Empowering Pesantren as an Anti-Global Climate Change Center in Jember

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Abstract. *Global climate change has been considered a more threatening problem to face. In particular, establishing a pesantren-based anti-global climate change center within Al-Qodiri Islamic Boarding School is seen as the mitigation system. As this program is meant to be a community service program, the ABCD community empowerment method was used. The results suggested two ideas. First, in the research planning (define, discovery, dream, and design), the most critical assets to be developed were the human resource assets of the santri. The objective is to develop the quality of the santri as the human resource asset to realize the pesantren-based anti-global climate change center—the service programs in the form of counseling, training, and mentoring. Second, the holistic transformation-based service was done through applicative and evaluative stages, which has improved the quality of the human resource assets of Al-Qodiri Islamic Boarding School Community holistically both in the aspects of knowledge, creativity, and ascertaining character awareness to establish an anti-global climate change society.*

Kata kunci:
Pengembangan Pesantren, Global Climate Change

Abstrak. Dunia global sedang menghadapi krisis global climate change yang sangat mengerikan. Dengan realita seperti ini, pengembangan pesantren sebagai pusat anti global climate change di Komunitas Pesantren Al-Qodiri Jember adalah sebagai upaya untuk memitigasinya. Supaya proses pengabdian berjalan dengan baik, metode yang digunakan adalah ABCD. Hasil pemberdayaan menunjukkan dua gagasan. Pertama, research planning (define, discovery, dream, dan design). Dalam perencanaan penelitian, aset-aset yang paling utama untuk dikembangkan adalah aset SDM santri. Tujuan yang ingin dicapai adalah untuk mengembangkan kualitas aset SDM santri untuk mewujudkan pesantren sebagai pusat anti global climate change. Program pengabdian berbentuk penyuluhan, pelatihan dan pendampingan. Kedua, pengabdian berbasis transformasi holistik. Realisasi pendekatan ini menggunakan tahap aplikatif dan evaluative, sehingga pemberdayaan ini telah mengembangkan kualitas aset SDM Komunitas Pesantren Al-Qodiri Jember secara holistik baik pada aspek pengetahuan, kreatifitas dan pembentukan karakter yang peduli pada pengembangan lingkungan yang anti global climate change.

1 Introduction

In recent years, the world has experienced some problematic and dangerous matters. Not only does it suffer from the covid-19 pandemic, which has caused many lives and hampered the advancement of quality of life (Luthfiyah, 2022), but it also experiences a more significant threat, global climate change. This situation urges the world globally to be under the threat of an environmental crisis (Umam, 2020). The dangers of global climate change are complicated and have a more considerable negative effect. Even recently, the global climate phenomenon is increasingly showing hazardous signs. Many problems have occurred to date, such as uncertain weather, drought, floods, forest fires, and increasingly high and erratic sea waves, merely caused by global climate change.

This global climate change crisis has become an "acute pandemic" for the earth and has a very deadly influence on the survival of society. Minister of Finance Sri Mulyani explained that there is another threat to nations and people in the world that has a bigger impact than the covid pandemic, which is global climate change. This climate change is a global disaster that seriously disrupts the present and future lives of the world community (www.cnbcindonesia.com/news/2021). Global climate change has been happening around the world for a long time. This crisis has made the climate vague (Umam, 2020). The United Nations warned the world's nations about the threat of climate change. Extreme heat waves, droughts, and floods worldwide are among the resulting events. This natural event will become a very fear-provoking problem for the survival of people in the world.

In facing this problematic crisis, various aspects of life have begun trying to overcome it, one of which is the movement through education. So Shan Ying and Kamisah Osman (2021) emphasized that education significantly shapes future generations' understanding of global climate hazards. Education can be the front line against this global climate crisis. The role of this climate-oriented education seeks to prepare and humanize humans so they can understand their role and develop their competencies for a better, sustainable world life (Arwan, 2022). Thus, global climate-based education is a humanization process to prepare and develop human competencies to enjoy a sustainable life free from the global climate change crisis.

