

PKM STRENGTHENING SANTRIS' QUR'ANIC LITERACY CULTURE THROUGH THE ONE DAY ONE PAGE PROGRAM BASED ON WALI ASUH MENTORSHIP AT NURUL JADID ISLAMIC BOARDING SCHOOL, AL-HASYIMIYAH REGION

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E-ISSN : 3109-9777

Received: January 2026

Accepted: January 2026

Published: February 2026

Abstract :

The implementation of learning activities and the habituation of Qur'anic reading at Nurul Jadid Islamic Boarding School, particularly in the Al-Hasyimiyah Area, still faces several challenges, including inconsistencies in students' daily recitation, unstructured mentoring by guardians (wali asuh), and an underdeveloped monitoring system. The One Day One Page Program, which aims to habituate students to read one page of the Qur'an each day, has been implemented; however, it requires further strengthening in terms of mentoring and program management. This Community Service Program (PKM) aims to strengthen the culture of Qur'anic literacy among students through the optimization of the One Day One Page Program based on wali asuh mentoring. The method employed is a descriptive-participatory approach consisting of planning, implementation, monitoring, and evaluation stages. Mentoring was carried out through technical coordination with area administrators and wali asuh, daily submission of one page of Qur'anic recitation to the wali asuh, and weekly monitoring using a simple recording instrument in the Student Activity Book for Female Students (BKSP). Program evaluation was conducted by analyzing daily and weekly recitation records as well as reflective discussions with wali asuh. The results indicate an improvement in students' consistency in performing daily Qur'anic recitation, enhanced fluency in reading according to proper makhraj and tajwid rules, and a strengthened role of wali asuh in mentoring Qur'anic literacy. Overall, the One Day One Page Program based on wali asuh mentoring has proven to be an effective model for fostering Qur'anic literacy habits that is simple, practical, and sustainable within the pesantren environment.

Keywords : Qur'anic Literacy; One Day One Page; Wali Asuh Mentoring

INTRODUCTION

Instilling istiqāmah (consistency) in students' daily lives should ideally begin at an early age in order to habituate them to a high level of spirituality (Qurrota et al., 2023). The process of cultural internalization, which involves the cultivation and internalization of religious values, is reflected in programs such as "One Day One Page," which aims to enhance santri's love for the Qur'an



(Hakim, Sirojuddin, & Apriliyanti, 2024). Cultural development within educational institutions is primarily directed toward students. One institution that plays a significant role in educating the younger generation in Qur'anic learning is Nurul Jadid Islamic Boarding School.

Nurul Jadid Islamic Boarding School is a religious educational institution established in 1948 (H) in Karanganyar Village, Paiton District, Probolinggo Regency, by KH. Zaini Mun'im bin KH. Abdul Mun'im Galis from Pamekasan, Madura. The pesantren is well known for the scholarly and ascetic character of its founder, as well as his close relationship with the surrounding community. Over time, this pesantren has developed into one of the prominent centers of Islamic education in the region, comprising various residential complexes that accommodate thousands of santris.

Nurul Jadid Islamic Boarding School, particularly the Al-Hasyimiyah Region, is one of the santri development areas that implements a multi-layered mentoring system, ranging from regional administrators to wali asuh (mentors) who are responsible for the daily development of santris. This wali asuh system functions both as a companion and a supervisor of santris' activities, including worship practices, discipline, and Qur'anic literacy skills (Najiburrahman, 2022). The presence of wali asuh is a key factor in shaping santris' religious habits, as they interact directly and intensively with santris in their daily lives. This mentoring also creates space for santris to ask questions, engage in discussions, and share experiences related to their learning process.

To strengthen consistency in tilawah (Qur'anic recitation), this region implements the "One Day One Page" program, which requires santris to recite one page of the Qur'an each day and submit it directly to their wali asuh (Kurniawan & Kamilah, 2023). Several educational institutions have implemented similar programs as an effort to habituate regular Qur'anic recitation. Previous studies indicate that, in addition to increasing the intensity of santris' interaction with the Qur'an, a specific daily target enables santris to measure their progress consistently, which in turn enhances their sense of achievement and motivation to continuously improve their recitation (Khairanis et al., 2025).

However, most One Day One Page programs that have been implemented still focus primarily on the obligation of recitation submission, without being accompanied by a structured mentoring and monitoring system. This has become a challenge in the Al-Hasyimiyah Region, where program implementation has not been evenly carried out among wali asuh, documentation of santris' progress remains basic, and consistency in daily tilawah has not been optimally monitored (Maududi, Mujahidin, & Hafidhuddin, 2025). These conditions indicate the need to strengthen a mentoring-based program through wali asuh, so that the implementation of the One Day One Page program does not merely become an administrative routine, but truly fosters a sustainable culture of Qur'anic literacy.

