



Student Management Assistance: Strengthening Literacy of Telling Story and Religious Speech in Extracurricular Activities at Bhakti Pertiwi Junior High School

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Abstract : Student Management is the process of managing the activities of students in developing their abilities so that they can be achieved maximally according to the planned targets. The purpose of community service is to contribute to the improvement of students' self-confidence through the literacy program of telling stories and religious speech. The approach to community service uses Participatory Action Research (PAR), which begins with mapping issues (Diagnosis), planning movements (Mapping), implementing transformative actions (Action), observation and evaluation (Observe), and formulating theories (Reflect). This approach starts with field survey methods and analysis of emerging issues, Focus Group Discussions (FGD), SWOT analysis, and direct actions in the field. The results of community service are obtained by identifying problems through field surveys and FGD, implementing SWOT analysis with SWOT analysis techniques and literature reviews, and taking contributory actions. The results of contributory actions include assisting in preparing manuscripts for domestic and Islamic historical stories, assisting in the implementation of telling stories and religious speech activities and assisting in evaluating these activities.

Keywords : Student Management; Strengthening Literacy; Telling Stories.

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INTRODUCTION

Student management often refers to activities related to student affairs in schools. The aim is to organize the recruitment, study, and graduation processes for students oriented towards goals and can be carried out effectively and efficiently (Sari, 2019; Fadlillah, 2023). In general, student activity programs can be implemented through two channels: curricular activities and extracurricular activities such as student organizations, talents and interests, and so on (Mashudi, 2022).

Students are crucial components in the teaching and learning process (Ana, 2021; Husna, 2023). Achieving the best services for students in terms of effectiveness and efficiency undoubtedly requires an ideal student management (Rifa'i, 2022). Student management combines two words: "management" and "students." Management is a process that involves activities such as planning, organizing, directing, and monitoring carried out to achieve predetermined goals by utilizing human resources and other resources. On the other hand, students are inputs in the education system, reflected in educational activities aimed at producing quality human resources in line with the goals of national education (Mundiri & Sa'adah, 2018).

According to Imron, student management refers to the effort of organizing students from admission to graduation (Hufron et al., 2016). Directly regulated administration involves aspects related to students and other aspects aimed at providing premier services effectively and efficiently based on the competencies of each student. This allows their inherent talents and interests to be realized when they are in school through focused guidance and mentoring (Putri, 2020; Ubaidillah, et al., 2023). Teaching, development, and support services are provided so that students can receive various learning experiences that prepare them for a better life in the future (Andini, 2021). Therefore, students need to engage in various extracurricular activities (Rifa'i et al., 2022).

Extracurricular activities include literacy activities such as telling stories and *tafsiyah* or anything related to public speaking (Dahliyana, 2017). The literacy program in this school can encompass various aspects that influence students' competencies in reading, writing, understanding, and interpreting information (Superman et al., 2019). One of the problems is the lack of interest in reading material or reading materials related to other fields of knowledge, limited access to interesting books or reading sources, difficulties in expressing ideas in writing or organizing thoughts in a form that can be conveyed to the audience, unsupportive and motivating resources, and so on, which impact their self-confidence (Tahmidaten & Krismanto, 2020).

Confidence in delivering messages is an asset that needs to be developed and enhanced while children are still learning (Kusnadi et al., 2021). However, with the evolution of time and the development of age-appropriate knowledge, this issue continues to evolve and also occurs in some students at SMP Bhakti Pertiwi, both in students who are part of the telling story extracurricular group and some other students who are not involved in delivering messages or *tafsiyah* in front of other students. This problem requires special

attention for students to develop their talents through effective and efficient guidance (Abidin & Nasirudin, 2021). The goal is to enable them to enhance their speaking capacity in front of an audience with maximum confidence (Merlevede, n.d.).

The solution that can be implemented in this regard is that the community service team has agreed together with the school authorities to take intensive mentoring steps for some students involved in extracurricular activities, which are part of the student management activities offered by the school to its students (Berger & Berger, 2003). These mentorship efforts will be carried out after identifying the issues that arise in the field, based on SWOT analysis, Focus Group Discussions, and the implementation of effective and efficient actions during the team's organizational presence in the field (Waluyati, 2020).

The hope is that, this significant initiative can contribute to enhancing the competencies of existing students, allowing them to continually develop and address perceived deficiencies by gradually adhering to scientific principles in perfecting public speaking skills. Furthermore, the outcomes of this community service can be disseminated in community service journal institutions as outputs, making them accessible to the public in addressing guidance issues within schools, especially for school managers in the field of student management.

