The Parenting Style of Ustadz in Enhancing Students' Academic Achievement at Al Azizah Islamic Boarding School, Karanggeneng Godong Grobogan, Academic Year 2023/2024

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KEYWORDS	ABSTRACT
Parenting; Learning Achievement	This research aims to determine: (1) The approach of ustadz parenting in improving the learning achievement of students at Al Azizah Islamic Boarding School Karanggeneng Godong Grobogan in the 2023/2024 school year (2) The method of ustadz in improving the learning achievement of students at Al Azizah Islamic Boarding School Karanggeneng Godong Grobogan in the 2023/2024 school year (3) The evaluation carried out by ustadz in improving the learning achievement of students at Al Azizah Islamic Boarding School Karanggeneng Godong Grobogan in the 2023/2024 school year. This research uses a qualitative type, where data is obtained by observation, interviews and documentation, the data that has been collected is analyzed through the data stages so that the data obtained data on the implications of the implementation of ustadz parenting patterns in improving learning achievement at the Al Azizah Karanggeneng Godong Grobogan Islamic Boarding School in the 2023/2024 school year. The results showed that: (1) The approach of ustadz parenting in improving the learning achievement of students at Al Azizah Karanggeneng Godong Grobogan Islamic Boarding School in the 2023/2024 academic year, the approaches taken by ustadz include through individual approaches, social approaches, task approaches, *edutaiment* approaches. (2) The ustadz method in improving the learning achievement of students at the Al Azizah Islamic Boarding School Karanggeneng Godong Grobogan in the 2023/2024 school year methods implemented such as: the syawir method, sorogan method, memorization method, habituation method, bandongan method, khitabah method, group study. (3) The evaluation carried out in improving the learning achievement of students at the Al Azizah Islamic Boarding School Karanggeneng Godong Grobogan in the 2023/2024 school year measures students with tests can be divided into three types, among others: 1) formative tests 2) summative tests 3) diagnostic tests .

Introduction

Education has an important role in the life of a nation in order to educate human resources to ensure survival. The implementation of education is carried out through the teaching and learning process. In the teaching and learning process there will be educational interaction between Santri or

students and educators. Students are a person or group of people as seekers, recipients of the required lessons. Meanwhile, an educator is a person or group of people who work as a processor of teaching and learning activities and a set of other roles that enable effective teaching and learning activities to take place.

Islamic boarding schools are one of the oldest educational institutions in Indonesia that has an important role in building a society that is noble, healthy, knowledgeable, capable, creative, independent and becomes a democratic and responsible citizen. The existence of Islamic boarding schools has long received recognition from the community, because they are involved in efforts to educate the nation's life and make a significant contribution to the implementation of education.

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, the Government has provided the same portion between general education institutions and religious education institutions.

Islam and strengthened by Government Regulation Number 55 of 2007 concerning Religious Education and Religious Education. Pesantren today are expected to be agents of change as intermediary institutions that are expected to play a role as dynamizers and catalysts for human resource empowerment, drivers of development in all fields, and developers of science and technology in welcoming the global era.

Education is the main means of improving the quality of human resources. Without education, it will be difficult to obtain the maximum quality of human resources. This is reflected in the purpose of education, which is to actualize the life of the nation and develop the whole person, namely a person who believes and is devoted to God Almighty, has noble character, has knowledge and skills, physical and spiritual health, a steady and independent personality, and has community and national responsibilities (Hasbullah, 2008, p. 144).

M. Sochib (2000), parenting is the efforts of parents (kyai) which are actualized towards structuring the physical environment, internal and external social environment, internal and external education, dialogue with their children, psychological atmosphere, behavior displayed during meetings with children, control of children's behavior, determining moral values as the basis for behavior that is pursued to children. Meanwhile, according to Euis in Husnatul Jannah (2012) "Parenting is a series of intensive interactions, parents direct children to have life skills." Sam Vaknin, Ph.D in Popy Puspita Sari, Sumardi, Sima Mulyadi (2020) says that parenting is an interaction relationship between parents and children as a form of care for children "Parenting is interaction between parent's and children during their care".

Parenting of students at boarding schools is carried out so that students can adapt and have the expected character in accordance with the guidance in Islamic teachings. Diponegoro (2005) stated that while in Pondok Pesantren, students tend to adopt Islamic values such as brotherhood (ukhuwah), unity (ittihad), helping (ta'awun), and obedience (tha'at) to God, the Apostle, Ulama/Kyai, and people who are recognized as leaders. Brotherhood, unity, and helping are values that shape and strengthen the character of gratitude, kindness.

Boarding school education is as varied and diverse as schools, for example. In recent years, Islamic boarding schools have experienced rapid and impressive development, both in quantity and quality. This progress cannot be separated from the changes in the strategic environment that occur both at the local, national and global levels. So it is natural that today many educational institutions

also organize education with reference to pesantren, although not entirely, such as integrated Islamic schools according to Qowaid, (2017, 2019) in (Endaryono et al., 2020).

Islamic boarding schools educate students through intracurricular and extracurricular activities. Education is carried out by giving both in the form of behavior, traits, attitudes, and ways of thinking, appreciation, motivation, punishment, and persuasion. The award is in the form of gifts and praise, while the punishment is in the form of sanctions given as a form or result of actions and actions that violate the applicable rules. The form ranges from mild punishment (advice) to severe (expelled from the pesantren). Persuasion is carried out by giving advice through an individual approach to help students solve their problems. Gentle advice is expected to return santri to the right path (Gunawan, 2018; Rakhmawati, 2013).

