



## The Role of the Manager of Darud Da'wah Wal-Irsyad Ar-Rahman Galla Raya Islamic Boarding School in Fostering Santri's Morals

**Riyo Asmin Syaifin**

(Islamic Religious Education, DDI Mangkoso College of Islamic Studies, Barru).

\* Corresponding Author. E-mail: [riyo.syaifin06@gmail.com](mailto:riyo.syaifin06@gmail.com)

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### Abstract

*This research aims to analyze the role of boarding school managers in developing the morals of students. Islamic boarding schools are Islamic educational institutions that have an important role in shaping the character and morals of the students. This research was conducted with the aim of understanding the contribution of boarding school managers in developing the morals of students. The research method used was a qualitative descriptive method. Data was collected through participant observation, in-depth interviews and documentation studies. The respondents for this research consisted of boarding school managers and a number of students who were interviewed using purposive sampling. The collected data was analyzed thematically to identify the role of boarding school managers in developing the morals of students. The research results show that boarding school managers play a key role in developing the morals of students. They are responsible for creating an educational environment that is conducive and full of moral values. The boarding school management provides continuous guidance and supervision of the students, both in religious and social aspects. They also serve as role models for students in their daily behavior. Apart from that, the boarding school manager has a role as a facilitator in providing comprehensive religious education. They prepare the curriculum and organize activities that support the formation of students' morals. Apart from that, the boarding school management also plays a role in building harmonious relationships between students, both with fellow students and with the surrounding community. This research provides a deeper understanding of the role of boarding school managers in developing the morals of students. It is hoped that the results of this research can be a reference for Islamic boarding school managers in increasing their role in developing the morals of students. Further research can be carried out to expand the scope and involve more variables that influence the moral development of students in Islamic boarding schools.*

**Keywords:** Boarding school management, student morals, Islamic boarding school, Islamic education, character development.

### Abstrak

*Penelitian ini bertujuan untuk menganalisis pengelola pondok dalam membina akhlak santri. Pondok pesantren merupakan lembaga pendidikan islam yang memiliki peran penting dalam membentuk karakter dan akhlak para santri. Penelitian ini dilakukan dengan tujuan untuk memahami kontribusi pengelola pondok dalam pengembangan akhlak santri. Metode penelitian yang digunakan adalah metode deskriptif kualitatif. Data dikumpulkan melalui observasi partisipatif, wawancara mendalam, dan studi dokumentasi secara purposive sampling. Data yang terkumpul dianalisis secara tematik untuk mengidentifikasi peran pengelola pondok dalam membina akhlak santri. Hasil penelitian menunjukkan bahwa pengelola pondok memainkan peran kunci dalam membina akhlak santri. Mereka bertanggung jawab dalam menciptakan lingkungan pendidikan yang kondusif dan penuh nilai-nilai moral. Pengelola pondok memberikan bimbingan dan pengawasan yang kontinu terhadap santri, baik dalam aspek keagamaan maupun sosial. Mereka juga menjadi contoh teladan bagi santri dalam perilaku sehari-hari.*

*Selain itu, pengelola pondok memiliki peran sebagai fasilitator dalam memberikan pendidikan agama yang komprehensif. Mereka menyusun kurikulum dan mengatur kegiatan yang mendukung pembentukan akhlak santri. Selain itu, pengelola pondok juga berperan dalam membangun hubungan yang baik antar santri, baik dengan sesama santri maupun dengan masyarakat sekitar. Penelitian ini memberikan pemahaman yang lebih mendalam mengenai peran pengelola pondok dalam membina akhlak santri. Hasil penelitian ini diharapkan dapat menjadi acuan bagi pengelola pondok pesantren dalam meningkatkan perannya dalam pembinaan akhlak santri. Penelitian lanjutan dapat dilakukan untuk memperluas cakupan dan melibatkan lebih banyak variabel yang mempengaruhi pembinaan akhlak santri di pondok pesantren.*

**Kata Kunci:** *pengelola pondok, akhlak santri, pondok pesantren, pendidikan islam, pembinaan karakter.*

## **Introduction**

Education is very important in life for the welfare of self, the world, and religion. Because education can improve a person's noble character and add insight and intellectuality. Both formal and informal schools are available in Indonesia. The word "education" is the guidance or assistance of adults who are intentionally given to students so that they become adults [1].