METHOD

Mentoring activities for strengthening literacy-telling stories and religious speech for students at Bhakti Pertiwi Junior High School Paiton Probolinggo in this community service were carried out over 1 month and 10 days, from September to October 2023, in a participatory manner. The team accompanied and participated in the student's activities every day during the regular school hours, except on holidays.

To realize this community service program, there were five stages implemented from preparation to the program's execution, as follows: Field survey: This survey was conducted to gather relevant information about the conditions, competencies of the community service team, and the needs. Data were collected through observations, interviews, and intensive engagement in the field for one week, the community service team held intensive discussions to align activities with the conditions at SMP Bhakti Pertiwi, the community service team designed and prepared the mentoring materials needed, planning the mentoring schedule, visits, and guidance for students with talents in public speaking regularly, and implementation of participatory and routine mentoring according to the agreed schedule between the community service team and the partners, and as prepared in advance.

The mentoring process is reinforced by using the Participatory Action Research (PAR) approach, which begins with mapping issues (Diagnosis), planning movements (Mapping), implementing transformative actions (Action), observation and evaluation (Observe), and formulating theories (Reflect) (Alwi et al., 2021). This approach starts with

field survey methods and analysis of emerging issues, Focus Group Discussions (FGD), SWOT analysis, and direct actions in the field.

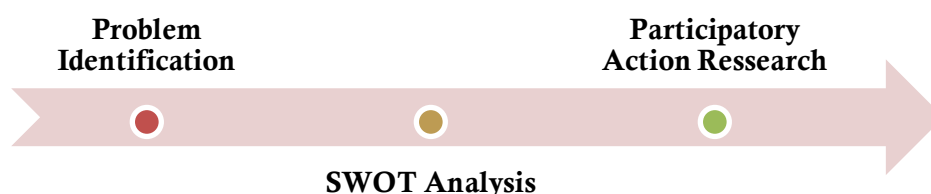


Figure 1: Community Service Method

The community service team maps the methods specifically in the community service to realize the mentoring program through three stages, with each stage having sub-activities as indicators of goal achievement, as follows; problem identification, SWOT analysis (Strength, Weakness, Opportunity, Threat), and participatory action as figure 1.

RESULT AND DISCUSSION

Community service explains that mentoring for the improvement of students' competence in literacy activities (Telling Story) and *tausiyah* is conducted through 5 stages. This is crucial to enhance the self-confidence of SMP Bhakti Pertiwi students in performing according to their respective talents. The stages are as follows:

1. Problem Identification

The mentoring begins with conducting a field survey. The mentoring team does this to obtain up-to-date data related to the development of ongoing student activities. All data is collected through interviews, observations, and guidance. The survey is carried out to identify and reduce problems that occur and are emerging in telling stories and *tausiyah* activities. Then, an FGD is conducted to agree on activities to be implemented to boost the self-confidence of Bhakti Pertiwi Junior High School students (Rifa'i et al., 2021). his activity is carried out by all mentoring team members, including one lecturer and three students majoring in Islamic education management.



Figure 2: Survey dan FGD Community Service Team

The initial data analysis process is condensed and then presented and coordinated with the Vice Principal of Student Affairs. This is done to obtain more specific guidance regarding something that hinders the improvement of the self-confidence of SMP Bhakti Pertiwi students. The students of SMP Bhakti Pertiwi participate in this focus group discussion. Some decisions made in the meeting include issues related to the problems experienced by SMP Bhakti Pertiwi students, such as the genuine lack of self-confidence in public speaking activities. The community service team, as participant mentors, gathers together with students participating in extracurricular activities to conduct a Focus Group Discussion (FGD) related to the real conditions experienced by students and the needs to address these issues.



Figure 3: Student Involvement in Focus Group Discussion

After the support team obtains specific and focused data to follow up on actions that can be taken according to their competencies and opportunities, a performance plan is formulated to provide optimal support for Bhakti Pertiwi Junior High School students. After discussing all the evolving issues collectively, the following follow-up actions were decided to address the developing problems, there are the need for support from the service team for Bhakti Pertiwi Junior High School students, and the need for conducting a discussion forum for Bhakti Pertiwi Junior High School students who take turns in telling stories and religious speech to enhance self-confidence in effective public speaking activities.