Based on these issues, this study aims to describe the implementation of the One Day One Page program based on wali asuh mentoring in strengthening

santris' Qur'anic literacy culture at Nurul Jadid Islamic Boarding School, Al-Hasyimiyah Region, as well as to analyze the role of wali asuh and the level of santris' consistency in carrying out the daily recitation of one page of the Qur'an. The results of this community service activity are expected to serve as a model for strengthening Qur'anic literacy programs that are simple, applicable, and relevant for implementation in pesantren environments with diverse santri characteristics.

RESEARCH METHOD

This community service activity aims to strengthen the culture of Qur'anic literacy through assisted Qur'an learning using the One Day One Page program for santris at Nurul Jadid Islamic Boarding School, Al-Hasyimiyah Region. The program was implemented using a systematic approach consisting of three main stages: planning, implementation, and evaluation.

1. Planning Stage

At this stage, the PKM team initiated the activity by conducting an initial mapping of the existing tilawah habituation practices among santris, particularly focusing on the consistency of Qur'an recitation and the mentoring mechanisms that had been implemented within the pesantren environment. This mapping was carried out through preliminary communication and discussions with regional administrators and wali asuh in order to obtain an accurate overview of santris' tilawah patterns and the challenges encountered in the program's implementation.

2. Implementation Stage

The implementation stage began with coordination among the PKM team, the administrators of the Al-Hasyimiyah Region, and the wali asuh. This coordination aimed to establish a shared understanding of the program's objectives, the One Day One Page submission mechanism, the determination of submission schedules, and the distribution of daily recording formats for santris. Subsequently, the Daily One Day One Page Recitation Submission was carried out. At this stage, santris submitted their daily recitation of one page of the Qur'an to their respective wali asuh according to the agreed schedule. The final component of this stage was weekly monitoring, conducted in a simple and periodic manner through weekly recitation reports compiled by the wali asuh and submitted to the regional administrators.

3. Evaluation Stage

The evaluation stage constituted the final phase of this community service activity and aimed to assess the effectiveness of the One Day One Page program in strengthening the culture of Qur'anic literacy among santris at Nurul Jadid Islamic Boarding School, Al-Hasyimiyah Region. The evaluation was conducted at the end of the service period and involved the PKM team, regional administrators, and wali asuh. The evaluation focused on two main aspects: (1) the level of santris' consistency in carrying out daily tilawah submissions, and (2) the effectiveness of wali asuh in functioning as mentors in the Qur'anic recitation process.

FINDINGS AND DISCUSSION

Planning Stage

The planning stage is a crucial initial step in the implementation of the community service (PKM) program. At this stage, the PKM team carried out a series of activities to ensure that the program was aligned with the actual needs of the santris. This stage aimed to ensure that the program for strengthening the culture of Qur'anic recitation (tilawah) could be implemented in a focused, systematic, and sustainable manner.

During this stage, the PKM team conducted an initial mapping of the existing tilawah habituation practices among santris at Nurul Jadid Islamic Boarding School, Al-Hasyimiyah Region. This mapping specifically focused on the level of santris' consistency in reading the Qur'an as well as the mentoring mechanisms that had previously been implemented. The initial mapping was carried out through communication, discussions, and direct observation of santris' Qur'anic recitation activities.

Interviews and discussions were conducted by the PKM team with regional administrators and wali asuh to explore the general condition of santris' tilawah practices. The regional administrators explained that santris had been encouraged to read the Qur'an daily; however, the implementation had not been fully consistent due to varying levels of student discipline and limited mentoring time available for wali asuh.

Furthermore, the PKM team held discussions with wali asuh regarding the practical implementation of tilawah mentoring in the field. These discussions revealed that tilawah mentoring had largely been incidental in nature. Although the Buku Kegiatan Santri Putri (BKSP) was available, tilawah records had not been optimally utilized as a monitoring tool to track santris' consistency. Based on these discussions, it was expected that the program would be able to gradually and sustainably build santris' tilawah habits. The results of this initial mapping indicated that santris' tilawah habituation had not yet been carried out consistently and that wali asuh mentoring remained unstructured.

Based on these findings, the PKM team, together with regional administrators and wali asuh, developed the implementation design for the daily One Day One Page tilawah program. This planning emphasized practical and flexible principles while maintaining student discipline. At this stage, a standardized recitation submission schedule was determined, along with the mechanism for submitting tilawah to wali asuh and the division of roles for wali asuh as the main mentors. These roles included listening to santris' recitations, providing motivational reinforcement, and routinely recording santris' tilawah achievements.

