



## Self-Improvement Training in Increasing Students' Room Management Creativity

Rizkiyah Hasanah

Universitas Nurul Jadid, East Java, Indonesia

\*Corresponding Author: 2352600028@gmail.com

DOI: <https://doi.org/10.61987/acsj.v1i1.703>

### Abstract:

There needs to be persuasive efforts so that students, especially female students in the Al-Hasyimiyah area, can become moral, innovative and creative students, especially creative in terms of room management. In its implementation, this service is carried out by involving santri, especially female students with *santri* status in the Al-Hasyimiyah area, to be trained on how to develop creative ideas in managing rooms properly and correctly so that a safe and comfortable room to live in will be created. This training is carried out through the stages of presenting material, self-improvement training, demonstration or room management practice and trials. Based on the results of the training carried out, it can be concluded that the implementation of the self-improvement training in increasing the creativity of the students' room management above involves taking four main stages, namely the preparation stage, providing training, trial (direct practice) and evaluation. In terms of motivation, dormitory administrators are able to provide stimulants to fellow administrators and students to work together to manage a dormitory that is safe and comfortable for all. Effective communication is a necessity to mobilize other administrators and students to work together to form a conducive dormitory.

### ARTICLE HISTORY

Received 19 December 2024

Revised 12 January 2025

Accepted 8 March 2025

### KEY WORDS

Self-Improvement, Room Management, Student

## INTRODUCTION

Pesantren as a typical Indonesian educational institution has educational elements that are different from formal education in general (Takdir, 2018). Dhofier mentioned the elements of Islamic boarding schools consisting of Kyai, Santri, Pondok (dormitory), mosque, and yellow books. The concept of Islamic boarding schools which have these five elements is an initial finding that becomes a guideline in constructing an understanding of Islamic boarding schools (Purnomo, 2017). Thus it is proven that the function of the dormitory is a central place for students to dive into the world of Islamic boarding schools well. So it is necessary to refer to these elements to understand the management pattern of Islamic boarding schools (Azhar & Fatwa, 2021; Muslihun, 2017).

The ability of students to organize and tidy up their own things, especially in the students' dormitory rooms, which are shared, is a very important life skill (Mukni'ah, 2015). *Room Management* the target for developing the creativity of these students is the art of arranging a room so that it can maintain optimal conditions during the learning process and avoid disturbances that can damage the environmental conditions of the

room, as well as support the learning process effectively and efficiently so that learning objectives can be achieved (Pangastuti & Solichah, 2018). This competency influences the formation of attitudes and character, helps social and personal intelligence, increases creativity, and is a basis for behavior for students in the future (Banna & Baso, 2019). The habit of arranging the rooms has been carried out from generation to generation from seniors who are more familiar with the environment and management of the Islamic boarding school. However, not a few of them pay less attention to the habit of tidying up and tidying up the environment, especially their residence (dormitory) (Ishak et al., 2022).

Nurul Jadid Islamic Boarding School is in the Al-Hasyimiyah area which is the focus of mentoring in community service activities also has the character as mentioned above. The number of students who live in a room or room is based on the capacity of the room with various sizes, the caretakers and senior students have arranged it in such a way that the room they occupy still feels comfortable and conditioned. However, because of the many students with different characters, some corners of the Islamic boarding school still look messy and unkempt, coupled with the careless placement of equipment, adding to the complete squalor of some corners of the room. For that reason, it is deemed necessary to provide knowledge, train and accompany the students by using a minimalist lifestyle. According to Upang & Alim (2021), this coaching concept is so that they are willing and able to manage their rooms and environment so that they are neat, clean and comfortable as a form of implementation of "Cleanliness is Part of Faith", then, with clean, neat and tidy rooms and environment, they will be able to study safely and comfortably.

Students of the Islamic Religious Education Study Program (researchers and providers of action) initiated a form of self-improvement training to develop their creativity in arranging the layout of their dormitory (Room Management). This is one of the self-preparation activities to develop the creativity pattern of students in conditions when they are already in the community later. Self-improvement is an action to improve the thoughts, abilities or status of an individual based on the efforts of the individual (Siregar & Dalimunthe, 2018). Self-improvement contains improving the material conditions of life. The material conditions in question are individual relationships, health, finances, skills and knowledge (Murniyati et al., 2023). Another aspect of self-improvement is simplicity. The approach of self-improvement can be known from the weaknesses and strengths of the individual. Self-improvement can change individuals to be better and can inspire other individuals to be better too (Rahmani & Trianita, 2021). A conscious mind is the main key in the process of self-improvement. A conscious mind is able to change habits, behaviors and attitudes of individuals (Hendratmo et al., 2021).

