

## Assistance in Learning Resource Management through Digital Library at Pesantren Darul Aufa

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### Abstract

Effective learning management plays an important role in improving educational outcomes by enabling students to access and utilize resources effectively. This community service project aims to support teachers at Pesantren Darul Aufa Sei Buluh, Muara Bulian, Batang Hari, in managing learning resources through a digital library system. Although Pesantren already has a library and provides limited access to digital devices for students, structured resource management can significantly enhance their ability to interact with both digital and non-digital learning materials. This mentoring program is carried out using the Asset-Based Community Development (ABCD) approach, which leverages the existing strengths within the community to promote sustainable development. This process includes an initial needs assessment, aspiration identification, strategic planning, goal setting, and implementation. Through this initiative, teachers receive guidance on optimizing learning resources, thereby improving student access to quality educational materials and fostering a more effective learning environment.

**Keywords:** Asset-Based Community Development, Community Services, Digital Library, Learning Resources Management, Pesantren

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## INTRODUCTION

The rapid advancement of information and communication technology (ICT) has significantly influenced the education sector, extending beyond formal institutions to include non-formal settings such as Islamic boarding schools, or Pesantren in Bahasa. As these institutions strive to remain relevant in an increasingly digital world, they are faced with both opportunities and challenges. On one hand, ICT particularly internet access offers valuable resources for learning and teaching. On the other, concerns persist regarding its potential misuse, especially the consumption of content misaligned with Islamic values and the traditional norms of Pesantren (Romadlan, 2010).

Despite these challenges, many Pesantren are actively embracing ICT as a means of enhancing educational quality. For instance, at Pesantren Rakyat Al-Amin in Malang, East Java, students not only learn from their Ustadz (teachers) but also utilize the internet and social media platforms to access diverse learning resources.

Knowledge transmission also occurs informally through interactions with senior students and community members (Anwas, 2010). This illustrates the evolving educational ecosystem within Pesantren, which increasingly integrates formal, informal, and digital learning modalities.

In the context of the digital age and the demands of the global knowledge economy, educational institutions including libraries are compelled to adopt ICT in order to cultivate competitive, knowledge-based human resources (Sulisworo, 2012; Nabi, 2019). The development of digital libraries has emerged as one such innovation, offering significant advantages over traditional libraries in terms of cost efficiency, accessibility, and scalability (Mohamed et al., 2021). Nonetheless, implementation is often hindered by financial constraints and a shortage of skilled human resources. As Sismanto (2008) noted, digital infrastructure can reduce reliance on printed materials, increase accessibility, and lower long-term maintenance and distribution costs.

Learning resources, particularly those provided through digital libraries, play a critical role in the teaching and learning process within Pesantren (Tafrikhuudin et al., 2014). In response to these needs, Pesantren Darul Aufa has undertaken various educational innovations, including the development of formal and non-formal institutions and the integration of the national curriculum with the Pesantren's religious curriculum. Character development is emphasized through classical Islamic texts and religious activities that nurture students' talents and interests (Al-Nahdi & Li, 2025). Additionally, foreign language instruction has been introduced to enhance global competencies (Arifah, 2018).

These efforts underscore the proactive role of Pesantren in contributing to national educational development and in fostering the intellectual and moral growth of Indonesia's human resources. As part of this contribution, several Pesantren have adopted ICT while simultaneously establishing internal regulations to safeguard students from its potentially harmful effects. Research indicates that, when appropriately integrated, ICT can enhance the quality of education in Pesantren (Huda et al., 2017; Wahyuni et al., 2022). Huda et al. (2017) emphasize the role of technology in making Islamic education more interactive and aligned with contemporary needs, while Supriyanto and Hidayat (2020) found that internet-based learning supports student competency development, especially in general knowledge and technological literacy.

As Indonesia enters the Society 5.0 era, Pesantren must undergo digital transformation to remain relevant and effective. One strategic initiative involves the implementation of digital library services. According to Nikmatullah et al. (2023), such transformation allows Pesantren libraries to meet information needs more quickly, efficiently, and adaptively. Furthermore, digital libraries have been shown to improve access to learning resources and stimulate students' interest in reading (Nielen & Bus, 2015; Farizi et al., 2023). These platforms also contribute to the cultivation of sustainable information literacy among modern Pesantren students.