The PKM team also planned to optimize the use of the Buku Kegiatan Santri Putri (BKSP) as an instrument for recording santris' tilawah activities in the implementation of the One Day One Page program. In practice, wali asuh recorded santris' daily tilawah activities in the designated columns of the BKSP. This documentation functioned as a monitoring tool to assess the completion of

tilawah submissions and the level of santris' consistency in reading the Qur'an on a daily basis.

The planning stage also included the development of a monitoring and evaluation system for the program. The PKM team designed a periodic reporting mechanism in the form of recapitulated tilawah submissions compiled by wali asuh and submitted to the regional administrators. These data served as the basis for monitoring and evaluating program implementation as well as for identifying obstacles encountered during the activity. With this comprehensive planning, the program was expected to foster consistent Qur'anic recitation habits among santris and to strengthen the role of wali asuh in Qur'anic guidance and mentoring.



Figure 1. Interview between the PKM Team and Regional Administrators



Figure 2. Interview between the PKM Team and Wali Asuh (Mentors)

Implementation Stage

The implementation stage constitutes the core phase of the community service activity, focusing on the direct application of the One Day One Page program at Nurul Jadid Islamic Boarding School, Al-Hasyimiyah Region. The implementation of the program demonstrates that a simple approach emphasizing daily recitation routines can be applied relatively consistently despite the dense schedule of pesantren activities.

a. Technical Coordination Stage

The implementation began with technical coordination among the PKM team, regional administrators, and wali asuh. Coordination is one of the essential management functions alongside planning, organizing, actuating, and controlling. The coordination function serves to connect existing units within an organization or between organizations (Sari et al., 2024). In the context of community service activities, technical coordination functions as a bridge between program planning and field implementation.

Through technical coordination, all parties involved—both the implementation team and partner institutions—develop a clear understanding of their respective roles, thereby minimizing misunderstandings and task overlaps. Technical coordination also serves as a means to align the program design with the real conditions of the partner institution so that the activities remain realistic and feasible to implement.

At this stage, all parties agreed on the daily recitation submission schedule and the recording mechanism to be used. The results of the coordination indicated that uniformity in scheduling and documentation systems assisted wali asuh in carrying out their mentoring roles in a more structured manner. This finding is consistent with the view that clarity of systems and roles is a crucial factor in the success of habituation programs in pesantren settings..



Figure 3. Technical Coordination of the PKM Team with Regional Administrators and Wali Asuh (Mentors)

Daily One Day One Page Submission Stage

The Daily One Day One Page submission stage constitutes the core component of the implementation of the Qur'anic literacy strengthening program, emphasizing the habituation of consistent Qur'an reading through a minimum target of one page per day. At this stage, santri submit one page of Qur'anic recitation each day to their wali asuh. The wali asuh listen to the recitation, provide simple corrections when necessary, and record the completion of the daily submission.

In practice, the majority of santri were able to participate in the program on a regular basis, although some santri still experienced fluctuations in attendance. This submission model emphasizes routine, discipline, and continuity, which are fundamental principles in the development of Qur'anic literacy within the pesantren environment. The integration of Qur'anic recitation

into the daily routines of santris at Islamic boarding schools functions not only as a ritual activity but also as a foundation for character formation and spiritual development (Anshory & Manshur, 2024). Daily tilawah habituation has been shown to help santris build a sustained closeness to the Qur'an, as supported by previous studies on the effectiveness of routine recitation programs in pesantren settings.

Within the context of community service (PKM), the Daily One Day One Page submission stage serves both as a direct implementation mechanism of the service program and as a primary indicator of the program's success. Santris' consistency in attendance during recitation submissions, fluency in recitation, and the continuity of the routine serve as benchmarks for achieving the objective of strengthening the culture of Qur'anic literacy. Therefore, this stage is oriented not only toward reading activities but also toward the formation of disciplined and sustainable Qur'anic character.



Figure 4. Santris' Daily One Day One Page Recitation Submission to the Wali Asuh (Mentors)

Weekly Monitoring Stage

The weekly monitoring stage is a periodic supervision phase conducted to ensure that the implementation of the program proceeds in accordance with the planned objectives. Monitoring can be defined as the process of data collection and objective measurement of a program's progress. It serves to oversee program implementation so that both the process and outputs remain aligned with the initial plan (Quartus et al., 2024). This monitoring functions as process control rather than a final assessment; therefore, its primary focus is on observing the continuity of activities, the level of participant consistency, and the challenges encountered during implementation.