Pesantren is one of the formal education and a traditional Islamic education institution in Indonesia that specifically provides religious education and spiritual development for students. Pesantren is an institution established with the main purpose of deepening the teachings of Islam, studying the Qur'an, understanding the traditions of the Prophet Muhammad, and gaining a deep understanding of fiqh, akidah, tazkiyah, and other religious sciences. The purpose of education in Islamic boarding schools is to develop Muslim personalities, especially Muslim personalities who uphold the Islamic faith and the honor of Muslims in society, have noble character, and are independent, freedom, and love of knowledge in order to develop personality [2].

The growth of the morals and character of students is strongly influenced by the leadership of the boarding school. It cannot be denied that a person needs to have a good personality and noble

character in order to become a respected member of society. No matter how talented and intelligent a person is, if they do not have good morals and a positive attitude, they will always be shunned and ignored by society. Morals are a condition or trait that has permeated the soul and become a personality. Therefore, this is where various kinds of actions arise in a spontaneous manner without being made and without requiring thought [3].

Morals that are embedded in a child go through a process or stages that must be passed first, they are not always present in every human personality. From an early age, moral growth in children is very important. For those who attend boarding school, direction can come from their biological parents as well as from the supervising ustadz and ustadzah. to prevent a child from acting in a negative manner. ways that go against the prohibitions of religion and the government.

In pesantren, guidance is the process of providing support to santri, including paying attention to santri as individuals, social beings, and individuals who have differences, so that santri can achieve the greatest progress in their development process so that they can help themselves, analyze, and solve problems [2].

In this modern era, santri morals remain an important issue in Islamic education. Santris are faced with various challenges

and significant social changes, including technological advances, globalization, and the influence of popular culture. This can affect their moral development. In the students of the DDI ar- Rahman Galla Raya Islamic boarding school itself, there are still many who have a crisis of morals because the average santri who have just entered have been affected by technological advances and fairly free association, which makes it difficult to foster their morals.

Departing from the above background, the compiler is interested in submitting a thesis with the title "The Role of Ar-Rahman DDI Galla Raya Islamic Boarding School Managers in Fostering Santri Morals in Mandalle District, Pangkep Regency". As a final assignment in the Faculty of Tarbiyah STAI DDI Mangkoso.

## Methods

### A. Type of Research

The research method used is a qualitative research approach, especially contextual research, which uses people as instruments and is adapted to circumstances related to acceptable data collection, which is usually qualitative [4].

### B. Research Location

The research location is a place where researchers will conduct research and find the necessary data in accordance with the title being studied. The research location was carried out at the Ar-Rahman DDI Galla Raya Islamic Boarding School, which is located on Jl. Galla Raya Education, Coppo Tompong Village, Mandalle District, Pangkep Regency.

### C. Data Type and Source

#### 1. Primary Data

Primary data is data obtained directly from the source by conducting interviews. In this study, the Head of Ar-Rahman DDI Galla Raya Islamic Boarding School, Coppo Tompong Village, Mandalle District, Pangkep Regency, became the main data source. The findings of interviews with the Pondok Leader, P o n d o k Secretary, one

Pondok coach, and one male and one female santri of Galla Raya Islamic Boarding School as respondents regarding the moral development of santri are included in the main data of this study.

#### 2. Secondary Data

Secondary data is data that is not obtained or sought by researchers themselves but data obtained from various literature sources, such as books, journals, or using written materials, written documents, images, photographs, or other objects related to the discussion to be discussed by researchers is referred to as secondary data. Secondary data is data that supports primary data.

## D. Data Collection Methods

### 1. Observation

Observations made by researchers, namely regarding several issues regarding the morals of students at the Ar-Rahman DDI Galla Islamic Boarding School. Raya Coppo Tompong Village Mandalle District Pangkep Regency.

Observation as a data collection tool can be done spontaneously and can also be with a pre-prepared list. The task of seeing objects and sensitivity for implementers or observers is to find and read problems in certain situations by being able to distinguish between what is needed and what is not [5].