At Pesantren Darul Aufa, internet access and digital learning resources are available to both educators and students. These are complemented by internal guidelines designed to ensure that the use of technology aligns with the institution's Islamic values. In this context, learning resources are defined as any tools that assist individuals in acquiring knowledge and achieving educational goals (Puspitarini & Hanif, 2019). From an ICT perspective, these resources include both digital materials requiring hardware and software such as computers, smartphones, and internet connectivity and non-digital materials that do not rely on electronic devices.

To maximize the utility of these resources, effective management is essential. At Pesantren Darul Aufa, the need to optimize learning resource management has inspired a series of capacity-building initiatives. This community service program targets teachers and educators, aiming to enhance their understanding of the strategic value of learning resources within the educational framework of the Pesantren.

With the theme "Managing Learning Resources through Digital Libraries," this initiative seeks to provide educators and students with practical and sustainable access to digital library services. It aims to foster independent, meaningful, and evolving learning experiences in response to technological advancements. As Al-Adwan et al. (2021) argues, digital learning is not merely a substitute but a critical component in developing a modern, interactive, and holistic educational environment in Islamic institutions. By integrating digital learning, Pesantren can broaden the reach and effectiveness of their educational missions.

## METHODS

This community mentoring initiative employed the Asset-Based Community Development (ABCD) approach, a participatory framework that prioritizes community empowerment through the identification and mobilization of existing local assets, rather than emphasizing deficits. The ABCD methodology is underpinned by several foundational principles. First, it adopts a "glass half-full" perspective, encouraging communities to focus on their strengths and available resources rather than on unmet needs or challenges. Second, it recognizes that every individual possesses unique potential no one is without assets or the capacity to contribute meaningfully. Third, sustainable development is predicated on active community engagement. Fourth, the approach promotes collaboration through networks of mutual support. Fifth, it embraces the concept of positive deviance, valuing insights derived from atypical yet effective practices. Sixth, it emphasizes endogenous development, prioritizing the utilization of internal community capacities. Finally, it adopts a heliotropic orientation, reflecting the natural tendency of communities to gravitate toward positive energy and growth (Salahuddin, 2015).

In the context of enhancing digital literacy within Islamic boarding schools (*Pesantren*), the ABCD approach proves particularly relevant. As noted by Wuryan, et al. (2025), applying the ABCD model in community empowerment initiatives fosters digital independence and strengthens literacy culture among Pesantren stakeholders. By leveraging internal assets, the approach aligns closely with the educational and value-driven ethos of Islamic educational institutions.

The mentoring program followed the five sequential phases of the ABCD methodology: Discovery, Dream, Design, Define, and Destiny. This progression provides a strategic framework for community empowerment by harnessing both tangible and intangible assets. These include physical and environmental resources, as well as social capital such as collective intelligence, empathy, cooperation, and communal solidarity (Rivera & Nickles, 2014; Al-Kautsari, 2019).

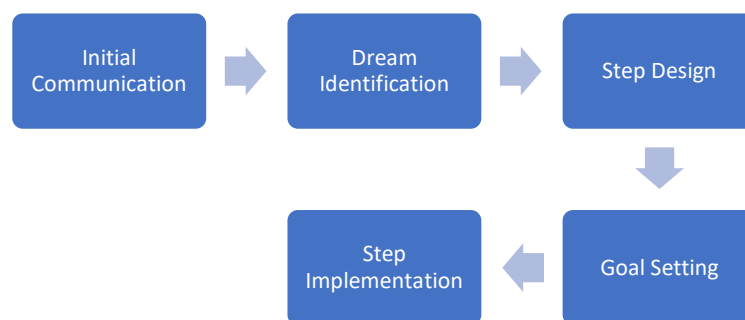
The program was implemented in July 2024 at Pesantren Darul Aufa and involved approximately 20 participants, including teachers, administrative staff, and members of the Pesantren's leadership. The initiative began with a preliminary dialogue and contextual analysis to establish a shared understanding of local conditions

and community dynamics. A blended delivery model was employed, combining synchronous online sessions conducted via Zoom with in-person interactions that included direct consultations and collaborative discussions held on-site at Pesantren.

The subsequent phases of the program involved articulating collective aspirations (Dream), mapping internal resources and designing strategic action plans (Design), refining objectives and establishing priorities (Define), and ultimately developing concrete strategies and initiatives for implementation (Destiny) (Trosten-Bloom & Lewis, 2020). The specific activities and their outcomes are detailed further in the results and discussion section.