Previous studies have proven that research on dormitory or room management in Islamic boarding schools. The Last Supper (2019) explained in his research that the function of dormitories in Islamic boarding schools is; First, as a place to live and store the belongings of the students; Second, as a support for the economy of the sustainability of Islamic boarding schools; Third, the educational function of supervision and guidance provided by the kyai who acts as a parent for the students; Fourth, the dormitory as a place of actualization - assignments, role models, environmental creation, direction, and habituation - education provided by teachers and kyai in the process of studying and learning. Temporary Joseph & Iswanto (2022) emphasizes that the function of room management is none other than to There is a change in the students' habits in maintaining cleanliness by tidying up in a minimalist lifestyle and there is a program evaluation by

holding a room competition which can increase the students' enthusiasm in maintaining the dormitory environment.

Several studies have convinced readers that the presence of this study occupies a serious space for Islamic boarding school practitioners to uphold the action of improvement and training in the management and creativity of rooms for students. This study is also a form of reflection that dormitories are not only for living in, but also for maintaining the sustainability of harmony, conduciveness, and cleanliness. Unfortunately, the empirical facts in the Al-Hasyimiah area regarding the majority of students do not understand the attitude and tolerance when they enter society, do not understand how to live as a household and also do not understand how to organize space well and comfortably. Therefore, this study aims to provide self-improvement training to students regarding the importance of increasing creativity in maintaining room management in the Nurul Jadid Islamic boarding school environment in the Al-Hasyimiyah area.

## RESEARCH METHODS

In order to realize the implementation of self-improvement training in increasing the creativity of the Room Management of students in the Al-Hasyimiyah Region at the Nurul Jadid Islamic Boarding School, the stages carried out by female students (as providers of action/training) are as follows,

**Table 1. Stages of Training Implementation**

Stages	Activity
Preparation	<ul style="list-style-type: none"> <li>- The students conducted a field survey to determine the condition of the students' location to find solutions to the problems found at the location.</li> <li>- The female students visited the head of the Al-Hasyimiyah region at the Nurul Jadid Islamic boarding school and provided information about the training and determined the time for the training to be held.</li> </ul>
Material counseling	<ul style="list-style-type: none"> <li>- The female students presented material to the students, especially to the male students regarding the importance of developing themselves to be creative in Room Management which will be created by the students in the Al-Hasyimiyah area. This counseling was conducted at the beginning as an insight opener for the male students on why self-improvement training was created.</li> </ul>
Training	<ul style="list-style-type: none"> <li>- The female students provide training for students on how to develop themselves to be creative in Room Management. The creativity of the students in Room Management functions as a provision for the students to serve in the community in the future so that the ideas of Al-Hasyimiyah students can be useful for the community.</li> </ul>
Room Management Demonstration	<ul style="list-style-type: none"> <li>- A student demonstrates how to arrange items in a room. The student explains while outlining how to manage a room so that it can make the room safe and comfortable to live in.</li> </ul>
Trials	<ul style="list-style-type: none"> <li>- Students practice the results of their creative ideas in arranging a room, in order to find out the extent of the students' creative ideas in managing the room to become a safe and comfortable room.</li> </ul>

In its implementation, students in the Al-Hasyimiyah area as training partners become objects of self-improvement training in increasing the creativity of participating students' room management as follows: (a) Understanding the material related to students' self-development to be creative in safe and comfortable room management. The material must then be explained again to students about safe and comfortable room management to live in. (b) Practicing the results of creative ideas in terms of room

management so that students are able to make the room safe and comfortable to live in. (c) Inviting students to be creative in managing room management which will later be able to create a safe and comfortable room to live in and reduce students' discomfort/disturbance in the learning process due to rooms that are not managed properly.

The students conducted several data collection techniques on the success of the training, including participant observation with the Head of the Training Implementation Team, Public Relations, and the Training Program Implementer. Then, the researcher also conducted a short unstructured interview session with the regional head, regional administrators, and several students in the Al-Hasyimiyah area of the Nurul Jadid Islamic boarding school. The indicators of achievement to be obtained include: (1) Students can understand the arrangement of goods in a room properly and correctly. (2) Students can make the room safe and comfortable to live in. The achievement of this training is supported by the implementation time system as explained in the following table.