Several educational institutions have started carrying out various educational processes, one of which is the Islamic boarding school educational institution. To face the global climate change crisis, Islamic

boarding schools need to be the pioneers of education in dealing with this global climate crisis by producing an anti-crisis Islamic generation for global climate change. Hayati (2019) expects pesantren to play an active role in all the dynamics in this era, including the threat of this global crisis. Prophet Muhammad's apostolic mission as rahmatan lil'alamin must be seen as the primary mission of Islamic boarding school education in dealing with global climate problems.

As an effort to realize the mission above, this community service is directed at developing Islamic boarding schools to anticipate the problem of the global climate crisis. Santri does not only study some religious subjects, but they must also have an innovative movement to become a transformative leader for society and the future of the world to face national and global/world problems.

This community service was carried out at the Al-Qodiri Islamic Boarding School Jember. Based on the preliminary data in the field, there are several factors to initiate empowerment in this community, which are as follows. First, this pesantren already has human resources for students who take care of the environment and cleanliness. However, they still need to understand better the threat of the global climate crisis caused by negligence in taking care of the environment. In addition, they need to understand the benefits of environmental management for education, health, and the economy. Second, this Islamic boarding school already has facilities for environmental waste disposal; however, the human resources of these students turned it into a place for burning the waste.

2 Method

From this rationale, the community service is focused on developing Islamic boarding schools as an anti-global climate change center at the Al-Qodiri Islamic Boarding School, Jember. For this community service process to run well, the ABCD method was used. ABCD is an approach in community development that strives to realize a social life order in which the community is the actor and determinant of development efforts in their environment, called as Community Driven Development (Sulistyowati et al., 2022). The reason for using this method is that the service that will be carried out by the community service team or acquaintance leads to the development of potential assets owned by Al-Qodiri Islamic Boarding School, Jember. In this service, there are sixteen student human resources who are empowered. They have participated in

empowerment activities from the beginning to the end of the empowerment. In the ABCD method, there are some several applicative steps to implement which consist of a 5-D cycle (Define, Discovery, Dream, Design, and Destiny). Steps 5-D are illustrated in the image below:
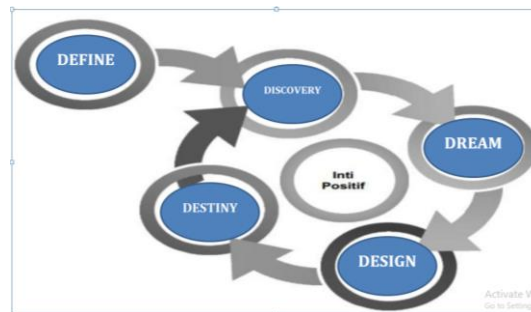

Figure 1. Steps for the 5-D ABCD Cycle Implemented at the Al-Qodiri Islamic Boarding School (Adopted from the Service Guidelines for the Dirjen Pendis Kemenag) (Afandi et al., 2022).

The purpose of the 5-D cycle applied in this service will be explained below. First, Define. The community service or mentoring team will determine the topics that will be carried out at the Al-Qodiri Islamic Boarding School. The agreed topic was the development of the Al-Qodiri Jember Islamic Boarding School as an anti-global climate change center. The determination of this topic was based on the results of an initial survey at the Islamic boarding school and the results of discussions by the service team with one of the administrators at the Islamic boarding school.

Second, Discovery. This in-depth discovery process will run optimally if there are efforts to search and identify 5 assets owned by the community, problems faced and so on. So that this step runs well, there are 6 instruments that will be used by the service team, namely Inqiry Based Silaturrahim, Community Mapping, Association and Institution Mapping, Individual Skill Inventory, Leaky Bucket, and Low Hanging Fruit (Anam, 2021). These instruments produce a mapping process, assets that will be developed and help to manage the goals or dreams desired by the Islamic boarding school. The preparation and implementation of this instrument was carried out by the Islamic boarding school and accompanied by the service team.