### 2. Interview

Interviews are conducted by two parties: the interviewer who asks questions and the respondent who responds. Knowledge, ability, and quick reasoning are required when conducting interviews, as well as the ability to judge whether one answer is better than another [6].

### 3. Documentation

Books on theories, opinions, propositions, or laws related to the research problem including documentation, which is a technique used to obtain data through written heritage such as archives. Most of the information that can be accessed is in the

form of letters, diaries, keepsakes, artifact reports, photographs, and so on. The main nature of this data transcends location and time, giving researchers the opportunity to study events that occurred in the past.

#### **E. Research Instruments**

##### **1. Interview Guidelines**

A researcher uses this interview guide to create a list of questions that are organized for the researcher. prevent confusion between researcher and informant questions.

##### **2. Stationery**

Pens, pencils and books are writing instruments used by the researcher to capture any information obtained from the interview findings.

##### **3. Camera and Recorder**

tool This tool used to prepare for the possibility of incomplete data generated by interview notes.

#### **F. Data Processing and Analysis Techniques**

##### **1. Data Processing Technique**

###### **a. Data Reduction**

Data reduction is the process of identifying and eliminating extraneous data in order to more easily identify data relevant to the research subject. Data reduction referred to here is the process of selecting, centralizing and simplifying, abstracting and transforming "rough" data derived from written notes in the field [7].

###### **b. Data Presentation**

Presentation of all data related to research problems that have been collected from the field, sorted between what is needed and what is not, then grouped, and finally given problem boundaries [7].

###### **c. Inference**

Interesting conclusions and verifying them is the next step in qualitative data analysis. Any initial conclusions are tentative and will change if new information is found during subsequent data collection. However, this does not rule out the possibility for the researcher to provides recommendations to its research subjects.

#### **2. Data Analysis**

Descriptive analysis that is able to explain data qualitative data was used in this study. An important step in the research method is data analysis. Because the existing data will then be able to show clearly how useful it is in achieving the main objectives of the research. Researchers can distinguish between relevant data and less relevant data by using activity data analysis on a person's data [7].

## **Results and Discussion**

### **A. The Role of the Manager of Ar-Rahman Galla Raya Islamic Boarding School in Fostering Santri's Morals**

The importance of the role of managers in fostering the morals of students cannot be ignored. As the central figure in the educational environment, managers have a great responsibility in shaping the character and morality of students. Through exemplary, continuous guidance and coaching, managers can help students understand, internalize, and practice the values of kindness, honesty, discipline, and good social attitudes.

Then how is the role of the manager himself towards his students, the manager occupies the highest level in terms of educating, because without coaches or managers, students can lose their way, students also argue that coaches are very instrumental because they are the ones who are used as examples in behavior in pesantren.

Regarding the important role of managers in fostering the morals of students at the Ar-Rahman Galla Raya boarding school, one of the students also stated that:

"I personally as a santri really need the role of a coach because it can help santri in overcoming the moral and ethical challenges we face, by providing

direction, advice, and support. Through attention and good communication, the manager can understand the individual needs of the santri and help us in developing a good personality".

Based on this opinion, it can be understood that the manager is so important because santri need managers in developing a better personality. Additional from other students also said that:

"The role of the manager in moral development is certainly very important, because it is from the manager's personal self that we can see the quality of the pesantren, because basically pesantren always prioritize akhlakul karimah in each of their students and that has become the responsibility of the pesantren manager."

Based on this opinion, it can be understood that it is the responsibility of the manager in fostering students and also maintaining the good name of the pesantren.

Santri who are just studying at the pesantren need to be guided first because of their lack of knowledge of religion and their initially free association is now full of rules, so santri must be guided and accustomed to showing good behavior in carrying out daily activities and always reprimanding santri who make small mistakes, after which book lessons related to morals are given, and interspersed with other book lessons, as well as the results of an interview with one of the santri who said that:

"After I entered this pesantren, there were a lot of rules that were applied and every day we were reprimanded by the supervisors who saw, starting from how to eat and drink, walk, greet friends, teachers, and how to talk to everyone from peers to elders, apart from these reprimands we are also reprimanded by the supervisors. Learn from the scriptures given by other coaches"

Thus, from all the opinions above, it can be concluded that the role of the boarding school manager is very important in fostering the morals of

students. Through direct teaching, providing examples of good behavior, creating a conducive environment, and facilitating religious activities, because it is

The responsibility of pesantren administrators in maintaining and fostering students and pesantren facilities. religious activities, because it is the responsibility of pesantren administrators in maintaining and fostering students and pesantren facilities.

