



OPTIMIZING THE MENTAL QUALITY OF STUDENTS' LEARNING: A HOLISTIC APPROACH AT MAHAD ALY NURUL JADID

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Abstract:

Islamic boarding schools are educational institutions that make a real contribution to society, with all their advantages and disadvantages. Each Islamic boarding school has a distinctive character, both in cultural, institutional and scientific excellence aspects. This research aims to investigate and optimize the mental quality of student learning at Mahad Aly Nurul Jadid through a holistic approach. This research methodology involves surveys, interviews, and observations to gain an in-depth understanding of the students' mental learning conditions. The research results show that a holistic approach that includes physical, mental, emotional and spiritual aspects can contribute significantly to improving the mental quality of students' learning. Efforts to optimize the mental quality of learning involve developing holistic mental development programs, improving facilities, and creating an environment that supports the psychological well-being of students. The implication of this research is that a holistic approach in developing the mental learning of santri at Mahad Aly can be the basis for creating a more balanced educational environment and supporting the optimal growth of santri in cognitive, emotional and spiritual aspects. It is hoped that this study can contribute to the development of mental learning development strategies in similar institutions and enrich the literature on holistic Islamic education.

Keywords: *quality, students' learning mentality, holistic approach*

INTRODUCTION

Education in the pesantren environment, especially at Mahad Aly Nurul Jadid, plays a central role in shaping the character, religious knowledge, and academic abilities of students (santri). Improving the mental quality of learning for santri is a crucial aspect to ensure holistic and relevant education in line with the demands of the times. Mahad Aly, as an Islamic educational institution committed to Islamic values, strives to continuously optimize the quality of education, particularly in the development of the mental aspects of santri.

The holistic approach in cultivating the mental aspect of learning for santri includes a comprehensive understanding of the physical, mental, emotional, and spiritual dimensions. The balance between these aspects is considered the main foundation for the optimal growth of santri in various aspects of life. Therefore, this research aims to explore and delve into efforts to optimize the quality of mental learning for santri through the application of a holistic approach (Suteja 2017).

This introduction will outline the background of the importance of cultivating the mental aspect of learning for santri, providing quality Islamic education, and the urgency of implementing a holistic approach to achieve the optimization of the mental learning quality for santri. Additionally, this introduction will detail the conceptual framework

underlying the research and provide a brief overview of the research methodology used to address the research questions posed (Najib 2020).

The phenomenon of optimizing the quality of mental learning for santri through a holistic approach reflects a progressive response to the dynamics of Islamic education in the context of an ever-changing era. Mahad Aly, as one of the leading Islamic educational institutions, emphasizes not only the transfer of religious knowledge but also commits to integral development covering the physical, mental, emotional, and spiritual aspects of santri (Sa, Walid, and Fatih 2023).

This phenomenon becomes increasingly important given the complexity of challenges faced by santri in the modern era. Santri are expected not only to have a deep understanding of religious teachings but also to have global competitiveness and readiness to face technological developments and social changes. Therefore, the holistic approach in optimizing the quality of mental learning becomes not only a need but also an urgent requirement (Anggrayni et al. 2022).

The holistic approach encompasses comprehensive mental learning development, from physical to spiritual aspects, to ensure that santri not only become academically proficient individuals but also have optimal mental and emotional well-being. This phenomenon reflects not only the evolution of Islamic education but also represents the commitment of educational institutions to anticipate a more competitive future (Safaat 2019).

It is essential to delve deeper into this phenomenon to understand how the holistic approach in cultivating the mental aspect of learning for santri can serve as a foundation for improving the quality of education and contribute to the broader development of Islamic education (Cahyani 2023).

Similar research with a holistic focus includes the concept of the goals of Islamic education for Early Childhood based on the Integrative Holistic Approach, yielding insights into: (1) The importance of goals in the education process, (2) The educational crisis in the current era against educational goals, (3) The definition of "Amal Shaleh" in Islamic education, (4) Intellectual education (At-tarbiyah Al-'aqliyah) based on an integrative holistic approach, (5) Moral education (At-tarbiyah Al-khuluqiyah) based on an integrative holistic approach, (6) Physical education (At-tarbiyah Al-jismiyah) based on an integrative holistic approach (Billah, Chaq, and Mastiyah 2023).

