

SRL-Based Mentoring to Strengthen Students' Academic Independence in Islamic Boarding Schools

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Abstract

This community service program aimed to strengthen students' academic independence through Self-Regulated Learning (SRL)-based mentoring at Darul Khoir Islamic Boarding School. The program involved 20 students aged 15–20 years who actively participated in *pesantren* learning activities. It employed a Participatory Action Research (PAR) approach comprising planning, action, observation, and reflection. Activities included a needs assessment, SRL socialization, intensive mentoring, monitoring, and evaluation involving students, *ustadz*, and *pesantren* administrators. Data were collected through participatory observation, interviews, documentation, and reflective evaluation. The findings showed that SRL mentoring improved students' learning behavior and academic independence. Evaluation results revealed that 85% of participants established consistent memorization targets, 80% maintained regular *muroja'ah* schedules, 75% demonstrated better readiness for memorization deposits, and 70% became more active in independently reviewing *nahwu-shorof* and yellow-book materials after religious study sessions. The novelty of this program lies in integrating SRL principles with the traditional learning culture of Islamic boarding schools, particularly in Qur'an memorization and classical Islamic studies. This contextual mentoring model offers a practical and replicable strategy for fostering sustainable independent learning in Qur'an-oriented and *salaf*-based *pesantren*.

Keywords

academic independence; islamic boarding school education; learning mentoring; self-regulated learning; students



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1. INTRODUCTION

Self-Regulated Learning (SRL) is a learning approach that emphasizes students' ability to independently plan, monitor, and evaluate their learning processes (Faruqi et al., 2023; Noer Syo Im & Achmad Muhibin Zuhri, 2024). According to Zimmerman, SRL involves goal setting, strategy implementation, self-monitoring, and self-reflection to achieve learning objectives (Zimmerman, 2002). This concept is highly relevant in Islamic boarding schools, where students are expected to independently manage activities such as Qur'an memorization, *muroja'ah*, *nahwu-shorof* learning, and the study of yellow books. Therefore, SRL can serve as an effective framework for strengthening students' academic independence and learning responsibility (Pintrich, 2024). In the context of Islamic boarding schools, educational success is not only measured by the ability of students to follow formal learning, but also by their ability to manage the learning process independently in daily activities such as memorizing the Qur'an, *muroja'ah*, making deposits, studying yellow books, and mastering the science of tools such as *nahwu* and *shorof* (Purwowidodo & Zaini, 2024; Syahrudin et al., 2025). The tradition of learning in Islamic boarding schools essentially provides a space for developing an independent learning character. However, in practice, students still need reinforcement with more structured learning strategies to optimally develop their academic potential. Theoretically, a relevant approach to strengthening students' academic independence is Self-Regulated Learning (SRL) (Foreword, 2013).

This situation indicates a need to strengthen students' academic independence (Chrisdiyanto & Hamdi, 2023). If left unresolved, the Islamic boarding school's vision of producing students who are proficient in Qur'anic memorization and competent in *salaf* sciences may be hindered. Weak learning planning, inconsistent *muroja'ah*, and limited self-monitoring can affect the quality of memorization, mastery of *nahwu-shorof*, and the ability to study yellow books independently. Previous studies have shown that Self-Regulated Learning (SRL) contributes to improving learning achievement, motivation, and independence. However, few studies have specifically explored the implementation of SRL within the distinctive learning culture of Islamic boarding schools, particularly in *tahfidz*, *muroja'ah*, *nahwu-shorof*, and yellow-book studies. Therefore, SRL is considered an appropriate approach because it emphasizes goal setting, learning planning, self-monitoring, and self-reflection. This program integrates SRL into students' daily activities to strengthen learning discipline, academic responsibility, and independent learning habits within the *pesantren* environment.

The purpose of this community service program is to assist students at Darul

Khoir Islamic Boarding School in developing Self-Regulated Learning (SRL) skills to strengthen their academic independence, particularly in Qur'an memorization, *muroja'ah*, memorization submission, mastery of *nahwu-shorof*, and the study of classical Islamic texts (yellow books). The contribution of this program lies in providing a practical mentoring model that helps students develop learning planning, self-monitoring, self-reflection, and academic responsibility within the Islamic boarding school environment. Strengthening these competencies is essential for supporting sustainable learning and encouraging students to become independent learners who can manage their academic activities beyond formal instructional settings. Furthermore, this program offers a replicable framework for fostering academic independence in Islamic boarding schools with similar educational characteristics.

The novelty of this program lies in integrating the Self-Regulated Learning approach with the distinctive academic culture of traditional Islamic boarding schools, particularly in the domains of Qur'an memorization, *muroja'ah*, *nahwu-shorof* learning, and the study of classical Islamic texts. While SRL has been widely applied in formal school settings, its contextual adaptation to *pesantren*-based learning activities remains limited. Therefore, this program presents a contextual and culturally relevant SRL mentoring model that aligns modern learning theory with the traditions of Islamic boarding school education.