Boarding school is an educational institution where students who stay from various regions do not know the background so that with the grouping of parenting patterns it is expected to foster enthusiasm in learning, a sense of caring, upholding togetherness, helping fellow students and training students to organize. However, many children among students say that boarding schools are holy prisons whose boring lives are suppressed by various lessons.

Islamic boarding schools require their students to live (mukim) in dormitories or huts. They are educated in the dormitory for a full 24 hours. Starting from waking up in the morning until the night when going to and during the night's sleep. Therefore, the care of santri occupies an important position in the educational process at boarding schools. Meanwhile, santri are still young, who are far from their parents or guardians. They need to be guided, and indeed the main purpose of entering the boarding school is to be guided (Bahri, 2021; Sunarto & Hartono, 2008).

Parenting in boarding schools is actually the long arm of parents who are unable to educate their children thoroughly in various fields of knowledge, especially religious knowledge. Parents in enrolling their children in boarding schools culturally always have the words "pasrah" or "titip" this shows that parents are unable and entrust their children to be given education and given teaching so that they become knowledgeable children, sholeh / solehah and have good morals.

The obligation of parents is to fulfill all forms of children's rights which include the rights to life, growth, protection and participation. In addition, training children in carrying out obligations according to age levels and training them to be independent and brave in living a life full of challenges and temptations. many positive results of the success of students who have returned from pesantren. They have courage, resilience and knowledge that can be practiced in the community.

Good parenting realizes the goals and expectations of the boarding school (caregivers, ustad and administrators) more specifically for both parents who are successful in the field of Good learning achievement can lead students to success in their lives, especially their knowledge can be useful in the community.

The form of parenting approach used by ustadz in improving learning achievement through an individual approach by the teacher to his students to solve the students' cases. An individualized approach has a very important meaning for teaching purposes. Class management really requires an individualized approach. The choice of methods cannot simply ignore the usefulness of the individual approach, so that teachers in carrying out their duties always take an individual approach to students in the classroom. The problem of children's learning difficulties is easier to solve using an individual approach, besides that the teacher takes a group approach, a religious approach, a social approach, and a social approach.

Parenting is the initial education that children receive in the family environment. Children grow and develop in the care of their parents. Through parents, children adapt to their environment and get to know the world around them. This is because parents are the first basis for the formation of a child's personality.

Umar Hasyim (2003, p. 86) in Azizah (2018) The definition of childcare is educating, guiding and maintaining it, taking care of eating, drinking, clothing, hygiene, or on all matters that should be treated to the limit when the child is able to carry out his vital needs, such as eating, drinking, bathing and dressing.

Heri Rahyubi, (2012) in Batubara (2020) defines "method as a model of the way that can be done to organize teaching and learning activities to run well". Darmadi (2010), argues that "method is a way or path that must be traveled to achieve a goal". Meanwhile, according to Sri Anitah and Yetti Supriyati: (2008) "method is an organized or well-thought-out way to be used in achieving something". From these three opinions, it can be concluded that method is a way of delivering subject matter to students. Methods can also be used by a teacher as a path to success in the teaching and learning process.

According to Hetika (2008:23) in Yusuf (2019), learning achievement is an achievement or proficiency that is manifested in expertise or a collection of knowledge. Meanwhile, Harjati (2008, p. 43) in (Roisah et al., 2023) states that achievement is the result of efforts made and produces changes expressed in the form of symbols to show the ability to achieve work results in a certain time.

To achieve parenting in improving maximum achievement, in this case the evaluation technique used in order to explore information about students can be achieved, knowing the development of learning outcomes, intelligence, special talents, interests, social relationships, attitudes and personality of students or learners through questionnaires, tests, scales, observation formats, and others.

Based on the above background, this research aims to find out:

1. How is the ustad's parenting approach in improving the learning achievement of students at Al Azizah Islamic Boarding School Karanggeneng Godong Grobogan in the 2023/2024 academic year.
2. How does the ustadz method improve the learning achievement of students at Al Azizah Islamic Boarding School Karanggeneng Godong Grobogan in the 2023/2024 academic year.
3. How is the evaluation carried out by the ustadz to improve the learning achievement of students at Al Azizah Islamic Boarding School Karanggeneng Godong Grobogan in the 2023/2024 academic year.

Research Methods

This research uses an analytical descriptive approach with qualitative methods that include interpretive and naturalistic approaches. Researchers study subjects in their natural context to understand the meaning attached to the phenomenon being studied (Nusa Putra, 2013: 62) (Arikunto, 2010; Sugiyono, 2019). Qualitative research does not use statistical analysis procedures, but rather produces detailed descriptions in the form of words and holistic images (Moleong, 2021). Data is obtained through interviews, observations, and document studies to describe objects according to reality (Sukardi, 2013). The focus of this research is the ustadz's parenting pattern in improving the learning achievement of students at Al Azizah Islamic Boarding School.

This research was conducted at Al Azizah Islamic Boarding School, Karanggeneng, Godong, Grobogan, in the 2023/2024 academic year, taking place from November 2023 to February 2024. Al Azizah Islamic Boarding School was chosen because it has various formal (junior and senior high school) and non-formal educational activities (TPQ, Madin, BLKK) that support the development of students for the future. This location was also chosen because it is strategic, easy to reach, and has complete informants to support the research.

Data Collection Methods

1. Observation
   Observations are conducted systematically to record relevant events, behaviors, and objects. Researchers used participant observation (participating in activities) and non-participant (as an observer). This observation aims to find patterns of behavior, relationships between elements, and relevant themes related to the implementation of extracurricular activities at Al Azizah Islamic Boarding School.
2. Interview
   Interviews are used to explore in-depth information related to ustadz parenting patterns in improving santri achievement. Researchers used structured interviews (with written guidelines) and unstructured (flexible to explore informants' ideas).
3. Documentation
   Documentation involves collecting data in the form of writings, images, and recordings of events related to the research. This document is useful as evidence and additional references to expand the understanding of the research, such as photos, data, or the work of students.