### **B. Methods that used in Fostering Morals Students Ar-Rahman Galla Raya**

Islamic Boarding School In the process of fostering the morals of students of course there are methods that are in There are at least four methods used by managers to make it easier to carry out the formation of santri characters, as the results of the interview stated by the head of the pesantren that:

"The method of habituation "*Ta'widiyah*", reprimand "*Tsawab*", Advice "*Mau'izhah*", and example "*Uswah*", after that we start with the recitation stage, we first give recitation books about morals, such as for example ta'lim muta'allim, bidayatul hidayah, adabul ta'limal muta'lim. We teach the content of the book, after that the practice, we tell them to practice what has been taught from the coach in their daily lives".

Based on this opinion, it can be understood that there are four methods used, including habituation "*Ta'widiyah*", which means that they are familiarized with good things such as showing good manners when speaking in front of elders, showing the procedures for eating and drinking and many habits that are shown so that students can imitate these habits.

The "*Tsawab*" reprimand method means that if the santri make mistakes were reprimand with good and advise "*Mau'izhah*" so that they realize their

mistakes and if the mistakes made are big then sanctions are given as a deterrent for them.

The exemplary method "*Uswah*" means that in this method all boarding school administrators are included because they are the *Uswah* or example in the daily lives of students, the responsibility as a coach to show good things to students. The method is good because the method is systematic and there are results during the application.

Pembina cottage also revealed that there are not many methods used in moral development but only the habituation of "*Ta'widiyah*" is carried out, for example in the mosque, if the students are noisy there must be someone who reprimands and advises how to behave properly if in the mosque, that way it is done every day until they get used to it.

Santri also revealed that there is no specific method, only habituation and reprimands given by the boarding school coach, because even though the coach's efforts are so great, if they don't show a good attitude to their students, it is difficult for the students to be guided.

Based on some of the above opinions, it can be concluded that there are not many methods used in fostering the morals of students at the A-Rahman Galla Raya Islamic Boarding School, although the methods used are relatively few but there have been many results from the methods applied.

Regarding the methods applied in the pesantren, there is a slight difference between the guidance of students who live in dormitories and those who do not, meaning that they do not live in dormitories. Santri who live outside are given guidance while at school, as the results of the interview stated by the pesantren leader that:

"We apply the learning method at school and in the cottage, the difference is the time of supervision of the santri, if in the dormitory we monitor, and we foster for 24 hours. Whereas those who do not live in the dormitory we foster at school, but wherever we get them, we still monitor that they are galla raya students, and regarding the recitation of those who do not live in the dormitory they are given the opportunity to join the recitation every Sunday morning".

Based on this opinion, it can be understood that even though it is not 24 hours of supervision carried out by the coach, students who attend DDI Ar-Rahman Galla Raya Islamic Boarding School are still monitored even though they are not in a dormitory environment.

The supervisor of the boarding school Pondok Pesantren DDI Ar-Rahman Galla Raya also revealed that:

"We are ordered by the head of the pesantren to always monitor the students who attend Ar-Rahman Galla Raya Islamic Boarding School even though they are outside the pesantren environment, the aim is to maintain what has been taught by them and also to keep the good name of the pesantren from being polluted".

Regarding this opinion, it can be concluded that all levels of management are very concerned about their santri both in the dormitory and non-dormitory, as said by the santri that "it is true that the supervision of the dormitory supervisor is not only in the dormitory environment but also outside of it, because there have been many santri who have received reprimands even though they are not in the pesantren environment".

