

## Student Character Building through Mentoring Activities at SMP Negeri 1 Solok Selatan

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**Abstract.** This article aims to describe the implementation of the character building program through mentoring activities at SMP Negeri 1 Solok Selatan. This article uses a qualitative descriptive approach with the research subjects consisting of the vice principal of student affairs, mentoring coaches, mentoring administrators, mentors, and mentoring participants. The results of this study indicate that: 1) The mentoring program at SMP Negeri 1 Solok Selatan is carried out with two activities, namely the main activity which is routine every Saturday, and complementary activities for mentoring participants, mentors, and the mentoring management team; 2) There are seven basic character forms produced after participating in mentoring activities at SMP Negeri 1 Solok Selatan. First, increasing the correct understanding of Islam according to the Al Quran and Sunnah. Second, the close brotherhood between mentoring students. Third, the students' ability to advise each other. Fourth, increasing student achievement in the religious, academic and non-academic fields. Fifth, the implementation of congregational worship at the mosque. Sixth, the improvement of students' abilities in reading the Al Quran. Seventh, the realization of good interactions between students and teachers, students and staff, and students and students.

**Keywords:** *Character Development; Mentoring Activities; Descriptive Research*

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**Abstrak.** Artikel ini bertujuan untuk mendeskripsikan pelaksanaan program pembinaan karakter melalui kegiatan mentoring di SMP Negeri 1 Solok Selatan. Artikel ini menggunakan pendekatan deskriptif kualitatif dengan subjek penelitian terdiri dari wakil kepala sekolah bagian kesiswaan, pembina mentoring, pengurus mentoring, mentor, dan peserta mentoring. Hasil penelitian ini menunjukkan bahwa: 1) Pelaksanaan program mentoring di SMP Negeri 1 Solok Selatan dilaksanakan dengan dua kegiatan yakni kegiatan utama yang secara rutin setiap hari Sabtu, dan kegiatan pelengkap untuk peserta mentoring, mentor, dan tim pengelola mentoring; 2) Terdapat tujuh bentuk karakter dasar yang dihasilkan setelah mengikuti kegiatan mentoring di SMP Negeri 1 Solok Selatan. *Pertama*, bertambahnya pemahaman Islam yang benar sesuai dengan Al Quran dan Sunnah. *Kedua*, eratnya persaudaraan antar siswa mentoring. *Ketiga*, kemampuan siswa dalam saling menasehati. *Keempat*, meningkatnya prestasi siswa baik bidang keagamaan, akademik, maupun non akademik. *Kelima*, pelaksanaan ibadah secara berjamaah di masjid. *Keenam*, peningkatan kemampuan siswa dalam membaca Al Quran. *Ketujuh*, terwujudnya interaksi yang baik antara siswa dengan guru, siswa dengan staf, dan siswa dengan siswa.

**Kata Kunci:** *Pembinaan Karakter, Siswa, Mentoring*

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## INTRODUCTION

The mentoring activity is one of the coaching activities that have the power to pierce the heart, stimulate the mind, and awaken the soul with the learning method in a circular sitting position guided by a mentor with a number of members ranging from ten to fifteen people. The mentoring activity that the author means here is the activity of fostering religious values with full inspiration and intimacy between mentors and mentees in an effort to improve religious attitudes in everyday life. Furthermore, a religious attitude is a condition that exists within a person that encourages someone to behave in accordance with the level of obedience to religion. This religious attitude creates consistency in religion as an effective element and behavior towards religion as a guide for life.

Mentoring activities in SMP are carried out by means of character development through Small Group Guidance Activities. Small-Group Guidance Activities are individual services in groups provided by schools to students, in order to develop character and foster student potential in a *tawazun* / balanced manner between spiritual potential (heart and feeling), intellect potential, and physical potential through routine programs and evaluations. weekly and relationships based on love and affection, development of character values such as giving attention, exemplary, straightening understanding, mentoring, motivation and

evaluation, guidance for worship, caring and cultivating which will create character junior high school students.

