

ABSTRAK

Skripsi dengan judul “Peran Pengasuh Pondok Pesantren Ar-Rawdhah Al-Qur’aniyyah dalam Meningkatkan Ketenangan Jiwa Mahasantri Melalui Kegiatan Mujahadah Dzikrul Ghafilin” ditulis oleh Isma Fadilatul Azizah, NIM 1860201222202, Program Studi Pendidikan Agama Islam, Jurusan Tarbiyah, Fakultas Tarbiyah dan Ilmu Keguruan, UIN Sayyid Ali Rahmatullah Tulungagung, Pembimbing: Dr. Hawwin Muzakki., M.Pd.I.

Kata Kunci: Peran Pengasuh, Ketenangan Jiwa, Mujahadah Dzikrul Ghafilin.

Penelitian ini dilatarbelakangi oleh meningkatnya problem psikologis pada mahasiswa, seperti kecemasan, stres, dan kegelisahan akibat berbagai tuntutan akademik, sosial, maupun pribadi. Di tengah arus modernisasi yang mendorong sebagian mahasiswa mencari ketenangan melalui cara-cara duniawi, Pondok Pesantren Ar-Rawdhah Al-Qur’aniyyah Tulungagung justru mempertahankan kegiatan Mujahadah Dzikrul Ghafilin sebagai sarana pembinaan spiritual yang rutin dan terbuka bagi santri maupun masyarakat umum. Keberlangsungan kegiatan ini tidak terlepas dari peran sentral pengasuh, KH. Sufyan Tsauri, yang secara konsisten membimbing para santri melalui fungsi sebagai fasilitator, motivator, dan evaluator dalam kegiatan tersebut. Penelitian ini bertujuan untuk mendeskripsikan bagaimana ketiga peran tersebut dijalankan oleh pengasuh dalam Meningkatkan Ketenangan Jiwa Mahasantri yang mengikuti kegiatan Mujahadah Dzikrul Ghafilin.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Data dikumpulkan melalui observasi partisipan, wawancara semi terstruktur, dan dokumentasi terhadap pengasuh pondok serta santri (mahasiswa). Analisis data menggunakan model interaktif Miles dan Huberman, meliputi pengumpulan data, kondensasi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diuji melalui triangulasi sumber, triangulasi teknik, dan peningkatan ketekunan.

Hasil penelitian menunjukkan bahwa: (1) sebagai fasilitator, pengasuh menyediakan sarana dan prasarana berupa mushola, pengeras suara, dan kitab pedoman dzikir, serta menyediakan waktu khusus mau'idhah hasanah dan kehadiran langsung dalam setiap pelaksanaan mujahadah, yang menumbuhkan aspek tidak gelisah, sabar, dan bersyukur; (2) sebagai motivator, pengasuh memberikan mau'idhah hasanah rutin, wejangan tentang pentingnya wirid, motivasi melalui analogi kehidupan, serta keteladanan langsung, yang menumbuhkan aspek tidak gelisah, optimis, sabar, dan bersyukur; (3) sebagai evaluator, pengasuh melakukan pengamatan langsung secara personal dan berjenjang bersama lurah pondok, dengan indikator ketenangan jiwa berupa sikap tentrem, sabar, mudah memaafkan, dan mudah bersyukur, serta tindak lanjut berupa bimbingan personal bagi santri yang belum menunjukkan perkembangan positif.

Penelitian ini menyimpulkan bahwa peran pengasuh sebagai fasilitator, motivator, dan evaluator dalam kegiatan Mujahadah Dzikrul Ghafilin berkontribusi

secara nyata terhadap tumbuhnya empat aspek ketenangan Jiwa mahasantri, yaitu tidak gelisah, optimis, sabar, dan bersyukur.

ABSTRACT

The thesis titled “The Role of the Caretaker of Ar-Rawdhah Al-Qur’aniyyah Islamic Boarding School in Enhancing the Inner Peace of University Students Through Mujahadah Dzikrul Ghafilin Activities” was written by Isma Fadilatul Azizah, Student ID: 1860201222202, Islamic Religious Education Study Program, Department of Tarbiyah, Faculty of Tarbiyah and Teacher Training, UIN Sayyid Ali Rahmatullah Tulungagung; Supervisor: Dr. Hawwin Muzakki, M.Pd.I.

Keywords: *Role of the Caretaker, Inner Peace, Mujahadah Dzikrul Ghafilin.*

This study is grounded in the increasing psychological problems experienced by university students, such as anxiety, stress, and restlessness resulting from various academic, social, and personal demands. Amid the currents of modernization that lead some students to seek peace through worldly means, the Ar-Rawdhah Al-Qur'aniyyah Islamic Boarding School in Tulungagung instead maintains the Mujahadah Dzikrul Ghafilin as a routine spiritual guidance activity, open to both students and the wider community. The continuity of this activity is inseparable from the central role of the caregiver, KH. Sufyan Tsauri, who consistently guides the students through his functions as facilitator, motivator, and evaluator in the activity. This study aims to describe how these three roles are carried out by the caregiver in enhancing the peace of mind of university students who take part in the Mujahadah Dzikrul Ghafilin.

This study employed a qualitative approach using a case study design. Data were collected through participant observation, semi-structured interviews, and documentation involving the caregiver and student residents (university students). Data were analyzed using the interactive model of Miles and Huberman, consisting of data collection, data condensation, data display, and conclusion drawing/verification. Data validity was established through source triangulation, technique triangulation, and persistence of observation.

The findings show that: (1) as a facilitator, the caregiver provides physical facilities such as a prayer hall, sound system, and dhikr guidebooks, as well as a dedicated time for mau'idhah hasanah (spiritual guidance) and direct presence during every session, which fosters the aspects of freedom from anxiety, patience, and gratitude; (2) as a motivator, the caregiver regularly delivers spiritual counsel, emphasizes the importance of maintaining a wirid (daily litany) as a spiritual defense, offers motivation through relatable life analogies, and provides direct exemplary leadership, which fosters freedom from anxiety, optimism, patience, and gratitude; (3) as an evaluator, the caregiver conducts direct, personal, and tiered observation together with the pondok's student leader (lurah pondok), using indicators of peace of mind such as calmness, patience, forgiveness, and gratitude, followed by personal guidance for students who have not yet shown positive development.

The study concludes that the caregiver's roles as facilitator, motivator, and evaluator within the Mujahadah Dzikrul Ghafilin activity contribute significantly to the development of four key aspects of students' peace of mind: freedom from anxiety, optimism, patience, and gratitude.