Third, Dream. After carrying out the discovery process, the next step is to formulate the dream that Al-Qodiri Jember Islamic Boarding School itself wants. The formulation of this dream was carried out by the Islamic boarding school and accompanied by a service team. Fourth, Design. This

design process is related to determining the guidance/mentoring strategy that will be used, the process of implementing the assistance, division of roles and responsibilities, decision making and collaboration to support the achievement of the desired dreams/goals. This design process was carried out by the Islamic boarding school and accompanied by a service team.

Fifth, Destiny. This final process is a process for carrying out various designs that have been planned by the Islamic boarding school itself and accompanied by the service team. In this process, there are mentoring activities carried out by the service team and assisted by associations, institutions or elements of society that are relevant to the mentoring process that will be carried out at this Islamic boarding school. Apart from the mentoring activity process, there is also a control, evaluation and reflection process to realize effectiveness, optimization and development in the Islamic boarding school. All of these activities were carried out by direct observation and meetings with the community.

3 Results

Implementing empowerment at Al-Qodiri Islamic Boarding School Jember Community is based on comprehensive research. IAI Al-Qodiri Jember Community Service team uses the ABCD method in this empowerment. Kretzman and McKnight (Afandi et al., 2022) state that the ABCD method is a community development strategy that starts from existing assets owned by the community, capacities, associations, and institutions, and it is not based on assets that do not exist or are based on the problem or community needs. In the ABCD method used by the Community Service Team, there are five cycle stages; Define, Discovery, Dream, Design, and Deliver. Moreover, the empowerment program is not determined through a top-down, instant, and subjective approach. However, it involves the HR of Al-Qodiri Islamic Boarding School Jember Community by considering some various results from research data collection techniques (observation, interviews, and documentation), the results of the identification analysis of five community assets, community activities that are commonly carried out, and the use of a scale of priority to determine priority programs. After determining the program, the next step is to formulate the mission or goals desired by the community and design the empowerment process that will be carried out.

The process within research planning-based empowerment is explained in more detail as follows:

a. The Define stage. The Community Service Team determined the topic or the focus of the community service based on initial studies conducted at Al-Qodiri Islamic Boarding School Jember Community and initial studies on literacy and actual issues took place. From this process, the Community Service Team determined the topic of "Pesantren and the Environment". This topic is based on the conditions at Al-Qodiri Islamic Boarding School Jember Community. Islamic Boarding Schools and the Environment is a topic that can be developed in the community. After determining the topic, the Community Service Team asked the stakeholders permission to conduct community service or empowerment at Al-Qodiri Islamic Boarding School Jember Community. Thus, this whole process within the define stage is not done through a top-down approach. However, it begins with an initial study process to the pesantren's community and initial studies of literacy and actual issues happening in Indonesia and globally.

b. The Discovery stage. In this stage, the Community Service team carried out an in-depth research or identification process, such as identifying five assets owned by the community, the problems, and challenges faced by Al-Qodiri Islamic Boarding School Jember Community. Various methods or instruments must be used to implement and optimize the processes within the discovery stage. As for the method or instruments used in this stage are: inquiry-based silaturrahim, community mapping, associations mapping, and institutions, individual inventory skills, community activities, and program determination which use a priority scale. The explanation of the results of the six instruments used in the discovery stage is as follows:

1) Inquiry based *silaturrahim*. The Community Service team carried out the *silaturrahim* approach and produced various data sourced from interviews, observation, and documentation. The main findings from the collected data showed that the effort in protecting the environment has been carried out by environmental and sanitation representatives, but until now, they do not know and understand how to use, have a better management and develop the environment so that it is beneficial to Islamic boarding schools and the community.