**Table 2. Training Implementation Time**

EXECUTION TIME	JULY to DECEMBER 2023			
	July 2023	September 2023	November 2023	December 2023
Preparation stage	█			
Training Stage		█		
Trial Phase			█	
Evaluation Stage				█

The entire process of the stages of the Self-improvement activity was carried out at the Nurul Jadid Islamic Boarding School in the Al-Hasyimiyah Paiton Probolinggo Region with the implementation time mentioned above. Analysis of the data obtained was carried out by the process of data condensation, data presentation, and drawing conclusions. Meanwhile, to check the validity of the data, a source triangulation process was carried out.

## RESULTS

*Self improvement* is an effort to improve one's abilities to be better than before. During the implementation of self-improvement, the quality of life will increase (Amrizal et al., 2022). His relationship with the students who are an important element in the pesantren system, will require enthusiasm and motivation in honing his self-development, including in terms of arranging his residence. The head of the santri area firmly stated that. This room management is used to monitor the use of available rooms and those needed or available for use, in order to avoid over capacity in certain rooms or uneven placement. Not only rooms, cupboard management also needs to be considered by participants.

According to one of the regional administrators, the cupboard on the first level, which is the lowest level, is used to store dirty clothes and toiletries. The second level of the cupboard is used to store clean clothes. And the third level, which is the top level, is used as a bookshelf. Room and cupboard management is one of the internal factors of comfort. A small thing but has a big role. Because from the room a person first starts life in the Islamic boarding school as a student. If the student feels uncomfortable in the

Islamic boarding school, then it is necessary to ask whether room and cupboard management has been implemented comprehensively.

The statement above led to the interest of female students of the Islamic Religious Education Study Program, Nurul Jadid University (INN, and FQ) in conducting material counseling on the importance of developing students to be creative in Room Management in the Al-Hasyimiyah area. This counseling was basically carried out to provide awareness to students so that they are able to make the room safe and comfortable to live in. Through this counseling, students are expected to be creative in managing room management which will later be able to create a safe and comfortable room to live in and reduce discomfort or disturbance for students in the learning process due to rooms that are not managed properly. Room Management is the process of managing a room in an institution or facility, such as a dormitory, or educational institution (Parid & Alif, 2020). The main objective of Room Management is to provide a comfortable, safe and satisfying experience for residents or guests who stay or use the facilities. Good room management will improve the reputation of the institution, increase occupancy rates, and create a positive experience for guests, thus impacting the success and sustainability of the business (Rosawatiningsih, 2019).

In line with the material counseling above, students of the Islamic Religious Education Study Program, Nurul Jadid University, provided training on the use of Room Management to students in the Al-Hasyimiyah area. The students' understanding of this training was expressed by one of the students who explained that this training was to improve themselves in minimizing many places (in the dormitory), items such as food, books, mukenah, laptops, etc. can be put into the places that have been provided so that the room is clean and comfortable to live in. The use of Room Management is very important in institutions or facilities that provide accommodation or rooms for residents (Baharun, 2023).

The trial phase after being given an understanding of the material on the importance of self-improvement towards room management was practiced by all students. In this trial, the researcher instructed (1) that the students could tidy up their own closets according to the levels explained above. The first trial was given a time limit of 1 day simultaneously for the students to carry out the trial instructions. (2) Followed by a trial of implementing room management which was carried out together with the students per room. This was also done in 1 day. (3) Then, the last trial was to arrange and organize the layout of the facilities and infrastructure of the Islamic boarding school as a whole. The researcher coordinated this trial with the regional administrators so that they would work together to determine the location of the work service for this room management task for each room.



Figure 1. Documentation of Student Room Management

The picture above shows that a series of self-improvement trainings were implemented and practiced very well. The trial also not only practiced the training materials, but also demonstrated their creativity in arranging their rooms and closets. This trial will not only review the creativity of the students' hard skills, but also review the creativity of the students' soft skills.

## DISCUSSION

Personal development (self improvement) includes all activities that increase self-awareness and identity, develop talents and potential, build human resources and facilitate performance, improve quality of life and contribute to realizing dreams and aspirations (Murdana & Mahsun, 2018). *Self improvement* is any form of effort, activity or action taken to improve one's abilities, interests, talents, potential, self-awareness, skills and quality of life with the aim of becoming better than before (Breines & Chen, 2017). Implementing self improvement very important in everyday life. Of course, to be more productive and mindful (Schoenfelder et al., 2021).

