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Strengthening Student Creativity through Foster Parent Mentoring in the Fathimatuzzahro' Area of Nurul Jadid Islamic Boarding School, Paiton-Probolinggo

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Abstract : *This community service activity aims to strengthen student creativity through foster-parent mentoring in the Fathimatuzzahro' Area of Nurul Jadid Islamic Boarding School, Paiton, Probolinggo. The activity focuses on strengthening the role of foster parents in supporting students' creativity through appropriate mentoring methods, intensity of interaction, and the quality of communication between foster parents and students. The program involved 50 students participating in specialization classes and was implemented in partnership with foster parents and the regional head. The mentoring process emphasized identifying students' talents and interests, providing motivation and guidance, encouraging active participation, and facilitating students' involvement in Islamic boarding school activities. Monitoring and qualitative evaluation were conducted periodically to identify students' development as well as challenges encountered during the mentoring process. The results indicate that foster-parent mentoring provided a supportive environment for students to explore and develop their talents and interests. Foster parents also played an important role in strengthening students' enthusiasm (ghirah), participation, and confidence in demonstrating their potential while maintaining the values of independence and responsibility within the Islamic boarding school environment. The activity highlights the importance of continuous mentoring and collaboration between foster parents and students in sustaining the development of student creativity and potential.*

Keywords : *Foster Parent Assistance; Student Creativity; Talent Development.*

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INTRODUCTION

Education within the pesantren (Islamic boarding school) environment is not solely oriented toward mastering religious knowledge; it also aims to shape students (santri) into individuals capable of adapting, taking initiative, and developing their potential in response to the ever-changing demands of life (Eriksson et al., 2022; Magomedova et al., 2020). One crucial capacity to cultivate during their time in this educational setting is creativity (Buerkle et al., 2023; Dwivedi et al., 2023). Creativity enables students to generate ideas, explore various problem-solving alternatives, develop their talents and interests, and produce work of value to both themselves and their community (Carrasco et al., 2023; Sungkawaningrum et al., 2022). In the pesantren context, fostering creativity is particularly vital because the educational process unfolds in an environment that offers not only formal instruction but also guidance in daily living through interactions with mentors, supervisors (wali asuh), peers, and participation in various *pesantren* activities.

A student's creativity does not emerge automatically merely through the delivery of instructional material. It requires an environment that provides space for students to explore ideas, experiment with new things, receive appreciation and feedback, and develop their potential based on their individual interests. Such conditions necessitate mentorship that is close, continuous, and capable of understanding each student's unique characteristics. Mentorship is especially critical in pesantren life, given that students undergo their education and personal development within a relatively intensive environment. Consequently, the presence of a mentor who can recognize a student's potential while providing appropriate stimulation serves as a key factor in strengthening student creativity.

Within the student guidance structure at Pondok Pesantren Nurul Jadid, the wali asuh (supervisor/mentor) holds a strategic position due to their direct, daily interaction with the students. The role of the wali asuh should not be limited to enforcing discipline or resolving student issues; rather, it can evolve into a role that supports the development of the students' potential, talents, and interests (Manasikana et al., 2022; Sutrisno et al., 2023). This close interaction offers the wali asuh opportunities to identify students' aptitude tendencies, provide motivation, guide them toward suitable activities, and offer reinforcement when they generate ideas or produce creative work (Aminulloh et al., 2023). Thus, the wali asuh (student mentor/guardian) can serve as a bridge between the individual needs of the santri (Islamic boarding school students) and the learning environment and self-development activities available at the pesantren.

The Fathimatuzzahro' section of the Nurul Jadid Islamic Boarding School in Paiton, Probolinggo, represents a student development environment with the potential to foster creativity through a more targeted mentoring approach. The diversity of the students' characters, interests, and potentials indicates that creativity development requires a mentoring model that is not entirely uniform. One form of development involves specialization classes that provide students with the space to cultivate specific interests and

abilities (Luo et al., 2022). However, the mere existence of such activities or classes does not automatically guarantee the development of creativity; they must be accompanied by a mentoring process capable of guiding students beyond passive participation toward the ability to independently generate ideas, experiment, develop, and evaluate their work or activities.