2) Community mapping. The results of the mapping of assets owned by Al-Qodiri Islamic Boarding School Jember Community consist of five assets; individual assets (Kyai, Environmental and Hygiene

Management Staffs, Santri), Material and Immaterial (Funding and Infrastructure such as Garbage bin, Roads, Carts, Finance, and so on), associations (Association of Communities Concerned for the Environment, Association for Nature and the Environment Concern Jember and so on), institutions (Department of the Environment of Jember Regency, Village Government, IAI Al-Qodiri Jember, and so on), and connections / network (Individuals concerned about the environment, journalists, and so on).

3) Mapping associations and institutions. After making efforts to map the assets owned by Al-Qodiri Islamic Boarding School Jember Community, the next step is to map associations and institutions regarding their role in environmental development in Al-Qodiri Islamic Boarding School Jember Community. The results showed that the assets of associations and institutions in Al-Qodiri Islamic Boarding School Jember Community do not yet have a dominant role.

4) Individual inventory skill. From the process of mapping or inventorying the capabilities of the individual assets of the human resources of the students in Al-Qodiri Islamic Boarding School Jember Community, it can be concluded that that they already have good knowledge, but lack mastery about the environment and global climate change; good social skills and personality; and the most of the students are still less creative.

5) Community activity. Various activities that support efforts to protect the environment in Al-Qodiri Islamic Boarding School Jember Community are: 1) Al-Qodiri Islamic Boarding School Jember Community already has a distinct budget so that the boarding school remains clean and well maintained in this community; and 2) in daily basis, the cleaning administrators and students participate in maintaining the cleanliness.

6) Determining assets and community service programs using a priority scale. From the priority scale used, it can be concluded that the most important assets to be developed are Individual HR Assets that lack knowledge about the environment and global climate change problems and most of them are less creative, because these assets greatly influence the quality of environmental development knowledge, the quality of creativity environmental development and environmental awareness development in Al-Qodiri Islamic Boarding School Jember Community. Meanwhile, the existence of association and institutional assets only has a sufficient

influence on the quality of environmental development knowledge, the quality of environmental development creativity and the quality of caring for environmental development in the Al-Qodiri Jember Islamic Boarding School Community.

c. The Dreams stage. After going through six methods or instruments from the discovery stage mentioned above, then the next step to formulate a desire or goal to develop community assets that are desired or dreamed of by the Al-Qodiri Jember Islamic Boarding School Community determined by the Community Service team with the HR of Al-Qodiri Islamic Boarding School Jember Community. As for the results this process, the priority program to be developed is to improve the quality of HR assets of the Al-Qodiri Jember Islamic Boarding School Community in establishing *pesantren*-based anti-global climate change center. In particular, the programs include: a) to develop the quality of HR assets of Al-Qodiri Islamic Boarding School Jember Community on aspects of knowledge and understanding of the anti-global climate change environmental development; b) to enhance the creativity of the human resources of Al-Qodiri Islamic Boarding School Jember Community in the aspects of anti-global climate change environmental development; and 3) to improve the environmental awareness of the human resource assets of Al-Qodiri Islamic Boarding School Jember Community for anti-global climate change environmental development.

d. The Design stage. The Community Service team and the HR of the Al Qodiri Jember Islamic Boarding School Community began to formulate strategies, processes, and systems, divide roles and responsibilities, make decisions and develop collaborations that support the realization of the development of the assisted community's HR assets and changes that expected from the assisted community. The program design results were carried out to realize the desires, dreams, or goals set are the assisted program strategy in the form of Counseling, Training, and Assistance. The implementation was carried out from November 30th, 2022, to December 29th, 2022. The HR of Al-Qodiri Islamic Boarding School Jember Community and the Community Service Team will be responsible for implementing and managing the empowerment activity to run optimally. To successfully hold the event, the Community Service Team and Al-Qodiri Islamic Boarding School Jember Community collaborated with the Environmental Care Community Association in Jember, such as the Non-Governmental Organizations (NGOs), Forest Village Community Institutions, Tugusari Village Government Institution within

Bangsalsari District Jember Regency, IAI Al -Qodiri Jember, Experts or practitioners who are creative in making products from waste materials and journalists to manage the exposure from this empowerment process.