The basis for the mentoring activity chosen as a form of Character Building at SMP Negeri 1 Solok Selatan is found in the educational theory which states that the learning process will be effective if the maximum number of students is fifteen people. In this way, the teacher will be more focused and maximal in guiding, accompanying, and serving students. In addition, all students will also get adequate attention and service from the teacher (Individual service). This teaching and learning process will also increase the active involvement of students in the class, especially in mentoring activities.

Small group guidance is a guidance technique that can help individuals develop optimally according to their abilities, talents, interests, and values which are carried out in groups. Group guidance aims to prevent problems from arising in students and develop their potential. Seeing the situation of the younger generation lately and with the discourse of character order in the national personality, various variations of character education have emerged. The formulation of character education is useful for forming a nation that is strong, characterized, dignified, and respected in the international world. To get such a nation and state, it is necessary to apply the correct character education. In Indonesia

itself, character education has long been echoed in the world of education. Given the importance of character education for the nation's children, this study raises one of the most basic, fundamental, and effective characters to control behaviour and shape good student character, namely religious character. This religious character education has been implemented by many schools in the form of full-day school programs, boarding schools, and religious-based schools. SMP Negeri 1 Solok Selatan is one of the first schools to implement character education in South Solok and is also active in instilling religious character in students. Based on the results of observations, one of the problems in SMP Negeri 1 Solok Selatan is the implementation of character values in students that are not in accordance with the expected implementation. One of the strategies for developing student character that has been carried out at SMP Negeri 1 Solok Selatan is through mentoring activities. Mentoring is the focus of this research because it is not known that mentoring activities are generally at the university or secondary school level while mentoring at the basic education level has not been implemented. Mentoring as a forum for student religious guidance can be more effectively applied from an early age or at the age of Elementary and Junior High Schools. Basically, humans have the potential of good character before humans develop. However, this potential must be continuously fostered

through socialization and education from an early age. Therefore, mentoring activities are one of the right solutions as a forum for fostering religious character in students of primary education age.

Mentoring activities at SMP Negeri 1 Solok Selatan are held every Thursday. This activity is guided by several teachers who have been appointed as mentors. In this activity, there are several aspects including memorizing prayers and hadiths which will be discussed together about the benefits, uses, and relationships with the formation of student character. On Saturdays, mentoring activities have a longer duration than other days. On Monday-Friday, mentoring activities last for thirty minutes, but on Saturday, mentoring activities are held for forty-five minutes or one hour of lessons.

Mentoring activities must be followed by all SMP Negeri 1 Solok Selatan students because the school realizes that the age of junior high school students is psychologically the age at which they are known as adolescence or puberty. At this age, there are many changes and developments experienced by students. This transition period often leaves the individual concerned with confusing situations. On the one hand, children at this age still fall into the category of children. However, on the other hand, they already have to behave like adults. This situation often causes shocks in adolescents who are looking for identity, resulting in various kinds of

conflicts such as strange behavior which, if not directed properly, will lead to delinquency and fatal social illness. With this in mind, this article will further describe Student Character Development through Mentoring Activities at SMP Negeri 1 Solok Selatan.

## RESEARCH METHODS

This type of research was qualitative research using descriptive type where the researcher described and revealed all phenomena, symptoms, events as they were in the form of information that occurred at the place under study. The qualitative method looked at the phenomenon more broadly and deeply following what happened and developed in the social situation under study, namely the study of the implementation of character building for students at SMP Negeri 1 Solok Selatan through mentoring activities (Sugiyono, 2009). This writing was intended to reveal the character building of students at SMP Negeri 1 Solok Selatan through mentoring activities, in addition to finding the effectiveness of the implementation of character development at SMP Negeri 1 Solok Selatan through mentoring activities and finally to find better efforts in implementing character building in SMP Negeri 1 Solok Selatan through mentoring activities. The informants in this study were determined by purposive sampling. Purposive sampling according to Bungin (2003: 53), namely determining informants with certain

considerations who were considered to be able to provide maximum data. Based on the purposive sampling technique, the informants in this study were: Principals and Teachers, student representatives, school supervisors and parents and students of SMP Negeri 1 Solok Selatan.