These issues highlight the need to strengthen the capacity of wali asuh to act as mentors for student creativity development. Mentoring should not merely aim for mentors to recognize students' talents and interests; it must also enable them to identify potential, provide creative stimulation, guide students toward relevant activities, offer feedback, and continuously monitor progress (Howard et al., 2019; Paulsen, 2018). For the students, this process is expected to create a more open learning experience, giving them opportunities to develop ideas, explore their abilities, and produce work aligned with their areas of interest. Consequently, the focus shifts from simply employing a specific teaching method to strengthening a mentoring ecosystem that positions the wali asuh as a key figure in the development of student potential.

This community service initiative offers mentorship led by wali asuh (assigned mentors/guardians) centered on talent and interest development to boost the creativity of santri (Islamic boarding school students) in the Fathimatuzzahro' area. The mentorship process involves identifying student potential, strengthening the mentors' roles, developing activities tailored to specific interests, engaging in creative practice and exploration, providing feedback, and monitoring student progress (Procko et al., 2023). This approach positions the students as active participants in their own development, while the mentors act as facilitators, offering guidance and support tailored to each student's individual needs. This model aims to shift the mentorship practice from one primarily focused on supervision to one that prioritizes the development of potential.

The strength of this approach lies in the integration of close mentor-student relationships, the mapping of talents and interests, and the provision of space for creative exploration within the pesantren (Islamic boarding school) environment (Rosyadi et al., 2020). Continuous mentorship allows mentors not only to see the final results of the students' activities but also to understand the evolution of their ideas, the obstacles they face, and the support they require. Meanwhile, students gain the opportunity to cultivate their creativity within a setting familiar to their daily lives. This integration is crucial because creativity cannot be fostered through fleeting activities; rather, it requires a sustained process of stimulation, practice, appreciation, reflection, and reinforcement.

Given this context, this community service project aims to enhance student creativity through mentorship in the Fathimatuzzahro' area of the Nurul Jadid Islamic Boarding School in Paiton, Probolinggo. Specifically, the project seeks to strengthen the mentors' ability to recognize and nurture student potential, provide avenues for talent and interest development, and encourage students to actively explore ideas and produce creative work.

The project's outcomes are expected not only to benefit the students' creative development but also to establish a mentorship model that can be sustainably implemented within the pesantren's student guidance system.

METHOD

This community service activity employed a participatory partnership approach involving foster parents, students, the regional management, and the service team. The approach was designed to position foster parents and students as active participants throughout the implementation process rather than merely as recipients of the program. Foster parents were involved in identifying students' talents and interests, providing motivation and guidance, and facilitating students' participation in specialization classes and Islamic boarding school activities. Meanwhile, students were actively involved in exploring and developing their talents through activities relevant to their interests. The collaboration was expected to create a supportive environment for strengthening student creativity within the daily life of the Islamic boarding school.

The participants consisted of 50 students participating in specialization classes in the Fathimatuzzahro' Region of Nurul Jadid Islamic Boarding School, together with foster parents and the regional head who supported the implementation of the program. The specialization classes served as an initial space for students to identify and develop their talents and interests. Through these activities, students were encouraged to demonstrate their abilities, generate ideas, participate actively, and contribute to various Islamic boarding school activities. Foster parents supported the process by providing direction, encouragement, and assistance according to the characteristics and interests of each student. Thus, the program emphasized the development of creativity through continuous interaction between students and their foster parents.

The community service activity was conducted on July 15, 2024, at 10:00 a.m. in the Fathimatuzzahro' Region (DALSEL), Nurul Jadid Islamic Boarding School, Paiton, Probolinggo, East Java, Indonesia. The location was selected because the Fathimatuzzahro' Region provides a structured environment for student development through foster-parent mentoring and specialization classes. The activity involved students, foster parents, and the regional head as partners in implementing and supporting the program.

The community service program was implemented through three interconnected stages: (1) location and needs identification, (2) mentoring and practical implementation, and (3) monitoring and evaluation. These stages were designed to ensure that the activity did not stop at the delivery of information but continued through direct practice and follow-up mentoring.