e. The Destiny stage. The empowerment approach is realized systemically in Al-Qodiri Islamic Boarding School Community. The process of realizing this empowerment is carried out through applicative and evaluative stages. The first empowerment realization stage is the applicative stage. This community's empowerment is carried out through counseling, training, and mentoring. Below are pictures of outreach, training and mentoring activities in Al-Qodiri Islamic Boarding School Community:

Figure 2. Activities of outreach, training and mentoring in Al-Qodiri Islamic Boarding School Community, Jember

4 Discussion

a. The Significance of Empowerment in Resolving Global Climate Change Problems

The global climate change threat is seen as a crucial issue for society. This is very concerning, as it tremendously influences the future of global society, thus giving rise to an extraordinary disaster (Takeuchi et al., 2022). Such a phenomenon is unpredictable and has an impact on human life (Umam, 2020). One of the causes is the accumulation of waste and in fact, plastic waste has become a frightening problem for a developing nation like Indonesia (Muposhi, Mugwati and Mawere, 2023). Apart from that, environmental management has not yet become a massive alternative strategy (Busck and Schmidt, 2020). Wahyudin et al. (2020) added that the global climate change phenomenon would affect all components and life systems of the world community. One of the indicators is that the UN stated that 2019 was the hottest year in the last five years. Besides, Greenpeace Indonesia stated that extreme rain in the Jabodetabek area is not a climate change phenomenon but a global

climate crisis. The melting of the Okhokull mountain glaciers in Iceland and the Amazon Forest fires (including 73,000 cases of fires in the world) are actual manifestations of the global climate crisis from global climate change.

The problematic reality above makes some people genuinely try to participate in facing the danger of Global climate change. One of the efforts made is to carry out an empowerment process for the community to participate in resolving Global climate change problems. Zulkifli et al. (2021) empower the community by providing assistance, outreach, and training to increase literacy in the coastal communities of Bengkalis Island, particularly regarding their access to climate change policies. The results of this activity indicate an increase in community knowledge, abilities, skills, and digital awareness of the government's efforts to form a climate-resilient society. In addition, these activities have a social impact by increasing peace, improving the community's economy, and improving the quality of the environment itself.

In addition, Susilowati et al. (2020) empower the community using a participatory pattern to anticipate the impacts of climate change. Assisted communities are involved in every decision-making in preparing, implementing, and evaluating the program. The results of community service activities show that the target community's knowledge of climate change and its impact on the agricultural sector has been successfully increased. The anticipatory movement has been socialized and received a positive response from the assisted community. Such movement is known for optimizing the use of yards for cultivating plants in pots as an alternative resilient agricultural system in facing climate change.

Such empowerment is considered to be a significant effort to overcome the Global climate change problem which is caused by excessive human domination (Tilman, 2022), giving rise to global health threats (Giudice *et al.*, 2021), major threats to environmental conditions (Gafforov *et al.*, 2023) and threats to various aspects of life others (Leu, 2021). The significance of this problem-solving inspired the IAI Al-Qodiri Jember Community Service Team (PkM) to carry out a similar effort but with a different location and focus. The empowerment carried out by the IAI Al-Qodiri Jember Community Service Team has a different distinction from the previous community service. This community service will assist Islamic boarding schools to deal with global climate change innovatively and have an anti-global

climate change character. Up until today, there has been no specific service like this in Islamic boarding schools.

b. Holistic Transformation-Based Empowerment

Empowering activities for the human resources of Al-Qodiri Islamic Boarding School Jember Community is carried out through a holistic transformation approach. This empowerment does not only initiate an improvement to the human resource's insight and understanding for anti-global climate change environmental development, but this empowerment is carried out holistically with efforts to develop the quality of the human resource assets of the Al Qodiri Islamic Boarding School Jember Community in aspects of creativity and awareness within anti-global climate change environmental development, so that in the end it will be beneficial for the future development of ecological Islamic boarding schools (Pudjiastuti, Iriansyah, & Yuliwati, 2021). In other words, this empowerment does not only develop the quality of human resources in the cognitive or knowledge aspects, but this empowerment also develops the quality of human resources in the aspects of creativity/skills and character. Through these empowering activities, the main goal is to realize a *pesantren*-based anti-global climate change center.