Along with the establishment of Islamic boarding school educational institutions, at that time dormitories or pondok became a necessity for their existence. The existence of dormitories in general has not been managed with a managerial approach that pays attention to aspects of planning, organizing, directing, and supervision (Taufikin, 2021). The impression that appears is as if there is no educational process in the dormitory. Because people outside the Islamic boarding school only see the dormitory as a place to live, a place to put things, and a place for students to sleep, regardless of the educational elements that occur in the dormitory (Nisa' et al., 2024). In addition, it is not uncommon for those who do not really understand, to see the economic side per se, which is almost no different between a boarding house and a boarding house (Hidayat et al., 2024). Therefore, it is necessary to provide internal and external education for stakeholders involved in the management of Islamic boarding schools (Umar et al., 2021).

The ideal room is a quiet and comfortable room. So it should create a room atmosphere as comfortable as possible, in terms of cleanliness and discipline. With this ideal room, students will feel comfortable (Hasanah et al., 2024). The indications of an ideal room for students were explained on this occasion, including: (1) Designing the concept of wardrobe layout, (2) designing the concept of bedroom layout, (3) arranging room regulations, (4) Making standards for items that must be in the room (cleaning equipment, sandal rack, dispenser), (5) Preparing room administration such as duty schedules, data on sick students, and data on students who have gone home, and (6) preparing a lifestyle concept at the Islamic boarding school (Hasanah & Hamdi, 2025).

The dormitory administrators are expected to be able to become leaders and managers in the dormitory. To have these abilities, various leadership positions are filled by senior students who have experience living together and knowledge in managing the dormitory (Sanafiri, 2023). In terms of motivation, dormitory administrators are able to provide stimulation to fellow administrators and students to work together to manage a dormitory that is safe and comfortable for everyone. Effective communication is a necessity to motivate other administrators and students to work together to create a conducive dormitory.

## CONCLUSION

The implementation of self-improvement training in improving the creativity of the above santri room management is to take four main stages, namely the preparation stage, providing training, trials (direct practice) and evaluation. In terms of motivation, dormitory administrators are able to provide stimulants to fellow administrators and santri to work together to manage a safe and comfortable dormitory for all. Effective communication is a necessity to motivate other administrators and students to work together to create a conducive dormitory.

## REFERENCES

- Amrizal, M. A., Fuad, N., & Karnati, N. (2022). Manajemen Pembinaan Akhlak Di Pesantren. *Seminar Nasional Hasil Riset Dan Pengabdian*, 6(April), 356–370.
- Azhar, M., & Fatwa, A. F. (2021). Santri's Humility in the Salafiyah Islamic Boarding School. *Dinamika Ilmu*, 21(2), 329–345.
- Baharun, H. (2023). Quality Improvement in Increasing Public Trust Using the Failure Mode and Effect Analysis (FMEA) Method. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 9(01), 59–68. <https://doi.org/10.32678/tarbawi.v9i01.7982>
- Banna, A., & Baso, A. S. (2019). Manajemen Pembinaan Santri Tahfizh Al-Qur'an. *Jurnal Ilmiah Islamic Resources*, 16(2), 175–192.
- Breines, J. G., & Chen, S. (2017). Self-Compassion Increases Self-Improvement Motivation. *Personality and Social Psychology Bulletin*, 5(1), 1–12. <https://doi.org/10.1177/0146167212445599>
- Hasanah, R., & Hamdi, T. T. (2025). *Digital Detox in Schools : Balancing Technology Use with Students ' Psychological Development*. 01(01).
- Hasanah, R., Munawwaroh, I., Qushwa, F. G., & Agus R, A. H. (2024). Pengembangan Career Adaptability Melalui Inovasi Sumber Daya Manusia. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, 5(1), 169–178. <https://doi.org/10.62775/edukasia.v5i1.734>
- Hendratmo, A. A., Anwar, E. S., Pangarak, E. C., Yuliana, E. L., & Sulastri, T. (2021). Penerapan Self Improvement Guna Meningkatkan Kualitas Diri Melalui Penggunaan Tools Points of You@. *Pengabdi*, 2(2), 151–159. <https://doi.org/10.26858/pengabdi.v2i2.24970>
- Hidayat, M. N. F., Baharun, H., Aisyah, E. N., Zaini, A. W., Sanjani, M. A. F., & Hasanah, R. (2024). Bridging the Digital Divide: The Role of Public Relations in Enhancing Digital Inclusivity. *2024 10th International Conference on Education and Technology (ICET)*, 59–66.
- Ishak, Fahmi, Z., Yani, A., Musbani, & Iqbal, M. (2022). Pembinaan Santri Dayah Mudi Mesjid Raya Samalanga Dalam Menerapkan Manajemen Kedisiplinan Dalam Belajar. *KHADEM: Jurnal Pengabdian Kepada Masyarakat*, 1(1), 73–81.
- Mukni'ah. (2015). *Membangun Life Skill di Pesantren*. IAIN Jember Press.
- Murdana, I. M., & Mahsun. (2018). Analisis Praktikum Manajemen Kamar Berdasarkan Skema Okupasi Room Attendant Di Akademi Pariwisata Mataram. *Media Bina Ilmiah*, 1(1978), 93–99.
- Murniyati, D., Dessyarti, R. S., Maratusholikhah, A., & Farera, A. S. (2023). *Safari Ramadhan Pentingnya Pengembangan Diri Bagi Generasi Z Di Bulan Suci Ramadhan*. 02, 76–85.