## RESULTS AND DISCUSSION

The five stages of the ABCD approach; Discovery, Dream, Design, Define, and Destiny, were used to discuss the results of this mentoring activity. These stages were then modified into a set of activities that included; 1) initial communication, 2) dream identification, 3) step design, 4) goal setting, and 5) step implementation. The following diagram provides an illustration of the activities in [Figure 1](#).



**Figure 1.** A Structured Five-Step Process Framework

[Figure 1](#) presents a structured five-step process framework designed to guide collaborative project development. It begins with initial communication, fostering mutual understanding and setting the foundation for cooperation. This is followed by dream identification, where stakeholders articulate their aspirations and shared vision. The next step, step design, involves outlining actionable strategies to achieve these aspirations. Goal setting then refines the direction by establishing specific, measurable objectives aligned with the designed steps. Finally, step implementation represents the execution phase, where planned actions are put into practice. This process emphasizes participatory engagement, strategic alignment, and actionable follow-through to ensure sustainable outcomes.

### **Initial Communication**

During the initial phase of engagement, the facilitator conducted a comprehensive assessment of the learning resource management system at Pesantren Darul Aupa, located in Sei Buluh, Muara Bulian. This stage

involved collecting data on the availability and management of educational facilities, institutional policies, and the utilization of learning resources. Preliminary communications were held with the management team of the Pesantren, particularly those overseeing dormitory operations.

The establishment of Pesantren Darul Aufa was inspired by the encouragement and support of the local Sei Buluh Village community, in collaboration with Dr. KH. Zuhdy Al-Majr, a religious affairs official in Batang Hari Regency. The initiative was a response to the lack of accessible secondary education options in surrounding villages including Batin, Parajen, Kebalen, and Merbau A and B where most students were unable to pursue junior secondary education due to the considerable distance (approximately 15 kilometers) to the nearest town, Muara Bulian.

Over the years, the Pesantren has experienced significant growth in student enrollment. By the 2018/2019 academic year, it had enrolled 300 students and employed 16 teachers. Students now come from a wide geographic range, including Batang Hari, Muaro Jambi, Tebo, Merangin, Sarolangun, and the city of Jambi. The Pesantren complex currently spans 32 hectares, encompassing educational and residential facilities along with 10 hectares of palm oil plantations, 6 hectares of rubber plantations, and 3 hectares of horticultural land. Key infrastructure includes permanent classrooms, teacher residences, male and female dormitories, a mosque, and various support facilities.

Pesantren offers a diverse range of learning resources, including instructional materials, communication tools, learning environments, and pedagogical strategies. These resources span both digital and non-digital formats. Library books, printed learning materials, internet access, and dedicated internet cafes for male and female students ensure broad access to educational content. Students are allotted specific time slots for internet usage to support their studies. Supplementary learning materials include worksheets, books, modules, and visual aids such as posters.

Human capital also plays a critical role in the Pesantren's learning ecosystem. Learning support is provided by peers, alumni, senior students, teachers (*Ustadz and Ustadzah*), religious leaders (*Kyai*), and invited resource persons. Religious studies, such as readings from *Ihya' 'Ulumuddin* and *Qisas al-Anbiya'*, are conducted under the guidance of *Kyai*. *Ustadz* and *Ustadzah* also serve as dormitory mentors, while alumni and senior students contribute through training programs and direct mentorship. External experts are occasionally invited to deliver seminars and workshops on topics such as leadership, entrepreneurship, crafts, journalism, and reproductive health.

Learning is further reinforced through structured peer group activities like *Trakror*, which are embedded in each dormitory's work program and coordinated by dorm administrators. These collaborative learning sessions promote knowledge sharing and personal development among students.

Educational media are also disseminated through institutional radio and television broadcasts that align with the religious values and vision of the Pesantren. These platforms offer additional learning opportunities and serve as practice grounds for students to develop public speaking skills, particularly in community preaching engagements.

The assessment revealed that a wide range of educational tools and resources are integrated into both formal and informal learning environments within the Pesantren. These include not only physical facilities but also intangible assets such as the commitment, tolerance, perseverance, and dedication of teachers and administrators qualities that reflect a deep-rooted culture of continuous learning and service to the community.

During this initial stage, the facilitators also documented the existing regulatory framework governing the use of learning resources. While printed materials remain the primary educational medium, digital resources are gradually being integrated. The library is still in the developmental phase and currently lacks digital infrastructure and specialized programming. However, an internet café with approximately 20 computers provides limited digital access for students.