This field survey is conducted to obtain data related to the issues faced by Bhakti Pertiwi Junior High School students to find mentoring solutions to achieve the desired goals. This aligns with the opinion of Fraenkel and Wallen (1990) as cited in Ahyar, stating that a survey is a method for collecting information from a sample by using questionnaires or interviews to predict various aspects of the population (Ahyar et al., 2020). Additionally, interviews are a method used by the support team to gather in-depth data on the issues faced by students.

The student management support actions align with Kamaruddin Sellang's theory, particularly concerning the grand strategy model he developed. This model reinforces periodic and coordinated problem-solving actions to achieve predetermined goals (Sellang, 2019). The priority of coordination in obtaining data is a crucial task, even though not all aspects of the idea align with Kamaruddin Sellang's opinion. Kamaruddin Sellang's theory on the value-based strategy model emphasizes providing the best value for meeting societal needs. The continuous development of a strategic system involves enhancements in implementing tasks to improve the quality of organizational services, ultimately leading to a shared perspective.

2. SWOT Analysis Implementation

The support team conducted a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) after identifying the problems and valid data experienced by Bhakti Pertiwi Junior High School students (Istiqomah & Andriyanto, 2018). This activity took place in the school library of Bhakti Pertiwi Junior High School from 09:00 to 11:00. The implementation began with analyzing the strengths possessed by each team and the school, especially in the field of student affairs. We presented feasible actions based on competencies and experiences. Subsequently, the analysis of weaknesses, opportunities, and potential challenges during the community service execution was considered, preparing alternative plans to replace the initial plan (Subaktilah et al., 2018).

Joint decisions were made flexibly, and one of the teams took control of the expected mentoring, namely, preparing materials about meaningful domestic and Islamic history stories, so that students could derive valuable lessons from these narratives.



Figure 4: SWOT Analysis by Community Service Team

After the SWOT analysis Focused Group Discussion (FGD) was completed, the next step involved literature search activities on historical stories for Bhakti Pertiwi Junior High School students, specifically addressing both theoretical and practical solutions to the identified issues. The material's focus was on building self-confidence

and honing the public speaking skills of the students. The activity was carried out collaboratively with Bhakti Pertiwi Junior High School students by examining several history books predetermined for implementation in the telling stories and religious speech activities.



Figure 5: Literature Search on Domestic History and Islamic History Materials

This solutive action is in accordance with the theory of Kamaruddin Sellang et al., especially regarding the grand strategy model he developed. This model reinforces continuous and coordinated performance in achieving work goals (Sellang, 2019). In this model, a similar aspect is the determination of success indicators. While there is no similarity in the generic strategy model, the value-based strategy model, which emphasizes providing the best value for meeting societal needs and creating a sustainable strategic system through the development of telling stories and tausiyah activities, is the same and in agreement.

3. Real Action

The mentoring program for Bhakti Pertiwi Junior High School students by the community service team is carried out systematically and flexibly, in accordance with the available location and time conditions, so as not to disrupt the formal and non-formal activities of the students. This decision was made based on the initial agreement set with the school and student representatives.

The initial activities in this sub-action begin with the development of mentoring materials, which have been previously developed together with the students for theoretical knowledge. These materials are further refined by the team with evenly and clearly distributed tasks related to the 5W+1H for implementation. The mentoring schedule spans approximately 40 days. The mentoring process is conducted participatively and regularly according to the agreed-upon schedule, which is once a week. The remaining time during the 40 days is utilized for monitoring and evaluating the ongoing program. The mentoring activities include;

a) Mentoring for Planning and Drafting Story Scripts

This activity is carried out according to the jointly established schedule. The mentoring team and the Vice Principal for Student Affairs participate in this activity to provide input based on the SWOT analysis of Bhakti Pertiwi Junior High School students. The role of the mentors is to focus on monitoring the script writing process. The expectation from this mentoring is for the planned activities to be executed effectively and efficiently, in line with the expectations of the teachers at Bhakti Pertiwi Junior High School.



Figure 6: Mentoring for Work and Deliberation in Drafting Story Scripts

This mentoring action is in line with the findings of Warman's research, which explains that a student with self-confidence will exert more effort in learning activities (Warman, 2013). A child with high self-confidence will have a high level of optimism in achieving a desire, resulting in outcomes that align with expectations. Conversely, if someone lacks self-confidence, they may perceive themselves as inadequate and lacking in abilities. Negative self-assessment can hinder the efforts made to achieve the child's intended goals (Fransisca et al., 2020).

b) Mentoring of Telling Story and Religious Speech Implementation

The mentoring activities for the implementation of telling stories and tausiyah are carried out and directly led by the mentoring team with focus and participation. The students receive guidance related to telling stories and tausiyah. The implementation consists of: a. Preparation for the execution of telling stories and religious speech by assigned students through practice; b. The activity takes place after the ceremony and congregational Asr prayer; c. Students tell stories according to the prepared script; d. The created script is then submitted to the teacher.