This empowerment aligns with the empowerment carried out by Setiawan et al. (2021) but differs in the focus within the empowerment material. Their empowerment aims to raise public awareness in maintaining health and personal hygiene and the environment. At the same time, it aims to increase community productivity amid the COVID-19 pandemic through the COVID-19 prevention socialization activity program, planting TOGA, making independent hand sanitizers, and community service in cleaning the prayer room. The KSM-T program is divided into three stages: socialization, counseling and mentoring, and evaluation. In carrying out this activity, it is necessary to cooperate with the Islamic Boarding School and the Village as the host, students, and the surrounding community as participants, so that the KSM-T program can run and be sustainable.

This holistic transformation empowerment approach is realized systemically in Al-Qodiri Islamic Boarding School Jember Community. The process of realizing this empowerment is carried out through applicative and evaluative stages. The first empowerment realization stage is the applicative stage. This community's empowerment is carried out through counseling, training, and mentoring. The process

of implementing this empowerment is described as follows. First, the counseling activity about *pesantren* and global climate change. The counseling material contains about the dangers of global climate change for human life in the world, the factors that cause global climate change and the strategic role of Islamic boarding schools in dealing with global climate change. Second, the counseling activity in regards with green ecology within theological-textual and economic perspectives. The tutorial contains about Green Ecology in the perspective of the Qur'an and Hadith and Green Ecology in an economic perspective. Third, the counseling activity about having awareness of the environment and 'crazy rich'. The counseling material, in this case, contains the benefits that will be obtained by people who really care about the environment and motivates the human resources of the Al-Qodiri Islamic Boarding School Jember Community to be able to take advantage of the environment, especially environmental waste to become economic products as is done by the crazy rich who are can maximize the use of environmental waste creatively and innovatively.

Fourth, the counseling and training activity in boosting the creativity to manage waste materials, the majority of which are paper. This counseling and training contain materials and practices for making creative products from paper environmental waste. This activity produces a product of creativity. Fifth, counseling and training 1: the utilization of plastic bottles into creative products. This counseling and training activity is about the utilization of environmental waste plastic bottles, which are very numerous to be used as creative products that have economic value and are useful. Sixth, counseling and training 2: the utilization of plastic bottles into creative products. This counseling and training activity is a continuation of the previous event. This activity contains materials and practices regarding environmental waste in the form of bottles. At the end of this event, creative products made from used beverage bottles were produced.

Seventh, the counseling activity about the social movement for anti-global climate change in IT. This counseling contains material about the benefits of the anti-global climate change movement through various IT media, the significance of IT use, and various IT program media that can be used. Eighth, the IT-making training is oriented towards the anti-global climate change within the Islamic boarding school movement. This training contains materials and practices for making IT program media that can be used for the anti-

global climate change movement through various IT media. The objective of this study is to produce various IT program media products. Ninth, the counseling activity about the significance of the green environment for humans. This counseling contains material about the green environment crisis in Indonesia and Jember Regency, various negative impacts that will be caused, and the benefits of a green environment for human life and other creatures. Tenth, mentoring, training, and planting trees on mountains that are prone to landslides and floods. This activity was carried out on a mountain that is prone to landslides and flooding such as in the mountainous area of Tugusari Village, Bangsalsari District, Jember Regency. The assistants and experts within the community service team provided some materials on how to plant the tree well on land prone to landslides in mountainous areas in Tugusari Village. This event was attended by the human resources from Al-Qodiri Islamic Boarding School Jember Community, the Community Service Team, a member of the local community and representatives from the Tugusari Village of LMDH Institution.