The use of personal electronic devices is regulated, particularly among female students. Female students are permitted to use laptops and smartphones, but only within designated indoor areas such as dormitories and the library. This policy ensures equitable access to digital resources while maintaining institutional discipline. Time management is emphasized to avoid issues such as incomplete assignments due to restricted access to devices.

Asset mapping, conducted during this stage, involved identifying all available resources—tangible and intangible as potential contributors to the educational process. This asset-based perspective underscores the holistic nature of education in the Pesantren, which extends beyond academic learning to encompass Qur'an studies, character building, and both hard and soft skill development. Hard skills identified include digital literacy, writing, publication of wall magazines, and handicrafts, while soft skills encompass communication, moral conduct, etiquette, and the integration of Islamic values into daily life.

### ***Dream Identification***

The next phase of the mentoring activity focused on the identification of community aspirations, particularly through envisioning the ideal future learning environment at Pesantren. Dormitory administrators and other community members were encouraged to articulate their hopes and visions for improvement. Overall, participants expressed a generally positive assessment of the current state of learning resource management, citing the adequacy of instructional materials, communication systems, human resources, equipment, procedures, and the physical learning environment. These resources were reportedly accessible and utilized smoothly, with minimal conflicts or resistance from students. Learning activities were carried out effectively, with students demonstrating engagement, accountability, and a commitment to knowledge acquisition.

However, several expectations emerged regarding the optimization of existing learning resources. One recurring aspiration was the desire for students to make greater use of the library facilities. Teachers, in particular, hoped for increased student visits to the library and more effective use of the instructional materials available there. At present, the dormitory library is still under development, both in terms of expanding its collection and creating relevant library programs.

Another concern raised was the under-utilization of digital learning tools. The community expressed a desire to move beyond the superficial use of social media platforms and instead promote a more purposeful and ethical engagement with digital technologies. There is a strong interest in raising awareness among students about the

benefits, ethical responsibilities, and positive behaviors associated with internet and social media use. It was emphasized that digital literacy should be approached not merely as technical proficiency but as a means of fostering creativity, critical thinking, and innovation across various domains. This aligns with the heliotropic principle within the ABCD framework, wherein communities are naturally inclined to seek positive energy sources for growth and development.

The dormitory management also highlighted the significant role of senior administrators in reinforcing discipline and learning culture. Their presence is believed to enhance student attentiveness and motivation in the learning process. Nonetheless, it was hoped that students would cultivate internal discipline and moral character (*Akhlaq al-Karimah*), and demonstrate responsibility, courtesy, and resilience regardless of whether senior personnel are physically present. Additionally, it was envisioned that students would develop independence and actively participate in dormitory work programs, thereby enhancing their creativity and problem-solving abilities.

These aspirations were further contextualized by observations of generational shifts in student behavior. Dormitory administrators noted marked differences between the current student cohort and previous generations. Today's students, who are digital natives, are highly familiar with electronic devices and online platforms. However, given Pesantren's policies restricting device usage, students are expected to exercise caution and discipline in their digital engagement.

To realize these aspirations, dormitory leaders emphasized the importance of effectively implementing work programs not merely as a formality, but as meaningful learning experiences. Group study sessions, for instance, should foster active learning environments that go beyond passive reading. These activities should encourage collaborative learning, discussion, and deep engagement with educational content. Furthermore, there is a growing interest among dormitory managers in participating in leadership development and trainer-of-trainers (ToT) programs, as suggested by Supriyanto and Hidayat (2020). The enhancement of practical life skills such as meal planning, nutrition, and cooking was also identified as an area of desired capacity building to support holistic student development.

### **Step Design**

Community members recognize the need for concrete action to realize the diverse aspirations that have been expressed. It is believed that through the Asset-Based Community Development (ABCD) approach, the community can identify its own goals and actively work toward achieving them. The principle of "by, for, and from the community itself" is increasingly embraced in this context (Ramadhani & Saputra, 2023).

At this stage, several alternatives and strategies can be considered to attain the desired outcomes. The dedication and persistence of dormitory managers serve as a critical form of social and organizational capital, playing a pivotal role in mentoring students and managing the assets and learning materials necessary to support their development.