In the context of the One Day One Page program, weekly monitoring was conducted through the collection and review of santris' daily recitation submission records compiled by the wali asuh. These recapitulated records were then submitted to regional administrators or the PKM team for basic analysis. The main objectives of weekly monitoring were to determine whether santris consistently completed their daily recitation submissions, whether wali asuh

effectively fulfilled their mentoring roles, and whether any technical obstacles emerged that required immediate follow-up.



Figure 5. Weekly Monitoring Conducted by Regional Administrators and the PKM Team

Evaluation Stage

The evaluation stage represents the final phase of this community service activity and aims to analyze the outcomes of the One Day One Page program implemented through wali asuh mentoring, as well as to examine the extent to which the objectives of the service activity were achieved in a factual and reflective manner. This evaluation not only assessed whether the program was implemented as planned, but also examined the extent to which it contributed to strengthening the culture of Qur'anic literacy among santris in the Al-Hasyimiyah Region. The evaluation was conducted after the entire series of activities had been completed, using monitoring data collected throughout the program's implementation.

The sources of evaluation data included daily and weekly recapitulations of santris' recitation submissions, records maintained by wali asuh, and the results of reflective discussions between the PKM team and regional administrators. These data were analyzed to identify patterns of santris' tilawah consistency before and after the implementation of the program. Tilawah consistency served as the primary indicator, as the habituation of regular Qur'an reading constitutes the foundation for the development of a Qur'anic literacy culture within the pesantren environment. The evaluation results indicated that santris who received regular mentoring from wali asuh tended to demonstrate higher levels of discipline in completing daily recitation submissions compared to prior conditions.

In addition, the evaluation also examined the role of wali asuh as tilawah mentors. Based on observations and recorded documentation, wali asuh were found to play a significant role in maintaining the continuity of the program, particularly through their functions of supervision, motivation, and role modeling. This finding aligns with the perspective that the success of religious development in pesantren settings is strongly influenced by the quality of

mentoring and the educational relationships established between administrators and santris.

The evaluation also identified several challenges, including the limited availability of wali asuh time and fluctuations in santris' motivation on certain days. These challenges became reflective inputs for future program refinement, such as strengthening non-formal motivational approaches and implementing more flexible recitation schedules. Overall, the evaluation demonstrates that a simple approach through the One Day One Page program, supported by light monitoring and wali asuh mentoring, can serve as an effective strategy for fostering a sustainable culture of Qur'anic literacy.

The following section presents a comparison of conditions before and after the implementation of Qur'anic learning assistance through the One Day One Page program among santris in the Al-Hasyimiyah Region.

No.	Identified Issues	Before the One Day One Page Program	After the One Day One Page Program
1.	Pronunciation of Letters According to <i>Makhrāj</i> and <i>Sifat</i>	Santris were unable to pronounce letters correctly according to their <i>makhrāj</i> and <i>sifat</i> .	Santris were able to pronounce letters correctly according to their <i>makhrāj</i> and <i>sifat</i> .
2.	Understanding of <i>Tajwid</i>	Santris did not properly understand the rules of <i>tajwid</i> .	Santris were able to understand <i>tajwid</i> correctly.
3.	Qur'anic Reading Practice	Santris read the Qur'an with limited fluency and did not pay attention to <i>makhrāj</i> , <i>sifat</i> , and <i>tajwid</i> .	Santris were able to read the Qur'an fluently and apply correct <i>makhrāj</i> , <i>sifat</i> , and <i>tajwid</i> .

Table I. Results of the Community Service Program

CONCLUSION

The implementation of the community service program for santris at Nurul Jadid Islamic Boarding School, Al-Hasyimiyah Region, through the One Day One Page program demonstrated effective results in strengthening the culture of Qur'anic literacy. This effectiveness is evident in the successful completion of all stages of the service activities by the PKM team in a systematic manner, encompassing the planning stage, daily recitation submissions, as well as program monitoring and evaluation. The habituation approach of reading one page of the Qur'an daily, supported by wali asuh mentoring, was implemented effectively within the pesantren context.

The effectiveness of the program was also reflected in the improvement of santris' Qur'anic reading abilities, particularly in terms of reading fluency, accuracy of letter pronunciation (*makhrāj*), and understanding of *tajwid* rules. Furthermore, the involvement of wali asuh as *tilawah* mentors played a crucial role in maintaining santris' consistency and discipline in completing daily

recitation submissions. Through the implementation of the One Day One Page program, santris became accustomed to reading the Qur'an regularly and were able to develop a stronger sense of closeness and affection toward the Qur'an as an integral part of their daily lives in the pesantren.

Therefore, the One Day One Page program can serve as a simple, practical, and sustainable model for fostering Qur'anic literacy development in pesantren environments.

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