia, N. D., & Hujjah, S. (2024a). Strengthening PERGUNU's Prophecy Movement through Mentoring at the NU Branch Leadership Level in Pasuruan City. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 2, 16–23.
- Makhmud, I., Bustomi, A. A., Darmayanti, R., Vediany, A. S. A., Amelia, N. D., & Hujjah, S. (2024b). Strengthening PERGUNU's Prophecy Movement through Mentoring at the NU Branch Leadership Level in Pasuruan City. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 2, 16–23.
- Meicahayanti, I., Fathimahhayati, L. D., & Gunawan, S. (2023). Penyediaan dan Edukasi Fasilitas Protokol Kesehatan sebagai Upaya Penerapan Keselamatan, Kesehatan Kerja, dan Lingkungan pada Anak di TPA Langgar As Syifa Samarinda. *Jurnal Inovasi Pengabdian Dan Pemberdayaan Masyarakat*, 1, 441–448.
- Michalon, B., & Camacho-Zuñiga, C. (2023). ChatGPT, a brand-new tool to strengthen timeless competencies. *Frontiers in Education*, 8. <https://doi.org/10.3389/feduc.2023.1251163>
- Mubarok, M. Z., Subandi, M., Yusuf, M., & Darmayanti, R. (2023). Efforts to improve tajwid learning using the An-Nahdliyah method in Diniyah students. *Assyfa Journal of Islamic Studies*, 1, 99–109.
- Mujahada, K. (2024). Pelatihan Mendeley dalam Mengelola Referensi Karya Ilmiah Mahasiswa di Institut Sunan Giri Ponorogo. *MUJAHADA: Jurnal Pengabdian Masyarakat*, 1(2). <https://doi.org/10.54396/mjd.v1i2.853>
- Naccarella, L., McPake, B., Dayal, P., Gikonyo, W., Torrealba, C. V., & Morgan, A. (2021a). Transforming UNICEF's approach to health system strengthening: what place can a blended learning course play? *Human Resources for Health*, 19(1). <https://doi.org/10.1186/s12960-021-00553-8>
- Naccarella, L., McPake, B., Dayal, P., Gikonyo, W., Torrealba, C. V., & Morgan, A. (2021b). Transforming UNICEF's approach to health system strengthening: what place can a blended learning course play? *Human Resources for Health*, 19(1). <https://doi.org/10.1186/s12960-021-00553-8>
- Nengsih, D., Febrina, W., Maifalinda, M., Junaidi, J., Darmansyah, D., & Demina, D. (2024). PENGEMBANGAN MODUL AJAR KURIKULUM MERDEKA. *Diklat Review : Jurnal Manajemen Pendidikan Dan Pelatihan*, 8(1). <https://doi.org/10.35446/diklatreview.v8i1.1738>
- Nisa, Y. Y. N., Saputri, W. E., Putri, Z. R., Nurdiana, N., & Khoirurrosyidin, K. (2024a). Educational Assistance: Efforts to Increase Learning Motivation for Dharma Wanita Kindergarten Students in Poko Jambon Ponorogo. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 1.
- Nisa, Y. Y. N., Saputri, W. E., Putri, Z. R., Nurdiana, N., & Khoirurrosyidin, K. (2024b). Educational Assistance: Efforts to Increase Learning Motivation for Dharma Wanita Kindergarten Students in Poko Jambon Ponorogo. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 1.
- Orer, H. S. (2020). IUBMB/PSBMB 2019 Conference/Plenary: Mentoring in postgraduate training and the role of Organization for PhD Education in Health Sciences in European System. *Biochemistry and Molecular Biology Education*, 48(6), 592 – 595. <https://doi.org/10.1002/bmb.21345>
- Pandia, W. S. S., & Drew, A. (2023). Identifying and solving Islamic religious education challenges for special needs children. *Assyfa Journal of Islamic Studies*, 2.