Holistic approaches, such as the holistic transportation approach based on the application in the consumer protection legal framework. Grammar and vocabulary are integrated into language learning as a whole. Implementing this strategy facilitates active student interaction with the Indonesian language and literature, supporting better language mastery and appreciation for Indonesian literature. This learning strategy proposes a holistic and integrated approach to student skill development, with the teacher playing the role of collaborator and facilitator, assisting students in becoming competent in the Indonesian language and appreciating their cultural literary heritage (Salam 2023).

From a nearly identical title, "Innovation of a Holistic Approach in the Transformation of Future Dayah Education," the analysis results show that the holistic approach, with its three main aspects (interconnectedness, openness, and balance), forms an integrated system, producing a comprehensive educational experience. This innovation makes dayah education a container that combines local wisdom with global demands, producing resilient graduates in an era of change. Holistic innovation provides a responsive foundation for future needs, making a positive contribution to the development of santri in all aspects. Overall, the holistic approach becomes a comprehensive solution to enhance the quality of dayah education in facing the dynamics of the times (Bireuen 2023).

Another research with a similar title, "Curriculum as a Pillar of Individual Student Development in High School: A Holistic Approach for a Gleaming Future," discusses competency-based curriculum, non-academic skill development, and contextual learning that can support holistic student development. Additionally, this article also reviews the positive implications of the holistic approach, such as improved

critical thinking skills, better social skills, and readiness to face real-world challenges. However, implementation challenges and the role of educators in applying this approach are also discussed in this article. Thus, the article illustrates the urgency and benefits of the holistic approach in high school student development to create a brighter and more shining future (Maspuhah et al. 2023).

The novelty in optimizing the quality of mental learning for santri at Mahad Aly Nurul Jadid lies in the holistic and comprehensive approach to the mental development of santri, integrating physical, mental, emotional, and spiritual aspects (Salam 2023). This novelty creates a paradigm shift in Islamic education at the institution, enriching the learning experience and shaping the character of santri more comprehensively (Nainggolan and Pandiangan 2019).

This holistic approach contributes to innovation by surpassing the limitations of traditional concepts of Islamic education, which often focus solely on religious aspects (Kerangka and Perlindungan 2017). Mahad Aly, by bringing innovation through its holistic approach, believes that the mental development of santri should encompass dimensions of spirituality, emotionality, and physicality. This innovation not only creates a more comprehensive learning experience but also enhances the well-being and mental maturity of santri.

The presence of this innovation is also reflected in the adaptation to contemporary contexts. Mahad Aly Nurul Jadid, as a dynamic Islamic educational institution, introduces innovation by incorporating modern aspects into the mental development of santri, including understanding technology, global challenges, and dynamics of social change. This novelty creates an educational atmosphere that is more relevant to the demands of the times, preparing santri to be adaptive and competitive individuals (Bireuen 2023).

Thus, the innovation in optimizing the quality of mental learning for santri at Mahad Aly Nurul Jadid lies in the combination of innovative holistic approaches with adaptation to contemporary developments, bringing significant changes in the paradigm of Islamic education at the institution.

RESEARCH METHODS

This research employs an approach known as the qualitative descriptive approach. According to Wina Sanjaya, qualitative descriptive research is a research method aimed at thoroughly describing the social reality and various phenomena occurring in the society under study. It includes characteristics, features, models, and other related aspects of the phenomenon. This approach is introduced by Wina Sanjaya as a qualitative research method in which the researcher acts as the research instrument, and subjectivity is based on the researcher's interpretation (Bado 2021).

The purpose of this study is to explain everything related to Building the Quality of Character Education as the Foundation for the Formation of Scholars. This is based on the theory that qualitative data analysis is interactive and continuous until data saturation is achieved. Data saturation is marked by the absence of new data or information. Qualitative research utilizes interactive and flexible strategies to explore participants' perspectives (Prayogi 2021).