Data Validity Check

This research uses data validity with construct validity criteria which include:
1. Source Triangulation
   Comparing data from various sources, such as observations, interviews, and documents, to ensure consistency of information.
2. Triangulation of Methods
   Using multiple data collection methods, such as interviews and observations, to check the trustworthiness of the research results.
3. Investigator Triangulation
   Involving other researchers or observers to check the trustworthiness of the data, reduce bias, and enrich the research results.

Data Analysis Technique

The data analysis technique was carried out systematically through the following steps:
1. Data Reduction; data is selected, summarized, and focused on important things to provide a clear picture and facilitate the further analysis process.
2. Data Presentation; data is organized in the form of narratives, tables, graphs, or diagrams to facilitate understanding and analysis of relationships between data.
3. Conclusion Drawing/Verification; temporary conclusions are formulated based on the data that has been analyzed. If the data collected is consistent and valid, final conclusions are drawn as answers to the research focus and new findings.

Results and Discussion

Results

Approaches to ustadz parenting in improving student learning achievement at Al Azizah Islamic Boarding School Karanggeneng Godong Grobogan Study Year 2023/2024

In the form of a chart, the results of the author's observations regarding the approach of the ustadz are as follows:

The approach can be interpreted as a point of view in dealing with various kinds of students at the boarding school. In dealing with various kinds of students in boarding schools, students use approaches including:

1) Individual Approach

The individualized approach method is a learning approach designed to facilitate learning experiences that are personalized and tailored to the needs and preferences of each individual. In this method, students are given the freedom to control the tempo and course of learning according to their abilities and interests.

The Individual Approach in Al Azizah Islamic Boarding School uses an individual approach to find out the ability of students:

Santri in the boarding school receive individual guidance every day. Individual assistance includes Qur'an sorogan, memorization, questions and answers, the most intense is individual assistance in the sorogan part of the Qur'an and books according to class level. Every morning after morning prayers in congregation carry out the sorogan of the Qur'an except Friday to read Surah Yasin, Ar Rahman, Al Waqi'ah and on Sunday, which is for khataman Al Qur'an. The procedure to make it clearer is that the students line up three to six children facing the ustadz who has been divided by the ustadz of the cottage for one semester. Then they take turns sorogan to the ustadz in turn who has memorized" (Ardiansyah, January 4, 2024).

The individual approach taken by the boarding school to embrace or reach out to students who need special or one-on-one guidance. As well as the most effective are students who memorize the Qur'an. With an individual approach they can learn well. Santri who memorize every morning after morning prayer deposit to the dalem (Ade Prasetyo, January 6, 2024).

From some of the explanations above, the author can conclude that the individual approach in the boarding school is very well run. Because in addition to achieving the goals of the vision and mission of the boarding school, the individual approach has been attached to the soul of the santri as an effective way to approach learning achievement.

2) Group Approach

The group approach in the boarding school is an approach to students to learn so that they can be maximized and easy. Some of the results of the author's interviews about the group approach are as follows:

The group approach in Pondok Pesantren Al Azizah to embrace santri to make it easier to learn is by sawir, bandongan, group assignments. Of the three group approaches, the most frequently used by ustadz is bandongan. For sawir activities on the cottage schedule once a week, namely on Sunday nights, the books usually discussed are fiqh books such as Fatkul Qorib. While group assignments

such as rotating each dormitory to present tausiyah complete with a host, Qiro'ah, prayer and Mubaliq as a lecturer (Zainal Arifin, January 8, 2024).

The group approach will indeed be easier and very efficient in providing learning activities and approaches to santri -santri. With a group approach, for example, such as learning delivered by bandongan, it will be evenly distributed even though there are still those who are left behind, for example in giving meaning to the bare books. But that way students want to learn and are challenged to catch up and are very time efficient.

The group approach is also carried out at the stage because with a group approach all students, which number approximately one hundred students, can all be reached. These approaches, for example, sawir, are plotted based on their respective grade levels. So that the delivery of sawir material can be adjusted from the ability level of the group (Ade Prasetyo, January 6, 2024).

The group approach is carried out since the santri first entered, namely by testing the santri before entering the madrasah diniyah. With the test of reading the book, giving meaning to the book and asking questions, the ability of the students can be known. Another benchmark is also the age of the students who register. With the known ability of the santri, the ustadz will enter the santri in the class that the santri are capable of and according to the circumstances of the santri.

From some of the explanations above, the group approach is indeed implemented in the boarding school, its application is quite good because it has been organized according to grade levels and learning materials that have been adjusted to the level of madrasah diniyah in general, it can be explained that for students in the wustha and ulya classes, the sawir activities are in the mosque, while students whose level is still Ibtida'iyah, especially grades 4-6, are in the classroom and students whose level is grade 3 Ibtida'iyah and below have special guidance, especially learning to interpret the book.

 3) Religious Approach

The religious approach is an activity that is religious in nature to improve student achievement. Here are some explanations from ustadz and students in the boarding school:

Religious activities in the boarding school such as baacan manaqib every Friday night, sholawat nariyah every Wednesday night, qotmil Quran, reading promises, pilgrimage of guardians, qiyamul lail in congregation and many more. The hardest thing is the Qiyamul Lail religious activity because you have to wake up at 03.00 WIB (Ardiansyah, January 4, 2024).