The first stage involved a location survey and initial communication with foster parents and the head of the Fathimatuzzahro' Region. This stage was conducted to identify the implementation setting, understand the characteristics of the students, and determine

the existing conditions related to talent and interest development. Discussions with foster parents were also used to identify the challenges encountered in motivating students, particularly new students who were still adapting to the Islamic boarding school environment. The information obtained at this stage became the basis for determining the focus of mentoring and the forms of activities appropriate for the students.

The second stage focused on strengthening the role of foster parents in encouraging students to recognize and develop their talents and interests. The service team communicated with foster parents regarding the importance of providing continuous motivation, especially for new students, and encouraged them to create opportunities for students to participate actively in specialization classes and Islamic boarding school activities. The mentoring process was implemented through direct interaction with students, discussions, guidance, and practical participation in activities corresponding to their interests. Students were given opportunities to demonstrate their abilities and contribute ideas and performances to Islamic boarding school activities. Through this process, the foster parents functioned not only as supervisors but also as facilitators who encouraged students to explore their potential and express their creativity.

The final stage consisted of monitoring and qualitative evaluation of the implementation of the mentoring program. Monitoring was conducted by observing the interaction between foster parents and students and the extent to which students participated in specialization classes and related Islamic boarding school activities. Evaluation also involved communication and reflection with foster parents and the regional head to identify changes, challenges, and aspects requiring further assistance. The understanding and involvement of foster parents were assessed qualitatively based on their ability to provide motivation, direction, and support for students' talent and interest development. The students' development was observed through their participation, initiative, ability to express ideas, involvement in activities, and willingness to demonstrate their talents.

The three stages formed a continuous mentoring cycle in which identification informed the mentoring process, practical activities provided opportunities for students to develop their potential, and monitoring and evaluation provided feedback for subsequent mentoring. This mechanism was intended to strengthen the sustainability of foster-parent involvement in developing student creativity beyond the implementation of the community service activity.

To ensure that the activity was oriented toward measurable changes, the evaluation focused on two main aspects: foster-parent capacity and student creativity development. Foster-parent capacity was observed through their involvement in identifying students' interests, providing motivation, facilitating participation, and giving guidance during activities. Meanwhile, student creativity was observed through active participation, initiative in proposing or developing ideas, willingness to explore abilities, contribution to Islamic boarding school activities, and the ability to demonstrate talents through

specialization classes and other activities. The evaluation was conducted qualitatively through observation, communication, and reflection with foster parents and the regional head.

RESULT AND DISCUSSION

1. Conducting a Site Survey

This survey was conducted to obtain relevant data regarding the number of active and passive students. This activity is carried out to simplify the initial stages in the process of implementing foster guardian assistance. We coordinated with the regional head, Fatimatuzzahro', to find out the background. behind the lack of enthusiasm of foster children towards activities with that we can more easily find solutions and develop those who have a spirit of happiness, After that we asked for data on the number of foster carers, so that we can gather. discussing with foster parents regarding the enthusiasm of foster children in developing enthusiasm, curiosity, interest, activeness and creativity in improving the abilities of students while at the Islamic Boarding School, especially in the Fathimatuzzahro' area.

The role of a foster parent in a pesantren is not merely defined as a manager who carries out the duties/activities of the pesantren, but rather as a guardian whose responsibilities exceed those of a regular administrator, due to their extra-curricular and daily, even continual, workload. Foster parents are tasked with caring for, guiding, educating, controlling, and caring for their foster children as substitutes for the parents of the students at home (Guidance Study et al., 2020).



Figure 1. Fathimatuzzahro' area

2. Communicating with Foster Parents

Foster Guardian Communication is carried out to obtain support from the Foster Guardian. regarding the programs we carry out. The first stage is communicating with the guardian Foster care is providing them with an understanding of the importance of training talents and honing abilities. This research refers to the regional head of Fatimatuzzahro as the regional leader, the foster guardian as a facilitator, and the foster

child as the object. This service is carried out when the desire and interest to be creative decreases so that the guidance of the Guardian is really needed to increase the enthusiasm of the students in participating in Islamic Boarding School activities.

