



The Role of Mentoring (Mental Guidance) Activities in Improving the Quality of Islamic Religious Education for Class XI Students at SMK Negeri 3 Metro Lampung

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ABSTRACT

This study aims to investigate the role of mentoring (mental guidance) activities in enhancing the quality of Islamic religious education for Class XI students at SMK Negeri 3 Metro Lampung. Mentoring activities in this context refer to structured guidance sessions provided by teachers or mentors that aim to support students in their religious and moral development. These activities are designed to integrate cognitive, affective, and psychomotor aspects of education to create a holistic learning experience. The research utilizes a qualitative approach with descriptive methods to detail the real-life implementation and impact of these mentoring activities. Data was collected through observations, interviews with students, teachers, and mentors, as well as relevant documentation. The findings indicate that mentoring activities significantly contribute to the development of students' religious attitudes and behaviors. Students participating in mentoring sessions showed improvements in their understanding of Islamic teachings, their application of moral values in daily life, and their engagement in religious practices such as prayers and Quran recitation. This research highlights the importance of consistent and well-structured mentoring programs in schools. Such programs can complement the formal curriculum and provide students with the necessary support to enhance their religious education and moral character. The study concludes that the integration of mentoring activities within the school curriculum at SMK Negeri 3 Metro Lampung has positively impacted the quality of Islamic religious education for Class XI students.

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INTRODUCTION

Education plays a crucial role in shaping individuals' character and enhancing human resource quality. In the realm of Islamic religious education, it is essential not only to provide technical knowledge and skills but also to instill strong moral and religious values. Over time, mental guidance (mentoring) activities have gained significant attention as an effective method to support students' development across cognitive, affective, and psychomotor domains.

The mentoring activities at SMK Negeri 3 Metro Lampung aim to offer guidance and support to Class XI students, strengthening their understanding of Islamic teachings and the application of moral values in daily life. Through structured

guidance sessions involving teachers and mentors, students are expected to develop responsible, disciplined, and honest characters.

Various studies have shown that active involvement and collaboration between schools, teachers, and students in mentoring activities can enhance the quality of Islamic religious education in schools. Activities such as Duha prayer, reciting Surah Al-Waqiah, and memorizing juz amma routinely conducted at SMK Negeri 3 Metro Lampung not only reinforce students' discipline but also cultivate a spirit of good morals and religiosity.

This study aims to examine the role of mentoring activities in improving the quality of Islamic religious education for Class XI students at SMK Negeri 3 Metro Lampung. Utilizing a qualitative approach with descriptive methods, this research will explore the tangible impact of mentoring activities on students' religious attitudes and behaviors, as well as detail the strategies and best practices employed in the implementation of these activities.

METHOD

The research approach applied in this study is field research. The author conducted this research using a qualitative approach to explore and understand the perspectives of individuals and groups involved (Dian Grace Puspita and Dwi Esti Andriani, 2021). This study employs descriptive methods to detail data based on what occurs in the field. Descriptive qualitative research aims to produce findings that cannot be achieved through statistical or quantitative procedures, providing an interpretation of the actual situation to obtain a formulation and analysis of existing problems (Nurul Haqiqi and Bahtiar 2023). By making direct observations at the research location, the author can obtain the necessary data according to the determined research focus. Researchers sought to examine the role of mentoring (mental guidance) activities in improving the quality of Islamic religious education for Class XI students at SMK Negeri 3 Metro Lampung, so the analytical descriptive method was chosen to observe ongoing social phenomena (Sofwan Manaf and Rokimin 2023).

Following field observations, the author delved deeper into the information through interviews, supported by documentation. The research was conducted at SMK Negeri 3 Metro Lampung from September 2023 to March 2024. The school, its teachers, mentors, and students formed the research subjects. Researchers selected Class XI students from SMK Negeri 3 Metro Lampung as research samples to address the challenges in conducting this study.

In this research, multiple data collection tools were utilized, including observation, interviews, and documentation. Secondary data sources were derived from relevant books and journals related to the object under study. Primary data sources were obtained from individuals considered knowledgeable about the study's subject matter (Danar Nasehuddin and Jamali Sahrodi, 2022), thus, primary data for this research came from the school, teachers, and mentors involved in the mentoring activities. This research employed triangulation of sources and methodologies to ensure the authenticity and reliability of the data. The data analysis techniques used include three methods: data reduction, data presentation, and drawing conclusions/verification (Endang Safitri, 2021).

RESULTS AND DISCUSSION

Efforts of SMK Negeri 3 Metro Lampung in Mentoring Activities

SMK Negeri 3 Metro Lampung has diligently implemented various mentoring (mental guidance) activities to enhance the quality of Islamic religious education for Class XI students. These efforts are aimed at instilling moral and religious values alongside providing technical knowledge and skills. The mentoring activities are structured to support students in developing cognitive, affective, and psychomotor aspects, fostering a holistic educational environment.