The religious approach taken by the ustad is by holding various activities that can foster enthusiasm to improve worship which in turn will also improve learning achievement. One example is the pilgrimage activities of the guardian, including the approach of students by means of religious recreation or religious approaches (Ade Prasetyo, January 6, 2024).

Educational activities that lead to a religious approach are actually all because here education is religion-based. However, some activities are indeed used to train students to become more diligent worshipers such as qiyamul lail and witr prayer/practices on solawat nariah. These two activities are to train students to worship, which is enough to train patience and habits, hoping that students can be trained and then become religious personalities and ultimately excel in their lives.

From some of the statements above, the religious approach in the stage boarding school includes religious tourism, qiyamul lail, sholawat nariah, qotmil al qur'an, manaqib, promises and

many more. With these approaches, it is hoped that santri can become religious individuals who can later become a foothold to become successful or accomplished people in their lives.

4) Social Approach

The social approach is an approach taken to train santri to have social sensitivity to the surrounding environment. Among the activities carried out are as follows:

There are several activities that are used to train students and the courage of students in addition to training social activities. Namely the ZIZ activity (Zakat Infaq and Shodaqoh). The practice is that selected students, usually up to 30 to 40 students who are considered capable, are equipped with mandate letters and learning then to go down to the community to take or offer zakat, infaq, sodaqoh to the ZIZ committee of the boarding school.

Then the same committee is managed and detailed to be redistributed to underprivileged communities such as pedicab drivers, communities around the cottage and eight Asnap who are entitled to receive zakat. This activity is very mental training for students because they have to go directly to the community and deal directly with the community, not to mention the challenges of rejection and words that are sometimes not heard. So that the activity is very big experience and is only carried out once a year in the month of Ramadan. I know this because this year the chief executive is myself. To show the students are taught to a responsibility and extraordinary life experience because they are trained to hard work in social life. Besides they practice cooperation and the real process of life not just in theory. (Ardiansyah, January 4, 2024).

The social spirit of santri, especially the big ones, is also trained by the way santri are assigned outside. Such as the activity of being the Imam of Tarawih in the month of Ramadan. In addition, there is also teaching the Koran at TPQ outside, one of which I experienced myself, namely being asked, assigned to teach at TPQ Tarbiyatus Sibyan Alhamdulillah, it has been running for quite a long time.

To train social students, the ustadz are trained by teaching at TPQ in the boarding school. For example, some students or ustadz are assigned to help teach at Al Azizah in the boarding school.

5) Task Approach

The task approach given to train santri will be able to be capable in their lives later is to provide tasks and responsibilities for a program or activity. Among them are the following explanations:

The task approach carried out at Al Azizah Islamic Boarding School is a lot. Among them are the task of being given the mandate as a pondok ustadz, the task of teaching at TPQ, the task of the haflah and harlah committee, the task of being an imam outside of Ramadan time and there are still many tasks given to students as learning later when students return home will be flexible and accustomed to carrying out activities in the community (Ardiansyah, January 4, 2024).

Assignment activities at the boarding school stage are many in the activities of the boarding school, committee assignments in the boarding school, teaching assignments, assignments to be dormitory fathers and many more. However, with this assignment, students can learn and carry out their knowledge to be further developed and these students can have experience from what has been assigned (Ade Prasetyo, January 6, 2024).

There are a lot of activities in the nature of assignments, almost all activities must have students and all of them as learning and as ta'dim students to the caregivers and to the boarding school. With the task approach, all existing activities can run well and will bring goodness to the students who get the assignment.

6) Edutaiment Approach

The edutainment approach can be interpreted as a fun education that is one of the breakthroughs of how the ustadz can accelerate understanding and instill concepts or material to students, which is focused on greater student activity. 🧩 while Ustadz activities in the learning process are sufficient 30🧩. In addition, the edutainment approach is a learning approach that is full of amazement and excitement that is dense with meaning (Ade Prasetyo, January 6, 2024)....

The implementation of teaching and learning activities that contain the principles of the edutainment approach at Pondok Pesantren Al Azizah Karanggeneng Godong Grobogan, ustadz designs and manages teaching and learning that students can play an active role in learning and understand it according to their daily lives.

In practice, by making lesson plans that contain subject matter, learning objectives, indicators and learning procedures which include introductory, core and closing activities. There are also tools and reading sources that will be used, methods and assessments, which will be carried out in learning. This is intended to encourage and stimulate students to play a more active role (the principle of stimulus and motivation). So that PBM will be more directed and systematic (Ade Prasetyo, January 6, 2024).

The learning process of the book of morals lil banin with material related to human obligations with allah, for example in learning morals to both parents, can identify several principles of contextual learning models in its delivery. For example, Ustadz forms small groups in heterogeneous members, some are smart, moderate and even weak, to create cooperation (the principle of individual differences and the principle of social relations), for example, learning prayer is divided into groups according to the segment of material; morals to parents, neighbors, siblings. Each group discusses how to do it then the ustadz appoints one of the students to practice as an example in the learning process (the principle of learning by doing) (Ade Prasetyo, January 6, 2024).

At the end of each lesson and in any material, there is a pre-closing activity, where students are invited to find out what they have done in the learning process and what they get from the learning process. And it is also intended to determine the extent to which students master the material that has been explained, for example in the subject matter of despicable morals and trustworthy children, the reflection carried out is in the form of strengthening the material about what is not clear, and reflecting on what the dangers are. And it is hoped that students will not behave like that in life (Ade Prasetyo, January 6, 2024).