Qualitative research aims to understand social phenomena from the participants' perspective (Herman, 2019). In qualitative research, the researcher plays a primary role in the data collection process in the field. There is no tool more flexible for presenting qualitative data to anyone other than the researcher themselves. This means that humans serve as the main instrument, and the researcher serves as the primary data collector. Therefore, researchers need to conduct comprehensive and up-to-date readings to deepen theories related to the problem being addressed and analyze and construct the research object more clearly. As a method, data collection techniques are used to obtain data from individuals, organizations, or social groups used to answer research questions. Data collection is simply the process of providing data for research purposes (Culture, 2007).

RESULTS AND DISCUSSION

Optimizing the quality of students' learning mentality through a holistic approach at Mahad Aly Nurul Jadid demonstrates the institution's commitment to providing Islamic education that not only prioritizes academic aspects but also focuses on the integral development of students in physical, mental, emotional, and spiritual aspects. The holistic approach at Mahad Aly Nurul Jadid emphasizes the importance of viewing students as individuals with interconnected physical, mental, emotional, and spiritual dimensions. Mental learning development is not solely focused on mastering academic material but also on the psychological well-being, emotional intelligence, and spiritual strength of the students (Pessy, N.C; Matitaputty, J.K, Hetharion 2022).

The discussion encompasses strategies and comprehensive mental development programs (Amria and Aulia 2023). This includes fostering stress management skills, strengthening physical health aspects, enhancing emotional intelligence, and developing spirituality. The implementation of these strategies is designed to create a learning environment that supports the holistic growth of students (Najib 2020). The discussion also highlights Mahad Aly's efforts to adapt mental learning development to contemporary contexts. This includes the integration of technology in learning, understanding global challenges, and introducing modern aspects relevant to students' lives in the current era (Suteja 2017).

The applied holistic approach at Mahad Aly Nurul Jadid is believed to have a positive impact on the quality of education. The discussion evaluates this impact not only from an academic perspective but also from the viewpoint of personal development and maturity of the students. Thus, the institution strives to make a genuine contribution to shaping well-rounded individuals (Fauzi et al. 2023). The discussion covers an analysis of challenges faced in implementing the holistic approach, such as resource availability and stakeholder roles. Meanwhile, the discussion also highlights emerging opportunities, including potential for continuous improvement and further development in specific aspects of the holistic approach (Nuraini 2017).

Overall, it provides a comprehensive overview of Mahad Aly Nurul Jadid's efforts in optimizing the quality of students' learning mentality through a holistic approach, emphasizing key aspects that form the foundation and focus of the institution in providing relevant and holistic Islamic education (Amria and Aulia 2023). Understanding the holistic concept in education and how this approach emphasizes not only academic aspects but also includes the physical, mental, emotional, and spiritual dimensions of students. The holistic concept serves as the foundation for Mahad Aly in shaping balanced and high-quality individuals (Anggrayni et al. 2022). The discussion outlines concrete strategies implemented by Mahad Aly to foster students' learning mentality holistically. This includes programs addressing physical aspects such as health and diet, to the development of emotional intelligence and spirituality (Sa et al. 2023).

Examining how Mahad Aly adopts technology in learning to ensure relevance and engagement of students in the modern era. The integration of technology is directed to support mental learning aspects while preparing students to face the demands of technological development (Djalal 2017). Recording positive impacts resulting from the optimization of the quality of mental learning. This includes improved academic achievement, psychological well-being, and personality development of students. Data and case studies may be included to support these claims (Hidayah 2023).

Measuring the success of Mahad Aly in achieving the goal of optimizing the quality of mental learning. Success indicators may include increased academic scores, students' well-being levels, and testimonials from relevant stakeholders. Involving an evaluation of challenges faced by Mahad Aly in implementing the holistic approach, such as resource availability and student responses. Meanwhile, the discussion also details opportunities for further improvement and program development (Abdan and Hadi 2022).