Impact on Students' Religious Practices and Morality

The mentoring activities at SMK Negeri 3 Metro Lampung involve daily Duha prayers, reciting Surah Al-Waqiah, and weekly Juz Amma memorization sessions. These activities have demonstrated a significant positive impact on students' behavior and character development. The regular practice of Duha prayers and reading Surah Al-Waqiah has helped in establishing a routine of religious practices among students. This discipline is evident as students become more orderly and punctual in performing these activities. The consistent practice has not only reinforced their religious habits but also cultivated a sense of moral integrity and personal responsibility.

One prominent outcome is the increased potential of students to memorize Juz Amma. The weekly memorization sessions with homeroom teachers have encouraged students to dedicate time and effort to learning and retaining Quranic verses. This activity not only enhances their religious knowledge but also fosters a disciplined approach to learning and personal development. The competition among students to achieve their memorization goals has also sparked a positive and encouraging learning environment, promoting a culture of excellence and mutual support.

Development of Good Character

The mentoring activities have significantly contributed to the development of various positive character traits among students. Responsibility is fostered through the rotational picket schedule, where students take turns in leading religious activities, ensuring they are fully accountable for their duties. This practice cultivates a sense of ownership and accountability, which extends to other aspects of their lives. Discipline is another key trait developed through these activities. The requirement for students to arrive on time for religious activities instills a habit of punctuality and adherence to schedules. This newfound discipline translates into their academic and personal lives, promoting a balanced and well-ordered lifestyle.

Honesty is also emphasized in the mentoring sessions. Students are taught to be truthful to themselves and others, fostering an environment of trust and integrity. For example, students are encouraged to honestly report their participation in religious activities at home, which builds their self-awareness and moral consciousness.

Role of Teachers and Mentors

The success of mentoring activities at SMK Negeri 3 Metro Lampung is largely attributed to the dedicated efforts of teachers and mentors. These educators play a crucial role in managing and guiding the mentoring programs, ensuring that activities are conducted effectively and consistently. Monthly evaluations of activities are conducted by the teacher council and management to assess progress and identify areas for improvement. This iterative process of evaluation and adjustment ensures that mentoring programs remain relevant and impactful.

Teachers and mentors provide continuous support and encouragement to students, reinforcing the importance of discipline and dedication in religious practices. Their active involvement and commitment to mentoring foster a supportive and

nurturing environment that promotes students' holistic development. The collaboration between educators and students in these activities helps build a strong sense of community and shared purpose.

Improvement in Islamic Religious Education Quality

The mentoring activities have significantly contributed to the improvement of Islamic religious education quality for Class XI students at SMK Negeri 3 Metro Lampung. The structured integration of religious practices into daily routines has enabled students to internalize and practice Islamic teachings effectively. The students' increased memorization capabilities and enhanced understanding of Islamic principles reflect their dedication and commitment to religious education.

Furthermore, the mentoring activities have fostered a spirit of good morals among students. This transformation is evident in their behavior both within and outside the school environment. The positive changes observed in students' attitudes and actions highlight the success of mentoring programs in cultivating a morally upright and academically competent student body.

The mentoring activities have also contributed to the development of key moral values among students, including honesty, integrity, and empathy. These character traits are essential for their holistic development and have positively influenced their behavior both within and outside the school environment. The supportive involvement of teachers and mentors has played a crucial role in this transformation, providing students with the necessary guidance and encouragement to internalize and practice these values. The collaborative effort between educators and students has created a nurturing environment that promotes mutual respect, cooperation, and a sense of community.

Furthermore, the success of these mentoring programs highlights the importance of integrating religious and moral education into the broader school curriculum. By adopting a comprehensive approach that addresses the cognitive, affective, and psychomotor domains, SMK Negeri 3 Metro Lampung has set a benchmark for quality education. The sustained improvements in students' academic performance, religious practices, and moral character demonstrate the effectiveness of this holistic approach. As the school continues to refine and enhance its mentoring activities, it is expected that the overall quality of Islamic religious education will continue to improve, benefiting not only the students but also the broader community.

CONCLUSION

The implementation of mentoring (mental guidance) activities at SMK Negeri 3 Metro Lampung has led to significant improvements in the quality of Islamic religious education for Class XI students. The structured and consistent engagement in religious practices, such as Duha prayers and reciting Surah Al-Waqiah, has not only enhanced students' religious knowledge but also instilled a strong sense of discipline and responsibility. Through these activities, students have developed a deeper understanding of Islamic teachings and a greater commitment to practicing their faith. This has been instrumental in fostering a well-rounded educational experience that blends academic learning with spiritual growth.

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