The ustadz method in improving the learning achievement of students at the Al Azizah Karanggeneng Godong Grobogan Islamic Boarding School in the 2023/2024 academic year.

In an education, of course, there must be many methods implemented to realize the achievement of the vision and mission. The methods used by ustadz in improving the learning achievement of students at Al Azizah Islamic Boarding School include the following:

a. Syawir

The implementation of syawir at Al Azizah Islamic Boarding School has several systematic implementation including first, the existence of santri as syawir students consisting of grades 1-3 ulya male and female. Second, there is a refutation team, a support team, third, there is a syawir material, namely themes related to the problems discussed in these activities including political, social, economic, cultural, health, legal, and gender issues. Fourth, there is a supervisor who serves as a

moderator as well as an arbiter and conclusion maker in resolving the discussion of the syawir (Ardiansyah, January 4, 2024).

Syawir in its implementation has several benefits, specifically syawir pesantren al azizah has benefits, namely for students is intensive understanding and soft skills training. Intensive understanding means that each santri has the opportunity to understand the yellowclassical books to the fullest, both in terms of meaning and sentence structure. While softskill training is a skill to hone the right brain, as in accordance with its portion. students are accustomed to being able to express their opinions, think critically, openly.

b. Sorogan Method

The application of the sorogan method at Al Azizah Islamic Boarding School is basically only intended for wustha and ulya class students, this is because the human resources (HR) of the 2 classes below, namely the i'dad and ula classes, are still not up to standard, this is because most of them come from santri backgrounds who have never received pesantren education.

Santri at Al Azizah Islamic Boarding School come from different backgrounds, mostly those who have never been to boarding school so that when they enter the boarding school, most of them enter the i'dad and ula classes, although not all of them, there are one or two new students whose abilities are above average who immediately enter the wustha or ulya class. So this is the background why we open this sorogan program only for the wustha and ulya classes. (Ardiansyah, January 4, 2024).

From this statement, the application of the sorogan method is ultimately mandatory for the ulya class, this obligation is considered necessary because the students in the ulya class are upper-class students who are required to be able to read the yellow book properly and correctly based on the nahwu / sharaf rules. Then sunnah for the wustho class, sunnah here is interpreted as a suggestion for anyone who wants to follow it as a provision when they are already in the ulya class later. This policy was enacted to support the application of the sorogan method at Al Azizah Islamic Boarding School.

"The implementation of the sorogan method at Al Azizah Islamic Boarding School is sunnah and mandatory. For wustha class students in this case it is sunnah but in this case it is highly recommended, then it is mandatory for ulya class. This policy is enacted to support the application of the method is highly recommended, then mandatory for the ulya class. This policy is enforced to support the application of the sorogan method.

The application of the sorogan method in improving the ability to read the yellowclassical books at Al Azizah Islamic Boarding School is carried out through four stages:
1. At the selection stage, students who meet specific criteria are selected, such as the ability to write Pegon Arabic, master the Jurmiyah book, and memorize at least half of the Tashrif book. Selection only applies to the wustha class.
2. In the preparation stage, students prepare for the sorogans that are held three times a week, with the book Taqrib for the wustha class and Fathul Qorib for the ulya class. They study independently to understand the readings, word meanings, and i'rab rules.
3. Implementation Stage, Santri deposit the reading of the book to the ustadz in turn. Ustadz listens, corrects, and discusses santri's mistakes or understanding of the contents of the book.
4. Evaluation stage, Evaluation is carried out through weekly discussions known as Latihan Bahtsul Masail (LBM) every Monday night, to measure santri understanding of the books studied.

c. Memorization Method

The memorization method is a learning activity for students by memorizing a certain text under the guidance and supervision of a Ustadz, the students are given the task of memorizing the readings within a certain time. The students' memorization is then demonstrated in front of the ustadz either periodically or incidentally, depending on the wishes of the ustadz.

In Al Azizah Islamic Boarding School, especially for deepening the books, not all students participate in memorizing the books because there are several parts in memorizing starting from the ula level, namely the books: Arabic language, alala, syifaul jinan and tuhfatul atfal. The wustha level of the book sumaus sibyan, imrithi, al fiyah. However, all students are required to memorize short letters (Ardiansyah, January 4, 2024).

d. Habituation Method

Adpun forms of habituation at Al Azizah Islamic Boarding School

Habituation is an activity that is carried out continuously and in the daily life of children so that it becomes a good habit. This habit includes aspects of moral development and religious values, socio-emotional development and independence. From the moral development program and religious values, it is expected to increase devotion to God Almighty and help foster good children's attitudes, and with socio-emotional development children are expected to have an attitude of helping others, being able to control themselves and interact with their environment. According to Eugenia Rakhman (2017). The forms of habituation in children can be implemented in the following ways:

Programmed activities in learning can be carried out with special planning within a certain period of time to develop children's personalities individually, in groups, and or classically, among others: 1) Accustom children to work alone, discover for themselves, and construct new knowledge, skills, and attitudes in every lesson.

a) Get children used to asking questions in every lesson.

b) Get children used to asking questions in every lesson.

c) Get children used to working together, and supporting each other.

d) Get children used to taking risks.

Unprogrammed habituation activities can be carried out as follows: Routine, which is habituation that is carried out on a scheduled basis. Such as: flag ceremonies, gymnastics, congregational prayers, maintenance of cleanliness, and personal health.

Spontaneous, is unscheduled habituation in special events. Such as: forming the behavior of greeting, throwing garbage in its place, lining up, overcoming cross opinions.

Exemplary, is habituation in the form of daily behavior. Such as: dressing neatly, speaking well, reading diligently, praising the goodness and or success of others, arriving on time.