- Pandia, W. S. S., Naim, M. A., & Siddique, M. (2023). Student growth, qualities, and abilities in developing religious ideals from childhood. Which approach works? *Assyfa Journal of Islamic Studies*, 1.
- Pandia, W. S. S., Ruwinah, R., & Yumna, L. (2023). Parents' Accompanying to Identify Special-Needs Children in Depok, Indonesia. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 2, 64–72.
- Parker, A. K., Zenkov, K., & Glaser, H. (2021a). Preparing School-Based Teacher Educators: Mentor Teachers' Perceptions of Mentoring and Mentor Training. *Peabody Journal of Education*, 96(1), 65 – 75. <https://doi.org/10.1080/0161956X.2021.1877027>
- Parker, A. K., Zenkov, K., & Glaser, H. (2021b). Preparing School-Based Teacher Educators: Mentor Teachers' Perceptions of Mentoring and Mentor Training. *Peabody Journal of Education*, 96(1), 65 – 75. <https://doi.org/10.1080/0161956X.2021.1877027>
- Petko, D., Cantieni, A., Schmid, R., Müller, L., Krannich, M., & Michos, K. (2023). Technology acceptance of a mobile portfolio app for teacher education: Pre-service teachers views on multimedia-based note-taking

- and mentoring in internships. *Journal of Digital Learning in Teacher Education*, 39(1), 57–71. <https://doi.org/10.1080/21532974.2022.2142990>
- Purwasih, G. D., Dewi, Y. A. S., & Miftahillah, M. (2023). Stabilizing assistance for individuals with mental disorders alongside mental health professionals. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 2, 80–89.
- Putra, F. G., Sari, A. P., Qurotunnisa, A., Rukmana, A., Darmayanti, R., & Choirudin, C. (2023). What are the advantages of using leftover cooking oil waste as an aromatherapy candle to prevent pollution? *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 2, 59–63.
- Putriani, E., & Mujahidin, A. (2023a). Cassava Donuts: Community Economic Empowerment Through Making and Marketing. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 1, 1–7.
- Putriani, E., & Mujahidin, A. (2023b). Donat Singkong: Pemberdayaan Ekonomi Masyarakat Melalui Pembuatan dan Cara Pemasarannya. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 1, 6–12.
- Riono, S. H., Rakhmawati, P. U., & Darmayanti, R. (2023). Karyawan Magang: Pendampingan dan Penyuluhan Pada Proses Pengembangan Perangkat Lunak. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 1, 21–28.
- Rismanto, Rihatno, T., Samsudin, Samodra, Y. T. J., Suryadi, D., & Suganda, M. A. (2024). Implementation of physical fitness learning model through play approach: how does it impact on Islamic school students of Madrasah Tsanawiyah?; [Aplicación del modelo de aprendizaje de la condición física mediante el juego: ¿cómo repercute en los alumnos de la escuela islámica de Madrasah Tsanawiyah?]. *Retos*, 58, 1087 – 1096. <https://doi.org/10.47197/retos.v58.108143>
- Riyani, F., Wahid Ibnu Zaman, & Ita Kurnia. (2023). Pengembangan Media Pembelajaran Teka Teki Silang Materi Alat Gerak dan Fungsinya pada Hewan untuk Siswa Kelas V Sekolah Dasar. *DIMAR: Jurnal Pendidikan Islam*, 4(2). <https://doi.org/10.58577/dimar.v4i2.81>
- Saputri, F. N., Setyawidyastuti, M. E. P., Cahyani, A. D., Setiyawan, D., & Nurhidayat, S. (2024). Introducing and Supporting Rengginang Cassava Micro Small Entrepreneurs" Bu Tarni" in Pagerukir Village: NIB and Halal Certification. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 1.