Meanwhile, the second stage of realizing the empowerment of holistic transformation is the evaluative stage. The evaluative stage is carried out twice: process and final evaluation. First, evaluation at the stage of the empowerment process is carried out in every empowerment activity that takes place. Process evaluation is carried out so that the empowerment process runs optimally, such as evaluating the initial activities to the end of the event from the whole empowerment activity. Second, evaluation at the final stage of empowerment is carried out after the empowerment process ends. This evaluation is carried out to see whether the empowerment process is running optimally per the expectation and goals set. Based on the results of the final evaluation, it shows that this empowerment process is running with the desired goal, such as developing the quality of human resources from the Al-Qodiri Jember Islamic Boarding School Community to realize a *pesantren*-based anti-global climate change center. All of these goals were achieved because of the human resource within Al-Qodiri Islamic Boarding School Jember Community has a high enthusiasm to realize this goal.

From the realization of the holistic transformation empowerment approach above, the human resources empowerment of Al Qodiri Islamic Boarding School Jember Community achieved some effective changes. The changes that have been produced are as follows: a) the development of the quality of human resource's insight has been

running effectively or in accordance with the goals set in Al-Qodiri Islamic Boarding School Jember Community. The human resources of Al-Qodiri Islamic Boarding School Jember Community have known and understood the anti-global climate change environment development; b) the development of the quality of human resources in the aspect of creativity has been going well at Al-Qodiri Islamic Boarding School Jember Community and produce creative products from environmental waste; and 3) developing the quality of human resources in the aspect of initiating awareness to anti-global climate change environmental development has been carried out either by utilizing environmental waste and planting trees or reforestation in mountainous areas which are prone to landslides and floods in Tugusari Village, Bangsalsari District, Jember Regency or by means of an environmental care movement throughout the Information Technology (IT).

In addition, empowering activities for the human resources at Al Qodiri Islamic Boarding School Jember Community can make the Al-Qodiri Islamic Boarding School as a center for pesantren-based anti-global climate change. Such Islamic Boarding School provides a unique atmosphere of green life, such as pesantren-based eco-green, pesantren-based healthy green, pesantren-based entrepreneurial green, pesantren-based learning green, and pesantren-based IT green movement. With this reality, the Al-Qodiri Islamic Boarding School has become a pesantren that plays a major role in overcoming problems of global climate change which threatens the lives of the people of Jember Regency, the Indonesian nation and the world globally.

Empowerment activities in Al-Qodiri Islamic Boarding School Jember Community will become role models for further community service. This community service activity can realize efforts to establish Islamic boarding schools as centers of anti-global climate change. In this case, several community service activities become role models for empowering activities. One of them is the community service conducted by Martino *et al.,* (2018). They embody a model of empowering activities of Al-Hidayah Batu Alang Islamic boarding school students as health cadres based on herbal therapy. This community service activity went well because Al Hidayah Islamic Boarding School students enthusiastically participated in the activity by listening well to the training material presented, where the percentage of participants who mastered the material and the level of mastery of the training material reached 80%. Some of the follow-up activities identified were the increasing independence of students in

cultivating herbal plants and dispensing them to deal with diseases independently and maintaining the continuity of activities in the next period. Thus, the model of empowering Islamic boarding school students as health cadres based on herbal therapy can be used as an example of a traditional health service for the santri community.

5 Conclusion

The implementation of empowerment in Al-Qodiri Islamic Boarding School Jember Community was done through the ABCD method. The result suggested that the empowerment does not only make community human resources apprehend and understand anti-global climate change environment development, but it is carried out holistically with efforts to develop the quality of the human resource assets of Al-Qodiri Islamic Boarding School Jember Community on the aspects of creativity and awareness towards the development of an anti-global climate change environment. In other words, this empowerment does not only develop the quality of human resources in the cognitive or knowledge aspects, but this empowerment also develops the quality of human resources in the aspects of creativity/skills and character. From these empowering activities, the main objective which is to realize pesantren-based anti-global climate change center can be well achieved.

6 Acknowledgement

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