## DISCUSSION

Mentoring activities carried out at SMP Negeri 1 Solok Selatan as a means of developing student character have been carried out by giving rise to many activities based on *Faith and Piety* (IMTAQ) and science and technology (IPTEK). These activities, both directly and indirectly, have supported the general character improvement of SMP Negeri 1 Solok Selatan students. The implementation of mentoring activities as a means of developing student character itself is one form of national education as stipulated in Article 3, Law No. 20 of 2003 which states that the function of national education is to develop and shape the character and civilization of the nation with dignity in the context of educating the nation's life. Besides, this mentoring activity has also succeeded in developing the potential of students in strengthening the value of faith and devotion to God Almighty who is noble, healthy, knowledgeable, competent, creative, independent, and becomes democratic and responsible students.

At SMP Negeri 1 Solok Selatan, the mentoring-based character education strategy

includes two types of activities, namely the main activity and the companion activity. The main mentoring activity which is carried out takes place every Thursday while the companion or additional activities are carried out at certain times. This mentoring activity is one form of adaptation of Islamic mentoring activities that are usually carried out in universities, however, at SMP Negeri 1 Solok Selatan, this mentoring activity is also carried out as an effort to develop the character of students in schools.

Mentoring activities carried out at SMP Negeri 1 Solok Selatan are under the character education strategy put forward by Doni Koesoema (2007) which includes teaching, modelling, determining priorities, practical priorities, and reflection. Mentoring activities at SMP Negeri 1 Solok Selatan require a mentor to be able to teach, be an example, direct, and practice the character values of the students under his guidance. In addition, students are also required to be able to reflect both individually and in groups on problems that arise during the mentoring.

Mentoring activities as a means of character development for students at SMP Negeri 1 Solok Selatan are implemented by carrying out the character approach strategy proposed by Hasan (1985). During the mentoring activities, mentors are trained to always be role models for students by getting used to doing all the positive values of

character development. Thus, mentoring participants become self-disciplined.

Cultivating character values for students also requires a conducive situation. So those mentoring activities at SMP Negeri 1 Solok Selatan are always sought to be conducive and comfortable by holding various fun activities such as chanting, watching together, playing games, or eating together. These activities make students as mentoring participants to feel closer and more comfortable with their mentors. This condition will later make students not burdened in following the mentoring process.

Hasan (1985) also stated that habituation is one of the keys in character development. Therefore, mentoring activities at SMP Negeri 1 Solok Selatan are held every week on Thursday so that students become accustomed and disciplined. Besides, outside of mentoring activities, students are also monitored in carrying out daily worship which is part of the mentoring agenda at SMP Negeri 1 Solok Selatan.

The research findings show that the character of students following the mentoring program is carried out as follows:

Table 14. Student Character Results After Following the Mentoring Program

No.	Expected Value	Behavior
1.	Increasing the correct understanding of Islam according	a. Students do not do actions leading to shirk. b. Students take the initiative themselves

No.	Expected Value	Behavior
	to Al-Quran and Sunnah	to provide culture in AMT activities (mabit).
2.	Strengthening the brotherhood between mentoring students	<p>a. Students get along well with other students at school such as family.</p> <p>b. Students have emotional bonds with other students so they feel homesick to meet their mentoring group, even if their mentoring activities continue to the next level</p>
3.	Mentoring as a means of regenerating Muslim students to want to move to call for things that are good (good) and prevent them from being evil (bad)	<p>a. Students give culture in turn during the mentoring.</p> <p>b. Students invite goodness and prevent badness which is accommodated through the ROHIS organization.</p>
4.	Improve students' intellectuality in the religious, academic and non-academic fields	<p>a. Students achieve achievements in academic fields such as science Olympiad competitions, physics festivals, quiz, debates on religious education.</p> <p>b. Students made achievements in the arts, such as</p>