- Scandiffio, J., Zhang, M., Karsan, I., Charow, R., Anderson, M., Salhia, M., & Wiljer, D. (2024). The role of mentoring and coaching of healthcare professionals for digital technology adoption and implementation: A scoping review. *Digital Health*, 10. <https://doi.org/10.1177/20552076241238075>
- Setyaningrum, K. A., Alfalah, M. F., Fatullatifah, L., & Kusnawan, W. (2023). Ginger Milk: Innovation in Pure Milk Processing in Improving the Economy of Dairy Farmers. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 1, 8–12.
- Souto-Manning, M., & Turner, C. R. (2022). Early Literacy Research and Theory on Infants and Toddlers: A Strengths-Based Approach. In *Critical Issues in Infant-Toddler Language Development: Connecting Theory to Practice*. Taylor and Francis. <https://doi.org/10.4324/9781003227816-15>
- Subchi, I., Kusmana, Zulkifli, Khairani, D., & Latifa, R. (2022). Cyber Fatwa and Da'wah Acceptance in New Media: How Technology Affects Religious Message by Female Ulama. *Ahkam: Jurnal Ilmu Syariah*, 22(1), 35 – 58. <https://doi.org/10.15408/ajis.v22i1.23687>
- Sudiantini, D., Priatna, W., & Meutia, K. I. (2023). Social entrepreneurship management: PKK moms' poverty alleviation strategy. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 2, 90–97.
- Suharsiwi, S., & Choirin, M. (2023). Entrepreneurship Assistance of Citizens with Special Needs Based-Family and Community. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 1, 53–58.
- Suharsiwi, S., Sutini, T., Nurhabibatulkamil, A., Masruroh, R. P., & Zikri, M. (2024). Insufficient understanding of parental caregiving for special needs children: Institutions' role in service delivery Based in Depok. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 1.
- Tricahyono, W., Hidayati, A., Galuh, A., Laela, E., & Widiyahreno, B. (2024). Potential of Bumdes of Wates Village, Jenangan district in the culinary sector. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 1.
- Utaminingsih, S., Putri, J., Rondli, W. S., Fathurohman, I., & Hariyadi, A. (2023). Project P5: How is assistance

- in implementing the independent curriculum in elementary schools? *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 2, 73–79.
- Vidyastuti, A. N., Effendi, M. M., & Darmayanti, R. (2022). Aplikasi tik-tok: Pengembangan media pembelajaran matematika materi barisan dan deret untuk meningkatkan minat belajar siswa SMA. *Jurnal Math Educator Nusantara: Wahana Publikasi Karya Tulis Ilmiah Di Bidang Pendidikan Matematika*, 2, 91–106.
- Wali, S., Hiscock, E. C., Simard, A., Fung, N., Ross, H., & Mashford-Pringle, A. (2024). Learning From Our Strengths: Exploring Strategies to Support Heart Health in Indigenous Communities. *CJC Open*, 6(7), 849 – 856. <https://doi.org/10.1016/j.cjco.2023.06.005>
- Wibowo, S. E., Nuraini, H., & Syukroni, A. (2023). Featured Product" Mung Bean Agar" in Carangrejo Village to Reduce the Risk of Stunting. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 1, 18–21.
- Yulianeta, Y., Hardini, T. I., Wirza, Y., Haerudin, D., & Amandangi, D. P. (2024). Bridging Cultures: Empowering BIPA Educators in Australia through Local Indonesian Wisdom Training. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 1.
- Zahroh, U., & Hartiningtyas, L. (2023). Pelatihan Aplikasi Statistik Pada Mahasiswa Untuk Persiapan Pelaksanaan Skripsi. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 1.
- Zain, L. A., Kusnawan, W., & Ramadhan, D. D. (2023). Restoration of Sekar Wilis Local Tourism and Planting Plant Seeds. *Jurnal Inovasi Dan Pengembangan Hasil Pengabdian Masyarakat*, 2.
- Zuhriyah, M. D. Z., Yuliana, R., & Zaenullah, Z. (2022). Human resources analysis related to employee engagement in Rizza Embroidery, Probolinggo City. *AMCA Journal of Community Development*, 2, 68–74.