The discussion on the holistic approach in Islamic institutions can encompass various aspects, including the holistic concept, its implementation, impact, as well as related challenges and opportunities (Bakhrudin 2021). The holistic concept refers to the understanding that humans are complex entities that cannot be separated into isolated parts. In the context of Islamic institutions, the holistic concept involves a comprehensive approach to nurturing students, covering various aspects of their lives, such as physical, mental, emotional, and spiritual (Handoko, Asrori, and Sunaryo 2022).

Analyzing the holistic concept involving physical, mental, emotional, and spiritual aspects requires a deep understanding of how these four dimensions are interconnected and mutually influence each other to shape individuals comprehensively. Evaluating how Islamic institutions implement the holistic approach in nurturing students involves observation, analysis, and assessment of various activities and programs conducted by the institution (Mo'tasim 2016).

Detailing the strategies and programs implemented to achieve holistic goals involves a deep understanding of various initiatives carried out by Islamic institutions. These may include integrated curricula, character and ethics education, physical health and sports programs, guidance and counseling, emotional intelligence development, spiritual and religious activities, life skills development, continuous evaluation, and value-based mentoring. The success of this holistic approach depends on the integration and coordination of various programs and strategies implemented. Continuous evaluation is necessary to assess its effectiveness and make improvements if needed (Bandung and Perkotaan 2023).

The implementation of the holistic approach in Islamic institutions opens various positive opportunities that can have a beneficial impact on students, the institution itself, and the community at large. Implementing the holistic approach is not just about shaping students comprehensively but also creating a broader positive impact on society. By leveraging these opportunities, the institution can become a positive agent of change in shaping a quality generation (Munaamah, Masitoh, and Setyowati 2021).

Addressing or reducing challenges in implementing the holistic approach requires coordinated and sustained efforts from various stakeholders involved. Training and development of teachers, collaboration with mental health specialists, social support programs, and cooperation with parents play a crucial role. Through these efforts, the institution can overcome or reduce challenges that may arise during the implementation of the holistic approach, making it more effective and sustainable (Respati, Sumunar, and Si 2013).

The implementation of the holistic approach in the educational context opens various positive opportunities that can have a positive impact on students, educational institutions, and society at large. Through the implementation of the holistic approach, educational institutions can utilize these opportunities to create an empowering learning environment, deepen values, and shape individuals comprehensively (Salam 2023).

To strengthen the holistic approach in education and enhance its outcomes, various innovations can be applied. These innovations encompass different aspects, ranging from teaching methods to the management of mental well-being programs. When implemented wisely and adapted to the educational institution's context, these innovations can reinforce the holistic approach and yield better results in the comprehensive development of learners (Kerangka and Perlindungan 2017).

In the holistic approach, the roles of parents, teachers, and the community are crucial in supporting holistic education. Close collaboration among these three entities can create an educational environment that supports the holistic development of learners (Maspufah et al. 2023). When parents, teachers, and the community work synergistically, they form an educational environment that facilitates the holistic development of learners. Through this collaboration, learners can experience strong support from various sources, facilitating comprehensive growth and learning (Qosim 2020).

The concept of holism has significant relevance in the context of Islamic institutions because it provides a comprehensive approach to the development of

individuals, covering physical, intellectual, emotional, and spiritual aspects. Through the implementation of the holistic concept in Islamic institutions, education can become a holistic tool, embracing the physical, intellectual, emotional, and spiritual aspects of learners in accordance with Islamic teachings. This supports the vision of comprehensive individual development and community empowerment based on Islamic values.

CONCLUSION

In optimizing the mental learning quality of students at Mahad Aly Nurul Jadid, the holistic approach serves as the primary foundation to achieve maximum results. Through this approach, educational institutions can ensure that the development of learners is not only focused on academic aspects but also encompasses physical, emotional, and spiritual dimensions.

The implementation of the holistic concept has a positive impact on the mental well-being of students, ensuring their comprehensive growth. The balance between worldly and hereafter needs is maintained, with the integration of Islamic values guiding every step of the learning process. The educational institution becomes a platform for character formation that excels not only academically but also reflects morality and ethics in everyday life.

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