- Muslihun. (2017). Pesantren Sebagai Identitas Islam Nusantara. *Al-Tsiqoh : Islamic Economy and Da'wa Journal*, 2(01), 50–59.
- Nisa', K., Mundiri, A., Manshur, U., & Munir, Z. (2024). Integrating Situational Leadership and Traditional Values: Enhancing Student Discipline in Islamic Boarding Schools Through Holistic Training Programs. *Communautaire: Journal of Community Service*, 3(2), 138–151. <https://doi.org/10.61987/communautaire.v3i2.463>
- Pangastuti, R., & Solichah, I. (2018). Studi Analisis Manajemen Pengelolaan Kelas di Tempat Penitipan Anak (TPA) Khadijah Pandegiling Surabaya. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 2(2), 35–50. <https://doi.org/10.14421/jga.2017.22-04>
- Parid, M., & Alif, A. L. S. (2020). Pengelolaan Sarana dan Prasarana Pendidikan. *Tafhim Al-'Ilmi*, 11(2), 266–275. <https://doi.org/10.37459/tafhim.v11i2.3755>
- Perawironegoro, D. (2019). Manajemen Asrama di Pesantren. *Tadbir : Jurnal Studi Manajemen Pendidikan*, 3(2), 130–144.
- Purnomo, H. (2017). *Manajemen Pendidikan Pondok Pesantren*.
- Rahmani, Z. Z., & Trianita, Y. (2021). Komunikasi Kelompok Sebagai Strategi Dalam Membangun Motivasi Belajar Dan Pengembangan Diri. *Jurnal Ilmu Komunikasi*, 83–94.
- Rosawatiningsih, N. (2019). Kebijakan Pengelolaan Ruang Terbuka Hijau (Rth) Taman Flora Surabaya. *The Journal of Society & Media*, 3(1), 68. <https://doi.org/10.26740/jsm.v3n1.p68-85>
- Sanafiri, A. N. (2023). Sholawat Nariyah Assembly in Building Social Trust: A Perspective on Frazier Moore's Approach to Educational Institutions. *AFKARINA: Jurnal Pendidikan Agama Islam*, 8(1), 35–45. <https://doi.org/10.33650/afkarina.v8i1.9289>
- Schoenfelder, J., Kohl, S., Glaser, M., Mcrae, S., Brunner, J. O., & Koperna, T. (2021). Simulation-based evaluation of operating room management policies. *BMC Health Services Research*, 5(21), 1–13.
- Siregar, I. H., & Dalimunthe, H. A. (2018). Pengaruh Pemberian Pelatihan Pengembangan Diri terhadap Loyalitas Anggota di Formasi Ar-Ruuh UMA. *Jurnal Diversita*, 4(2), 84. <https://doi.org/10.31289/diversita.v4i2.1939>
- Takdir, M. (2018). *Modernisasi kurikulum pesantren*. IRCiSoD.
- Taufikin. (2021). Pesantren as the Three Centers of Education Perspective of Ki Hadjar Dewantara. *Dinamika Ilmu*, 21(1), 101–119.
- Umar, Setyosari, P., Kamdi, W., & Sulton. (2021). Exploration of Moral Integrity Education and Superior Cadre Leadership at Madrasah Boarding School Indonesia. *International Journal of Instruction*, 14(4), 753–774.
- Upang, & Alim, A. (2021). Manajemen Asrama dalam Meningkatkan Kedisipinan Santri Tingkat MTs di Pesantren Al-Ma'tuq. *Rayah Al-Islam*, 5(2), 460–467.
- Yusuf, M., & Iswanto, J. (2022). Tata Kelola Kerapian Kamar Melalui Konsep Konmari Dan Minimalis Di Ponpes Miftahul Mubtadiin Krempyang Nganjuk. *Mitra Akademia : Jurnal Pengabdian Masyarakat*, 5(2), 277–285.