The application of the habituation method can be done by getting children used to doing positive things in their daily lives. By doing routine habits every day, children will do it by themselves, consciously without any coercion. With direct habituation, children have been taught discipline in doing and completing an activity. Because habituation is based on repetition, the habituation method is also useful for strengthening memorization.

e. Khitbah Method

The khitabah method at Al Azizah Islamic Boarding School is carried out every Monday night after performing isya prayers in congregation, this activity students are scheduled according to the results of deliberations in the division, some are assigned to be the host, tahlil, remarks and mauidotul hasanah.

According to Ardiansyah (January 6, 2024) there are several things that impact the advantages of using the khitabah method in learning compared to other learning methods including several important aspects that can improve the effectiveness and learning outcomes of students. Here are some of the main advantages of the khitabah method: Increasing Santri engagement, Developing Communication Skills, Improving Material Understanding, Encouraging Critical Thinking, Flexibility in Material Delivery, Building Self-Confidence, Increasing Learning Motivation.

g. Group study

Group learning is a learning method that involves students in small groups with the aim of learning from each other, interacting, and achieving learning goals together. In group learning, students work in groups of two to six people, where each group member has their own roles and responsibilities. The purpose of group learning is to increase santri understanding, enrich their knowledge, and develop social and cooperation skills Ardiansyah (January 4, 2024).

In carrying out group study at the Al Azizah Islamic Boarding School in Karanggeneng Godong after conducting yellow book study activities around 21.00 to 22.00 WIB, it is approximately 60 minutes but 40 minutes of learning general lessons 20 minutes of mutholaah kitab. The students gather according to the formal school class levels of both MTs and SMK which are supervised by the management according to their fields which have been determined by the schedule so that in this case it makes it easier for students to study in groups so that students are not only able to learn religion but they can understand general lessons such as math, English, natural science, Indonesian and other general lessons (Ade Prasetyo January 6, 2024).

Evaluation of ustadz in improving students' learning achievement at Al Azizah Islamic Boarding School Karanggeneng Godong Grobogan Study Year 2023/2024

Evaluation is an integral component in the learning process. Through evaluation, ustadz can measure the level of understanding and progress of students on the material taught. In improving the learning achievement of students at Al Azizah Islamic Boarding School as follows:

 a) Formative Evaluation

Formative evaluation is an evaluation carried out during the learning process, both at the beginning and throughout the learning process. The main purpose of formative evaluation is to monitor the process and progress of santri learning and evaluate the achievement of learning objectives. The results of the formative evaluation are used as feedback for ustdaz to improve the learning process to make it more effective. Formative evaluation is also useful for santri to determine their ability and understanding of the subject matter. As for the application of formative evaluation at Al Azizah Islamic Boarding School, namely:

1) Formative evaluations are carried out periodically, for example after completing one subject or sub-material.
2) Various forms of evaluation are used such as quizzes, assignments, etc.
3) Provide feedback and guidance to students who have not achieved mastery.
4) Conduct remedials for students who need them.
5) Analyze the results of formative evaluation to improve the next learning process (Ardiansyah January 4, 2024).

 b) Summative Evaluation

Summative assessment is a form of assessment carried out at the end of a learning period, such as a semester, school year, or certain learning units. The main purpose of summative evaluation is to evaluate the overall achievement of students towards the learning objectives that have been set. Summative evaluation plays an important role in the program development process. Here are some reasons why summative evaluation is important:

1. Assessing the success of the program: Summative evaluation allows us to evaluate the success of the program in achieving the set objectives. By conducting this evaluation, we can assess the extent to which the program has achieved the desired goals. This helps in determining whether the program is a success or not.

2. Informs decision-making: Summative evaluations provide information that can be used in decision-making for future programs. Evaluation data can provide insight into what worked and what needs to be improved in the program. This helps program developers make changes and improvements to the next program.

3. Increases accountability: Summative evaluation provides accountability to program stakeholders. By providing information on the results that have been achieved, developers can account for the use of resources that have been given. This helps in building stakeholder trust and interest in the ongoing program (Ardiansyah 4 January 2024).

c) Diagnostic Test Evaluation

Diagnostic test evaluation at Al Azizah Islamic Boarding School is a test used to determine precisely the weaknesses and strengths possessed by students in certain lessons or topics. The results of this test can be used by teachers to improve the learning process, while for students, the results of diagnostic tests can be used to improve the learning process.

The function of the diagnostic test evaluation is to help identify problems or difficulties experienced by students and plan follow-up in the form of solution efforts according to the problems or errors that have been identified. Based on this function, in compiling a diagnostic test, it must be in accordance with the format and response of the test. Diagnostic test evaluation must also be developed based on an analysis of the sources that cause students' difficulties or problems in learning and the types of questions given in the form of *supply response* (description or short answer form) so as to capture complete information. While the benefits of evaluating diagnostic tests are:

1) The benefit for ustadz is that it makes it easier for ustadz to identify the weaknesses, strengths, or problems experienced by students in learning a topic or subject appropriately. That way, teachers can improve the learning process and determine actions that can be taken to help students learn.

2) Benefits for students; Diagnostic tests also provide benefits with students. This test can provide information to students regarding their weaknesses, strengths, or problems they have in learning. That way, students can improve the learning process in order to get better results.

Diagnostic tests consist of two types, namely non-cognitive diagnostic tests are tests used to determine the psychological and emotional conditions of students before starting learning. This test can also be used to determine students' learning activities while at home, family conditions and student associations, as well as learning styles, characters, and interests. In its implementation, the non-cognitive diagnostic test consists of three stages, namely

preparation, implementation, and follow-up. In addition, the implementation of non-cognitive diagnostic tests also requires teacher skills in asking and making questions. This is because not all santri can provide detailed information, especially those related to their personal lives, such as family conditions and relationships with parents and friends.