No.	Expected Value	Behavior
		musabaqoh qiroatil pole pesantren, MTQ at the provincial level
5.	The number of students praying in congregation in mosques and worshipping Sunnah increase	<p>a. The intensity of students when dzuhur prayer takes place.</p> <p>b. Students fill mosques and halls during midday prayers.</p> <p>c. Students perform dhuha prayers during recess.</p> <p>d. Students carry out the fast Monday Thursday.</p>
6.	Students' ability to read Al Quran increases	a. Students read Al-Quran fluently and pay attention to the reading.
7.	Students who have good morals and respect for their parents and teachers	<p>a. Students interact well with teachers, students with staff, students with students.</p> <p>b. Students practice honesty, responsibility, respect for others, in dealing with peers, with older ones, as well as with younger ones.</p>
8.	Students are personally able to face and solve problems without	a. Students are able to solve problems faced through discussions that have been carried out with their mentors and group friends.

No.	Expected Value	Behavior
	causing disorientation	<p>b. Students can take lessons from problems their group mates have experienced.</p> <p>c. Students are able to solve problems on their own without involving parents at home</p> <p>d. Students do not experience changes in attitude or disorientation when dealing with problems.</p> <p>e. Students have a place that is able and can listen to their aspirations.</p>
9.	Students have a desire to change for the better	<p>a. Through mentoring, students will usually be motivated by their peers and mentors.</p> <p>b. Student achievement increases because of the motivation to learn from friends and mentors.</p> <p>c. Students become more motivated to become devout Muslims.</p>

The table above reveals the results of students' character after participating in the mentoring program. This activity is carried out once a week on Thursday by dividing the mentoring participants into small groups totalling 10-15 students. Each group will be

accompanied by one or two mentors as the main advisor who will meet for approximately 1-2 hours regularly.

The location of the mentoring is free according to a mutual agreement, it could be in the Musshala, the classroom terrace, the schoolyard or the classroom. The mentoring activity began with the opening of the mentor and continued with reading the Quran in turn from the mentoring participants. The mentoring agenda is then determined by discussing the theme of certain materials or sharing experiences. The material tends to adjust to the curriculum that has been compiled so that it has a sequence and linkages with one another.

The methods used in delivering mentoring materials also vary from one mentor to another. Mentors usually adjust the context of the material to be conveyed to mentor participants. The approach most often used in mentoring at SMP Negeri 1 Solok Selatan is lectures. However, there are also mentors who make games in delivering the material. Other methods used in mentoring are modelling, watching movies, and also attracting sympathy from mentoring participants.

Complementary activities are carried out incidentally according to their needs and desires. At SMP Negeri 1 Solok Selatan, complementary activities were carried out not only for mentoring participants but also for mentoring managers and mentors. Examples of complementary activities that have been

carried out are the general mentoring stadium, mentor training, joint outings, and others.

The purpose of these activities, both primary and complementary in nature, is to create active and always developing students. This is in line with the mandate of Law Number 20 of 2003 concerning the National Education System regarding the meaning of education, namely to create students who actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills they need. , society, nation and state.

## CONCLUSION

The implementation of character building through mentoring activities at SMP Negeri 1 Solok Selatan has succeeded in implying religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curious, the spirit of nationalism, love for the country, respect for achievement, communicative, love peace, love reading, care about the environment, care socially, and be responsible in accordance with the character values recommended by the Ministry of National Education. The strategy implemented by the school in facilitating students to implement character values in mentoring activities at SMP Negeri 1 Solok Selatan is to carry out regular mentoring activities every Thursday as the main activity carried out through small groups with several delivery methods such as lectures, exemplary, attract

sympathy from mentoring participants, games, watching movies, and discussions

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