3. **Foster Parent Evaluation**

Foster guardian evaluation is carried out once a month to find out improving progress reports on foster children and finding solutions to problems existing. Coordinate with several Regional Supervisors in the institution to provide opportunities for students who live in satellite areas, limited access out entering the area of students because the area is quite far from school institutions. Foster parents evaluate the affective and cognitive activities of foster children at each the month whether there is an improvement or a decline in cleanliness, morals, craftsmanship, language, and spiritual deepening.

4. **Monitoring and Socialization of Foster Parents**

This activity was carried out onThursday, July 15, 2024 (10:00 a.m.). in the Fathimatuzzahro' Region by gathering all Foster Guardians in the Fathimatuzzahro' Region to participate in the Socialization held at the Regional office.



Figure 2. Socialization and monitoring of foster guardians

5. **Assistance to Foster Guardians in Carrying Out Their Duties**

This program is aimed at foster children, aiming to provide an understanding of the importance of honing their skills and creativity while they are at the Islamic boarding school. The mentoring process includes training such as MC training, speech training, and Qori training for foster children, providing broader insights and providing several examples of experiences that the foster parents have had.

Foster parents' guidance in developing the talents and interests of students at the Fathimatuzzahro' Nurul Jadid Islamic Boarding School in Paiton, Probolinggo, is crucial for the development of their individual potential. The primary focus of this guidance is providing direction and guidance focused on developing specific talents and interests. The primary reason for this importance is that each student possesses unique potential that needs to be developed to achieve maximum achievement.(Huang & Swedloff, 2008)

With the right guidance, students can explore their interests more deeply and develop their talents.

This mentoring is not only provided through guidance but also involves regular supervision and evaluation. Continuous supervision allows guardians to regularly monitor students' progress and provide constructive feedback. Evidence of the effectiveness of this mentoring can be seen in the students' improved achievements in various fields, both academic and non-academic. For example, students with an interest in art can demonstrate improved skills in various arts activities at the Islamic boarding school (Sanli et al., 2019).



Figure 3. Skills of students

Furthermore, the guidance of foster parents plays a role in shaping the students' character. This is crucial because developing talents and interests is not only related to technical skills but also to attitudes and ethics. Another reason is that developing good character will help students face various challenges in the future. In this regard, foster parents serve as role models, providing examples of positive attitudes and good ethics (Aidina et al., 2018).

Foster parenting at the Fathimatuzzahro' Islamic Boarding School in Nurul Jadid Paiton, Probolinggo, is essential for developing students' talents and interests. With a comprehensive approach encompassing guidance, supervision, evaluation, and character building, students can reach their full potential. Evidence of the success of this mentoring program is evident in the students' numerous achievements in various fields. Therefore, ongoing and targeted mentoring is essential to support the holistic development of students (Mayendry et al., 2020).

Nurul Jadid Islamic Boarding School, located in Paiton, Probolinggo, has implemented a foster parent mentoring program in the Fathimatuzzahro' area as an effort to help students develop their talents and interests. This program positions foster parents as mentors who provide guidance, moral support, and motivation to students, assisting them in various aspects of life, including academic, social, and spiritual aspects. Foster parents play a crucial role in guiding students to recognize and develop their potential (Scorsolini-Comin et al., 2013).



Figure 4. Foster Parent Mentoring Cycle

Foster guardian mentoring begins with identifying the student's talents and interests. Through careful observation of the student's daily activities, the foster guardian can identify their interests and tendencies. Furthermore, the foster guardian also holds private consultation sessions with the student to discuss their interests and talents. In this way, the foster guardian can help the student determine the field that best suits their abilities and interests.

Once a student's talents and interests are identified, the foster parents develop a specialized program focused on developing those skills. This program includes various

training and activities that support the development of the student's talents, such as music, art, sports, or other skills. For example, for students with artistic talents, the foster parents will arrange additional art classes and hold art exhibitions to showcase their work. For students interested in sports, regular training sessions and internal competitions will be held to enhance their abilities.

The guided guidance provided by foster parents extends beyond skills training to other aspects crucial to the students' personal development. Foster parents provide much-needed moral support and motivation, especially when facing challenges and difficulties. Through a personal and empathetic approach, foster parents help students maintain enthusiasm and confidence in developing their talents.