Cognitive diagnostic test. is a diagnostic test conducted to diagnose the basic abilities of students in the topic of a subject. This test can be done regularly, when the teacher introduces a new learning topic or after finishing explaining and discussing a topic which is commonly referred to as formative assessment. Cognitive diagnostic tests can also be conducted in the middle or end of the semester in the form of an exam known as summative assessment. Keep in mind, that teachers conduct this test not to pursue curriculum targets, but rather to adjust the level of learning to the ability of the students.

In its implementation, this cognitive diagnostic test consists of four stages, namely preparation, implementation, diagnosis, and follow-up.

Discussion

The ustadz's parenting approach in improving student learning achievement at Al Azizah Islamic Boarding School Karanggeneng Godong Grobogan Study Year 2023/2024

The approach can be interpreted as a point of view in dealing with various kinds of students in boarding schools. The parenting approach in learning is realized by the desire and efforts of students to understand and find meaning in what they learn. In addition, in the approach, students try to connect the concepts they are learning with their existing understanding. Learning is done with a critical attitude, where there are activities to evaluate and determine the themes and key concepts of what is being studied. Thus, it can be said that in the deep approach, students have the intention to get deep meaning from their learning activities. Santri perform higher-level cognitive thinking during their learning.

In dealing with various kinds of students at Al Azizah Islamic Boarding School using various things, it is intended to facilitate the delivery of material and in the context of time efficiency and to find out more about the character of students and facilitate learning evaluation. This is as expressed by Nasution, The approach can be interpreted as a starting point or point of view towards the learning process. The learning approach is the activity of the ustadz in choosing learning activities or the path that the ustadz will take in achieving instructional goals for a particular instructional unit. Learning Approach, is the basic concept that surrounds the selection of learning methods based on a particular theory. An approach can be elaborated in various methods.

The individual approach is a direct approach by the ustadz to the santri to solve cases. The individual approach has a very important meaning for teaching purposes. Class management really requires this individual approach. The choice of method cannot simply ignore the usefulness of the individual approach, so that the ustadz in carrying out his duties always takes an individual approach to students in the classroom. The problem of children's learning difficulties is easier to solve using an individual approach, although at times a group approach is needed.

The individual approach is one way for ustadz to help students in learning, planning activities to suit the abilities and carrying capacity of the students. The individual approach will involve an open relationship between the ustadz and the santri, which aims to create a feeling of freedom in learning

so that there is a harmonious relationship between the ustadz and the santri to achieve this, the ustadz must do the following:

1. Listen sympathetically and respond positively to learners' thoughts and establish a trusting relationship.
2. Helping students with verbal and non-verbal approaches.
3. Assist students without dominating or taking over tasks.
4. Accepting students' feelings as they are or accepting their differences with full attention.
5. Handling students by providing security, understanding, help, and perhaps providing some alternative solutions.

The ustadz method in improving the learning achievement of students at Al Azizah Karanggeneng Godong Grobogan Islamic Boarding School in the 2023/2024 academic year.

Method according to the Big Indonesian Dictionary is an organized way used to do something so that the end result is as expected. In general, a method can be interpreted as a systematic way or technique to achieve certain goals. The term comes from the Greek "methodos," which means "path" or "way to something." Methods involve a series of steps or procedures designed to achieve a desired result, be it in scientific research, education, business, or everyday activities.

The method is a way that ustdaz helps students achieve success in the education level. In the implementation of the method at the boarding school, the students' self-potential can influence because self-potential is a basic ability that is still latent and waiting to be realized into a real benefit in one's life. People who understand their potential can be recognized by the following characteristics:

1. Dare to make a complete change to improve yourself.
2. Have a sincere attitude, optimism, and a strong sense of responsibility.
3. Love to learn and are willing to admit their shortcomings.
4. Not blaming others or circumstances when facing problems.
5. Be willing to accept criticism and suggestions from others.

Quoted from Becoming Super Teacher by Sri Haryanti (2022: 28-31), there are several classifications of self-potential in general that need to be known, namely:

a) Physical Potential

Physical potential is the fundamental potential inherent in a person's physical function for the purposes of fulfilling life's needs. Physical potential is important, but not the most important.

b) Intellectual Mental Potential

Mental intellectual potential is the potential that comes from one's ability to manage the brain. The more you are good at managing your brain, the more your intellectual mental intelligence will increase. The brain function that plays a role in intellectual mental potential is the left side of the human brain which coordinates many functions of the right side of the body. In addition, the left side of the brain is also related to the ability to analyze, logic, calculate, plan, and the ability to do things in a structured and neat manner.

c) Social Emotional Potential

Social-emotional potential is the potential that develops in the right side of the human brain. The right side of the brain has many roles related to emotional control, creativity, motivation, self-awareness, and others.

d) Mental Spiritual Potential

Mental-spiritual potential is potential that is closely related to divine values, faith, and noble character. By maximizing your mental-spiritual potential, you can support yourself to be an honest person and walk according to the path of norms.

This potential is closely related to mental awareness, how you perform any activity in life based on mindfulness.

e) Fighting Power Potential

The potential for self-spirit or fighting power is a potential that relies on a person's ability to generate fighting power to live or work. Someone who is able to bring up this fighting power potential usually has a fairly high tenacity. The impact is that the person will be able to see challenges and even challenges become opportunities to move forward.