Program planning is carried out through collective reflection and evaluation of departmental or divisional work plans. This planning process takes into account the busy schedule of Pesantren Darul Aupa, which includes daily routines such as night prayers, congregational prayers, Qur'an recitation sessions, Arabic and English

language development, book study groups, community service (Ro'an), formal schooling, Salaf book sessions, and Diniyah school activities. Weekly programs include Diba' Barzanzi, Manakib, Muhadlarah, and Friday religious gatherings, while monthly events encompass Qur'an recitation, Mass Muhadlarah and Diba', Kitab discussions, Kubro Amanakib, Kubro Istighosah, and Tasbih prayers.

Given the comprehensive and densely packed schedule, dormitory managers must determine the most effective strategies to implement programs and organize meaningful activities. The work programs in place are designed not only to support task completion but also to ensure order, safety, and continuity of spiritual and academic activities within Pesantren Darul Aufa.

Effective program administration enables students to pursue their personal and academic aspirations, particularly within the Department of Talent and Interests. By offering diverse activities aligned with students' individual talents and passions, dormitory managers can nurture creativity and self-expression. For example, the development of a bulletin board can serve as a platform for literature, journalism, and creative writing. This medium can be extended to include more substantial projects such as scholarly articles, poetry collections, short story anthologies, or even collaborative novels. Students are encouraged to engage in peer review and discussion of their work to foster intellectual growth.

Additionally, various training sessions can be organized by leveraging the expertise of educators, staff, alumni, and community partners, all of whom can contribute to enhancing student quality and capacity.

To ensure effective implementation, the management team must carefully assess available time and align their plans with the existing schedule. Achieving long-term goals demands persistent effort, creative thinking in work program development, and innovative approaches that inspire students. Sustained coordination, reflection, and strategic decision-making are essential for realizing these objectives.

### **Goal Setting**

At this stage, it is evident that the community holds a wide range of aspirations and goals. However, it is essential to prioritize those objectives that are both feasible and impactful. During the mentoring process, the critical role of dormitory managers at Pesantren Darul Aufa has become increasingly apparent, particularly in managing educational materials, supporting students in their studies, and organizing various institutional activities. Therefore, it is imperative that dormitory managers possess the necessary knowledge, skills, and competencies to effectively fulfill their responsibilities.

Given the strategic importance of this phase, the mentoring process focuses on guiding several key administrators to identify and leverage their strengths and assets, to map potential initiatives for community development, and to prepare themselves to serve as facilitators and motivators not only for their peers but also for the students within their dormitories.

The overarching goal of this mentoring process is to cultivate a cadre of peer mentors among community administrators who are capable of inspiring and assisting students in understanding and utilizing available learning resources effectively (Sari, Rofiq, & Sutopo, 2021). This objective may be further advanced by adapting and refining the achievements of community members who have participated in the mentoring program. In doing so, the



community is positioned to experience sustainable growth and long-term development.

### **Step implementation**

The next phase in the capacity-building process involves equipping administrators and teachers with the skills to become facilitators and motivators for both their peers and the students under their guidance. This mentoring was conducted through a hybrid model, combining both offline and online methods. Offline sessions involved direct, in-person discussions on how to manage learning resource centers, particularly those involving digital tools. During these sessions, several digital learning platforms were introduced, including *iSantri*, *ePesantren*, and the *Islamic Digital Library*. Practical training was also provided on how to navigate and utilize these platforms effectively (Nugroho, 2024). Notably, these activities took place outside the regular classroom schedule to ensure that participants could engage more fully.

Online mentoring was delivered via Zoom meetings and WhatsApp group discussions, allowing continuous interaction and support beyond physical constraints. To enhance the participants' understanding, the mentor shared specific examples of digital learning resource platforms with Pesantren Darul Aupa's administrators, educators, and students.

Figure 2 presents the ePesantren platform (<https://ePesantren.co.id/>), a comprehensive digital tool designed to facilitate the management of Islamic boarding schools. This platform enables institutions to manage academic administration, student progress tracking, and digital content delivery in a streamlined manner.



The screenshot shows the 'Admin Login' page of the ePesantren platform. The page has a green background. At the top, it says 'Admin Login'. Below this, there are two tabs: 'Login' and 'Daftar Di Sini'. The 'Login' tab is active. The login form includes the following fields: 'Nama Lengkap', 'Nama Pesantren', 'Pilih Provinsi' (a dropdown menu), 'Pilih Kota/Kabupaten' (a dropdown menu), 'Alamat', 'Email', and 'Nomor Telepon' (with a WhatsApp icon). At the bottom, there is a note: 'username & password akan dikirim via Whatsapp'.