Furthermore, the foster parent mentoring program also involves periodic evaluations to monitor the students' progress. These evaluations are conducted regularly to assess the students' progress and identify areas for improvement. Foster parents provide constructive feedback that helps students continue to develop and enhance their skills. This evaluation process also ensures that the mentoring program is running effectively and in line with its stated objectives (Kurniawati, 2017).

The foster parent mentoring program at the Nurul Jadid Islamic Boarding School has had a significant positive impact. Students who receive guidance from foster parents show significant improvement in the development of their talents and interests. They are able to develop their full potential, both in academic and non-academic areas. Furthermore, with the support and motivation of their foster parents, students become more confident in exploring and developing their talents.

The achievements of the students are also a clear testament to the success of this mentoring program. Many students have achieved success in various fields, both at the local and national levels, thanks to the targeted and effective mentoring program. This success not only brings pride to the students and the Islamic boarding school but also motivates other students to continue striving for personal development.

The foster parent mentoring program at the Nurul Jadid Islamic Boarding School also ensures that the development of students' talents and interests does not override the religious values taught at the school. In every activity and training, the foster parents consistently emphasize the importance of adhering to the Islamic values that underlie education at the boarding school. Thus, students develop not only in skills and knowledge, but also in morals and spirituality (Unique, 2016).

Overall, the foster parent mentoring program in the Fathimatuzzahro' area of the Nurul Jadid Islamic Boarding School in Paiton, Probolinggo, has shown very positive results in helping students develop their talents and interests. Through proper

identification, targeted guidance, and consistent evaluation, students can develop their potential optimally. This program not only provides individual benefits to students but also contributes to the achievement of the Islamic boarding school's vision and mission of producing a generation of high achievers and noble character.



Figure 5. Wowfoster children accompany foster children to be creative

The foster parents' mentoring program to enhance the interests and talents of students in the Fathimatuzzahro' area of Nurul Jadid Islamic Boarding School in Paiton-Probolinggo involves several stages and activities designed to identify, develop, and maximize the students' potential. First, the foster parents conduct observations and interviews with students to determine their interests and talents. Based on the results of this identification, the foster parents develop a mentoring program that covers various fields such as art, sports, academics, and religion. The activities held include classes in painting, music, theater, sports training, additional classes for certain subjects, and religious activities such as memorizing the Qur'an and reciting the Quran. In addition, the foster parents also hold training and workshops by inviting expert speakers to provide new experiences and knowledge for the students.

This program also involves regular evaluations to assess the students' progress. Evaluations are conducted monthly, and the results are discussed in meetings between guardians, teachers, and students. Constructive feedback is provided to students to help them overcome obstacles and continue to develop. Furthermore, outstanding students are awarded and recognized at awards ceremonies organized by the Islamic boarding school. Their achievements are also publicized through internal Islamic boarding school media such as bulletins and websites (Halimah et al., 2019). A mentoring team, consisting of foster parents, teachers, and caregivers, is always ready to provide guidance and moral support to the students. With an organized structure and diverse activities, this foster

parent mentoring program aims to produce students who not only excel academically and non-academically, but also possess noble morals.

CONCLUSION

Based on the results of the community service activity, it can be concluded that foster-parent mentoring in the Fathimatuzzahro' Area of Nurul Jadid Islamic Boarding School does not reduce students' independence or create excessive dependence on foster parents. Instead, the presence of foster parents functions as a supportive mechanism that strengthens students' motivation, enthusiasm (*ghirah*), and participation in daily Islamic boarding school activities. Through an approach based on communication, motivation, guidance, and direct interaction, foster parents are able to provide appropriate encouragement while maintaining the values of independence and responsibility that characterize the Islamic boarding school environment.

The implementation of the program also demonstrated that foster-parent involvement can contribute to the development of students' talents and interests through specialization classes and participation in Islamic boarding school activities. The mentoring process, particularly through approaches that provide motivation and share relevant experiences, encouraged students to become more active in recognizing, exploring, and demonstrating their potential. These findings indicate that strengthening the capacity of foster parents as facilitators and mentors is important for creating a supportive environment for student development. Continued mentoring, periodic monitoring, and communication between foster parents and students are therefore needed to sustain the development of students' talents, interests, creativity, and participation in the Fathimatuzzahro' Area.

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