In the Big Indonesian Dictionary, learning achievement is the mastery of knowledge over skills developed by subjects, usually shown by tests or grades given by the ustadz. Low learning achievement is influenced by two factors, namely factors from within the santri (internal) including physical health. psychological, intelligence (intelligence), talent, interest, creativity, motivation, stable emotional conditions while the external factors of the santri include the school / boarding school environment, the pesantren social environment, the family environment.

Evaluation carried out by ustad to improve learning achievement at Pondok Pesantren Al Azizah Karanggeneng Godong Grobogan in the 2023/2024 academic year.

Evaluation is an effort to monitor the results of strategy formulation and implementation including measuring organizational performance, and taking corrective measures if necessary. Evaluation means determining to what extent something is valuable, quality, or worth. Evaluation of the learning outcomes achieved by students and of the teaching and learning process implies an assessment of the learning outcomes or the learning process, to what extent both can be considered good. Actually what is assessed is only the teaching and learning process, but the assessment or evaluation is carried out through a review of the results obtained by the students after participating in the teaching and learning process and through a review of the set of components that together form the teaching and learning process.

In a broad sense, evaluation is a process of planning, obtaining, and providing information that is needed to make alternative decisions. In accordance with this understanding, every evaluation or assessment activity is a process that is deliberately planned to obtain information or data; based on this data, a decision is then tried to be made. Evaluation of learning outcomes is defined as an action or a process to determine the value of a person's learning success after he has experienced the learning process for a certain period.

There is a difference between assessment and measurement, but the two are inseparable. if evaluation refers to an act of process to determine the value of something, then measurement is an act or process to determine the extent or quantity of something. So measurement is done to provide answers to the question "how much", while assessment is done to provide answers to the question "what value".

On the other hand, evaluation is also one of the components of the learning/education system. This means that evaluation is an inevitable activity in every activity or learning process. In other words, evaluation activities are an integral part of learning/education activities. Therefore, it is fitting

that an ustadz has the ability to organize evaluations. Ustadz will better master this ability if they are introduced to evaluation activities early on.

Broadly speaking, the evaluation techniques used can be classified into two types, including: a. test technique is an information collection tool but when compared to other tools, tests are more official because they are full of restrictions. In terms of usefulness for measuring students, tests can be divided into three types, among others: 1) diagnostic tests are tests used to determine the weaknesses of students so that based on these weaknesses, appropriate treatment can be given. 2) formative tests from the word "form" which is the basic word of the term "formative", the formative evaluation is intended to determine the extent to which students have been formed after following a particular program. 3) summative tests are carried out after the end of the provision of a group of programs or a larger program. b. non-test techniques. There are several non-test techniques in the implementation of learning evaluation, namely: 1) rating scale (rating scale) the scale describes a value in the form of a number against a consideration result 2) questionnaire (questionaire) The questionnaire is also often known as a questionnaire. Basically, a questionnaire is a list of questions that must be filled in by the person to be measured (respondent). 3) matching list (check list) matching list is a series of questions (which are usually short), where the respondent who is evaluated just put a sign (√) in the place provided. 4) Interview (interview) is a method used to obtain answers from respondents with one-sided questions and answers. It is said to be one-sided because in this interview the respondent is not given the opportunity to ask questions at all. And questions are only asked by the subject of the evaluation. 5) observation Observation is a technique carried out by making careful observations and recording systematically.

Research Limitations

Researchers realize that in this research there must be many obstacles and obstacles. This is not due to deliberate factors, but because of the limitations in conducting research. Some of the limitations experienced in this study are as follows:

1. Theme Limitations

The theme studied in the research only leads to ustadz parenting patterns in improving learning achievement, so the theme in the teaching and learning process in detail is not covered in this study.

2. Location Limitations

This research was only conducted at the Al Azizah Islamic Boarding School which is the object of this research. Therefore, it only applies to ustadz and students of Al Azizah Islamic Boarding School and does not apply to students at other institutions.

3. Time Limitations

Time also plays a very important role, and this research was only carried out for a short time. However, researchers in carrying out this research. This has implications for observations and interviews with respondents.

4. Cost Limitations

Cost plays an important role in this research. The researcher realizes that the lack of research costs has caused this research to be slightly hampered.

From the various limitations that the author describes above, it can be said honestly, that this is the shortcoming of this research that the researcher did.

Conclusion

Pola Asuh Demokratis Mendukung Kemajuan Belajar Pola asuh ustadz yang bersifat demokratis, yang ditandai dengan komunikasi dua arah, pemberian kebebasan yang bertanggung jawab kepada santri, serta dorongan motivasi, memberikan pengaruh signifikan terhadap prestasi belajar santri. Pendekatan ini membuat santri merasa dihargai dan termotivasi untuk belajar lebih giat. Peran Keteladanan Ustadz Ustadz yang memberikan keteladanan positif dalam kehidupan sehari-hari, baik dalam aspek religius maupun akademik, mampu membangun lingkungan belajar yang kondusif. Santri cenderung mencontoh perilaku ustadz, sehingga meningkatkan kedisiplinan dan semangat belajar mereka.

Penerapan Disiplin yang Bijaksana Penerapan aturan yang tegas namun bijaksana oleh ustadz membantu menciptakan lingkungan belajar yang tertib dan teratur. Pendekatan ini memungkinkan santri untuk memahami pentingnya kedisiplinan sebagai bagian dari proses belajar. Pengaruh Lingkungan Pesantren Lingkungan pesantren yang mendukung, termasuk interaksi antara ustadz dan santri, fasilitas pembelajaran, serta program pengembangan akademik, turut berkontribusi dalam meningkatkan prestasi belajar santri.

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