Related to the different methods of moral development of students between boarding and non-boarding students, there is an uncertain time difference in the coaching process, as the results of the interview with Mr. Usman who said that:

"We do coaching erratically, what is clear is that as long as he is in the pesantren environment we always emphasize how to have good morals, and every situation, every time in the pesantren we always teach how to have good morals not

only through verbal but also visual what is seen, what is shown by the teacher, the coach, it is also included in how to educate good morals".

Based on this opinion, it can be understood that fostering the morals of students can be done in many ways, not only from oral and written but from the daily life they see from the coach. Advisor dormitory also revealed that, "yes, although there are differences due to the two types of students, we are still professional in fostering them so that they are much better than before.

Based on some of these opinions, it can be concluded that despite all the difficulties faced by the cottage coaches, they still cannot be separated from their responsibility to help students in changing their morals for the better.

The application of the method carried out by the managers and coaches of the ar-rahman galla raya Islamic boarding school is very fruitful for the santri children who are gathered within the scope of the pesantren, because the changes in these children are felt by their respective parents, as the results of the interview stated by the secretary of the pesantren that:

"On average, parents can feel the changes in their children after entering the pesantren, at least from their attitude, appearance, and the knowledge they get, they can show it to their parents. The indicator is that 1-2 years of children studying at the pesantren, their parents also convey their knowledge to their parents. to other parents to invite their children to boarding school as well. That is, the indication is that there is a perceived increase in their children who go to boarding school, thus encouraging them to invite other people to send their children to the ar-rahman galla raya pesantren."

Based on this opinion, it can be understood that parents who send their children to the DDI Ar-Rahman Galla Raya Mandalle Islamic Boarding School can feel changes from their children starting from their attitude, appearance, and the knowledge they get while in the pesantren, which means that the methods and efforts of the coaches in fostering morals produce results.

Santriwan also said that there were changes that were felt while attending pesantren, although the changes felt were only a few, but there must be something felt by every santri, the changes felt were such as fluency in reading and writing the Qur'an, more respect for friends and parents, and the tranquility felt during pesantren.

The coach of the DDI Ar-Rahman Galla Raya Islamic Boarding School also revealed related to the moral development of students that:

"When they are in the pesantren environment, there must be their own changes in their character, because they are in a civilized environment that requires this attitude to follow in themselves, whether they are aware or not, there must be changes that occur due to environmental factors and also from the learning they receive."

Based on the above opinion, the author can conclude that changes in students are also influenced by their environment not only from their willingness to learn but from what they see every day while in the boarding school. Based on several interviews with managers, coaches The author can conclude that of the four methods used by the Ar-Rahman Galla Raya DDI Islamic Boarding School in fostering the morals of students, it is adequate, although there are still some shortcomings that must require additional methods, given the many limitations of both facilities and

educators, which makes the methods applied not optimal.

So far, the application of the method has been good, because of the many changes felt by the parents of the students and the facilities and infrastructure are quite adequate because of the addition of a new dormitory building at DDI Ar-Rahman Galla Raya Islamic Boarding School.

### **C. Encouraging and inhibiting factors in the development of the morals of Ar-Rahman Galla Raya Santri**

#### **1. Driving Factors**

In fostering the morals of students, of course, there must be obstacles and drivers in carrying out this guidance, which is a challenge for the cottage leaders and administrators how they address this. As for the driving factor, namely as a result of an interview with Mr. Usman as the secretary of the cottage said that:

"There are several factors driving moral development, including, from within each coach, and their sincerity in educating, according to their respective majors taught, adequate facilities and infrastructure in the form of mosques, schools, and dormitory buildings, as well as cooperation between parents and teachers."

The dormitory supervisor also said that, "the driving factor is the supervisors themselves because it is their sincerity and cohesiveness that is seen in fostering morals, not just one or two people".

Santriwati also said that, "The driving factor does not only arise from the surrounding environment, but also from self-awareness about the importance of having good morals. Self-introspection, reflection, and desire are the first steps in moral formation".

Regarding the driving factor in the method of fostering Santri's morals at the

ar-Rahman Galla Raya Islamic Boarding School, the head of the pesantren also said that:

"One of the drivers is the existence of guidebooks or guidebooks that make the basis for them to understand how to behave according to what is taught in this pesantren, as well as support from their parents, no matter how we teach about ahklak but when they return home there is no encouragement and supervision from their parents, then what has been done so far is in vain because maybe their morals are good only in the pesantren, but if they return home and there is no support from their parents, they can just go back to the beginning."