The implementation of this activity runs harmoniously because the students are very enthusiastic about listening to the stories, creating a pleasant atmosphere, unity, and courage in public speaking. Additionally, it fosters good self-confidence, enhances historical knowledge, and realizes an understanding of the meaning contained in the stories. This aligns with the opinion of Wardani et al., that there is a

positive influence between self-confidence and students' academic improvement (Wardani, 2018).

The public speaking activity about telling stories takes place in a closed room, namely inside the classroom, observed by several students involved in this public speaking extracurricular, accompanied by the community service team. Each practice conducted by the students is monitored by correcting any mistakes during the direct execution. The hope is that students, upon recognizing their mistakes, will improve and continue to enhance the correct aspects through guided practice. This is in line with Arhamah's opinion that focused mentoring can effectively improve the competence of the mentored object (Arhamah, 2018).



Figure 7: Telling Story Activities by Student

Meanwhile, the implementation of tausiyah takes place in the Bhakti Pertiwi Paiton Probolinggo school field, where the tausiyah presenter is witnessed by all students and even school residents. There is no direct correction action in this activity. However, the mentoring team takes note of important aspects that need improvement and enhancement in delivering tausiyah in public. The focus is more on boosting self-confidence when addressing the audience.



Figure 8: Religious Speech Activities

According to Mayesky (2015), self-confidence is built on a circular relationship between the child and the teacher. When the teacher demonstrates confidence in a child, it helps the child develop greater self-confidence. This means that confidence is built on a cooperative relationship between students and teachers. When a teacher expresses confidence in a student, it can assist the child in cultivating a greater sense of self-confidence (Fransisca et al., 2020).

c) Evaluation Mentoring of Telling Story and Religious Speech Activities

This activity is conducted in the central corridor space of the school. Naturally, this activity can be carried out after the completion of the two preceding activities, namely mentoring for planning and drafting script, and mentoring for the implementation of telling stories and religious speech. The activity is led directly by the Vice Principal for Student Affairs along with the mentoring team, involving active participation. Subsequently, students on duty are given the opportunity to share their experiences after performing in front of their peers.

One of the aspects evaluated during this opportunity is related to pronunciation and intonation in the telling stories and religious speech activities. These aspects are considered potential causes of a dull narrative. The evaluation then focuses on improvement, addressing pronunciation and intonation for the students on duty. This is done to anticipate the performance of the next students.

This evaluation action aligns with Alfiyati's view that Focus Group Discussions (FGD) involve corrections communicated directly by the corrector to the performers in a specific meeting. The performers are given the chance to challenge aspects they deem incorrect in the approved activities or find solutions to difficulties encountered in their roles. This approach aims to ensure better performances in subsequent activities by considering the corrections provided earlier (Alfiyati, 2008).



Figure 9: Evaluation Mentoring of Telling Story and Religious Speech Activities

This activity provides knowledge and understanding for students on how to build self-confidence and master effective public speaking through targeted literacy focused on telling stories and *tausiyah*. Additionally, they will comprehend the meaning of the stories conveyed as a significant part of this literacy learning (Ginting, 2021).

Self-confidence is the tendency of a child's attitude to positively assess their own abilities or be optimistic, having high confidence in completing tasks, having the courage to overcome problems in class (Mustakim & Solikhin, 2015), It involves the ability to interact well, possessing a deep belief in all of one's capabilities, and being aware of one's shortcomings, stemming from conscience and the need to think positively about one's actions. This is highly beneficial for the individual and those around them (Fransisca et al., 2020).

CONCLUSION

The results of community service in the realm of student management, particularly focusing on literacy through activities such as telling stories and tausiyah at Bhakti Pertiwi Junior High School in Paiton Probolinggo, guide readers that, to enhance students' self-confidence, mentoring programs for student organization leaders need to be conducted with effective and efficient steps. This process begins with problem identification using field surveys and Focus Group Discussions (FGD), implementing SWOT analysis through SWOT analysis techniques and literature reviews, and taking contributory actions. Contributory actions include mentoring in the preparation of scripts for domestic and Islamic history stories, mentoring in the execution of telling stories and tausiyah activities, as well as mentoring in the evaluation of these activities.

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