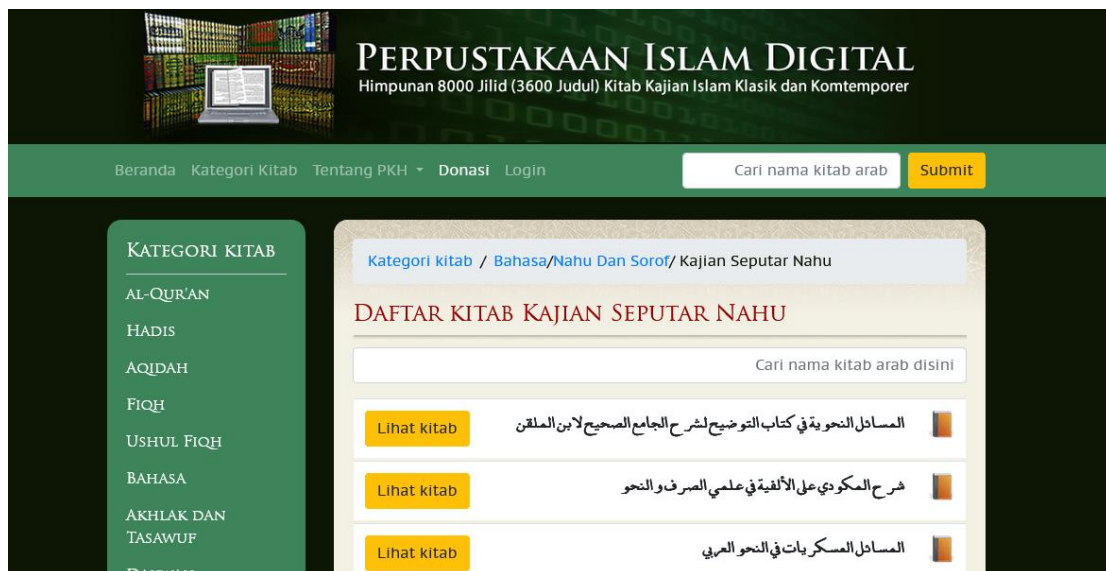
**Figure 2.** ePesantren Platform

Figure 3 shows the iSantri platform (<https://isantri.moco.co.id/>), an educational portal tailored to meet the needs of pesantren students. It provides access to various digital books and Islamic educational resources to support students' learning processes.



**Figure 3.** iSantri Platform

Figure 4 illustrates the Islamic Digital Library as seen in the link <https://perpustakaanislamdigital.com/index.php/fp/kitab/1196#>, a web-based repository that provides extensive access to classical Islamic literature. This platform significantly supports students in obtaining essential reference materials for their religious education.



**Figure 4.** Islamic Digital Library

These initiatives illustrate how diverse digital learning platforms can be integrated into the educational framework of Pesantren Darul Aufa to enhance learning effectiveness. Administrators and teachers play a key role in assisting students in navigating these tools and ensuring their meaningful use.

Following this stage of mentoring, discussions were held among students, educators, and administrators on managing the learning resource center, utilizing digital platforms, and designing instructional practices. These dialogues serve as a foundation for the development of customized digital learning platforms tailored specifically to the needs of Pesantren Darul Aufa (Pattah, 2023).

As a result of this initiative, Pesantren administrators and teachers are now better equipped to act as facilitators and motivators within their community. They are actively involved in various community empowerment activities, particularly in managing and utilizing the learning resources available at Pesantren.

## CONCLUSION

Understanding and identifying community assets is a crucial step toward sustainable empowerment. When individuals recognize and value their assets, they are more likely to be motivated to utilize them for self-advancement. Every community aspires to grow, access new resources, and prioritize asset-based development. This asset-focused approach fosters optimism and offers a constructive pathway for addressing challenges, as opposed to becoming trapped in cycles of self-doubt, helplessness, or inaction due to regulatory, situational, or environmental constraints.

By shifting the focus from deficiencies to strengths, communities can reframe their perspectives and work toward practical, context-sensitive solutions. In the case of Pesantren Darul Aufa, this approach underscores the importance of ongoing mentorship to optimize the development and effective use of digital learning resources. Sustained guidance will empower administrators, educators, and students to fully engage with digital platforms, thereby enhancing the overall quality and accessibility of education within the Pesantren.

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## DECLARATIONS

- |                        |   |   |
|------------------------|---|---|
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