Based on this opinion, it can be concluded that the driving factors in fostering the morals of Santri at the ar-Rahman Galla Raya Islamic Boarding School include encouragement and supervision of parents, cooperation between managers and parents, the existence of books and books as references, the sincerity of the coach in educating, self-awareness about morals, and facilities and infrastructure of the ar-Rahman Galla Raya Islamic Boarding School.

#### **2. Inhibiting Factors**

In addition to the encouraging factors stated above, there are also several inhibiting factors in fostering the morals of the students of the Ar-Rahman Galla Raya Islamic Boarding School, as the results of an interview with Ustadz Rahman as the head of the pesantren said that:

"The obstacles, as explained above, are when there is no encouragement from parents and promiscuity. Because our supervision here is only at the boarding school, but if they return to their hometowns we don't know their associations, be it the associations of their friends' environment, or associations through technological devices, one of which is a cellphone, because that is what influences and inhibits us in educating their morals."



Regarding the inhibiting factors in fostering the morals of Santri at DDI Ar-Rahman Galla Raya Islamic Boarding School, Mr. Usman also said that:

"As for the obstacles, the boarding school still mingles with the community, not necessarily the students are prohibited from mingling, but what we are afraid of is that there will be influences from the community to the students, lodging facilities that cannot accommodate all students, funding factors that are still limited, not nonexistent but still limited, and also other factors of influence from outside their friends because our boarding school has two types of students, boarding and non-dorming students and the influence of digital developments, information through cellphones and so on."

The dormitory supervisor also said that, "the obstacles are not only from outside but can also arise from the closest people, such as parents who always spoil their children so that laziness arises, and arbitrary from within the child, because he only relies on parents in doing everything."

One of the students also said that "the methods used in fostering can be hampered due to the lack of cooperation between the coach and the community and the lack of complete dormitory facilities and there are still some students who disobey when they want to be fostered."

Based on this opinion, the author can conclude that the obstacles that often occur are due to the attitude that spoils their children, which has a negative impact. The lack of cooperation from coaches and inadequate facilities can also lead to defiance.

According to two Based on the two inhibiting and encouraging factors above, the author can conclude that inhibiting factors can also be from parents who spoil their children too much, lack of facilities, lack of cooperation between coaches and the community, promiscuity,

and rapidly developing technological tools, while the driving factors are a sense of awareness from oneself, encouragement from parents, sincerity of coaches in teaching, ability and cooperation between coaches.

#### **Conclusion (5%)**

Based on research on the role of the manager of Ar-Rahman Galla Raya Islamic Boarding School in Fostering the Ahklak of Santri in Mandalle District, Pangkep Regency, it can be concluded as follows:

1. Based on the results of the analysis, it can be concluded that the role of managers and staff in fostering students is very important and necessary, because they are the ones responsible for creating a conducive environment for students. Which They are responsible for creating a conducive environment that supports the development of good morals and facilitates character building, and they are the ones who become examples in the daily lives of the students of the DDI Ar-Rahman Galla Raya Islamic Boarding School.
2. Based on the results of the analysis, it can be concluded that there are four methods used, namely the Habituation Method "*Ta'widiyah*", the Exemplary Method "*Uswah*", the Method of Advice "*Mau'izzah*", and the Method of Reprimand "*Tsawab*", the four methods are interspersed with giving recitations. books that discuss manners and morals such as ta'lim muta'allim, bidayatul hidayah, and adabul ta'limal muta'lim, and are always shown good treatment every day to shape their character for the better.

By playing this role well, the boarding school manager can make a significant contribution in fostering the morals of

students, helping them grow and develop into individuals who have noble morals, are r e s p o n s i b l e , and can contribute positively. positive to society.

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### Author Profile

Riyo Riyo Asmin Syaifin, S1 PAI at STAI DDI MANGKOSO KAB. BARRU 2007-2012, S2 PAI at Postgraduate UMI 2012-2015. Lecturer work at STAI DDI mangkoso 2015-Present.