2. METHODS

This community service program employed a Participatory Action Research (PAR) approach integrated with an educational mentoring model. The PAR approach was selected because it enables participatory, reflective, and action-oriented interventions aimed at improving students' learning behavior and academic independence (Chevalier & Buckles, 2019). The program was conducted at Darul Khoir Islamic Boarding School, which was purposively selected due to its educational focus on Qur'anic memorization, *ilmu alat (nahwu-shorof)*, and the study of classical Islamic texts (yellow books). The participants comprised 20 students aged 15–20 years who were actively engaged in Qur'an memorization, *muroja'ah*, deposit activities, and learning *ilmu alat*. Participants were selected through purposive sampling based on their active participation in *pesantren* academic programs and willingness to engage in mentoring activities.

The community service was implemented for one month, from February to March 2026, following the PAR cycle of planning, action, observation, and reflection. During the planning stage, preliminary observations and needs assessments were

conducted to identify students' learning challenges related to academic independence. The action stage involved socialization of Self-Regulated Learning (SRL) concepts, goal-setting workshops, and intensive mentoring in memorization planning, *muroja'ah* scheduling, mastery of *nahwu-shorof*, and independent review of yellow-book materials. The observation stage focused on monitoring students' learning behavior through participatory observation and activity documentation. Finally, the reflection stage involved evaluating program outcomes collaboratively with students, *ustadz*, and *pesantren* administrators to identify achievements and areas for improvement (Creswell, 2018; Miles et al., 2014).

Data were collected using observation guides, semi-structured interview guides, documentation sheets, and reflective notes. Observation instruments focused on students' learning planning, consistency of *muroja'ah*, readiness for memorization deposits, mastery of *ilmu alat*, and independent learning habits. Interviews were conducted with selected students and *ustadz* to explore perceptions of changes in learning and program effectiveness. Instrument validity was strengthened through source triangulation involving students, teachers, and documentation records.

The success indicators of the program included: (1) students' ability to establish regular learning targets, (2) increased consistency in *muroja'ah* activities, (3) improved readiness for memorization deposits, (4) greater independence in mastering *nahwu-shorof* and yellow-book materials, and (5) increased academic responsibility and self-monitoring skills. Data were analyzed descriptively using the interactive model of data reduction, data display, and conclusion drawing. Ethical considerations were addressed through obtaining permission from the *pesantren* management and securing informed consent from all participants prior to program implementation.

3. FINDINGS AND DISCUSSION

3.1. Findings

The implementation of Self-Regulated Learning (SRL) mentoring demonstrated positive changes in students' learning behavior at Darul Khoir Islamic Boarding School. The program involved 20 students aged 15–20 years. Evaluation results showed measurable improvements in several aspects of academic independence. Before the mentoring program, only 6 students (30%) consistently set daily memorization targets; after the program, 17 students (85%) regularly set and monitored their learning goals. Similarly, the number of students who conducted scheduled *muroja'ah* increased from 8 students (40%) to 16 students (80%).

Furthermore, the number of students ready to submit memorization improved

from 9 (45%) before mentoring to 15 (75%) after mentoring. Independent review of *nahwu-shorof* materials and yellow books also increased from 7 students (35%) to 14 students (70%). These findings indicate that SRL mentoring contributed to strengthening students' learning planning, self-monitoring, and academic performance.

Table 1. Results of SRL Mentoring at Darul Khoir Islamic Boarding School (n = 20)

No	Learning Aspect	Before Mentoring	After Mentoring	Improvement
1	Consistent memorization targets	6 students (30%)	17 students (85%)	+55%
2	Regular <i>muroja'ah</i> schedule	8 students (40%)	16 students (80%)	+40%
3	Readiness for memorization submission	9 students (45%)	15 students (75%)	+30%
4	Independent <i>nahwu-shorof</i> study	7 students (35%)	14 students (70%)	+35%
5	Independent review of the yellow books	6 students (30%)	14 students (70%)	+40%
6	Academic responsibility and self-monitoring	8 students (40%)	18 students (90%)	+50%

3.2. Discussion

3.2.1. Implementation of Self-Regulated Learning Mentoring in Strengthening the Learning Culture of Islamic Students

The findings demonstrate that Self-Regulated Learning (SRL) mentoring positively influenced students' learning culture at Darul Khoir Islamic Boarding School. Before the mentoring program, many students tended to study reactively, relying on teacher instructions and lacking clear learning targets. This condition was evident in irregular Qur'an memorization schedules, inconsistent *muroja'ah* practices, limited preparation for memorization submissions, and low initiative in independently reviewing *nahwu-shorof* and yellow-book materials. After the mentoring program, students showed noticeable improvements in learning planning, target setting, self-monitoring, and study consistency. They became more accustomed to setting daily memorization goals, organizing regular *muroja'ah* schedules, preparing independently before submitting memorization, and reviewing learning materials outside formal study sessions.

The most significant change observed was the improvement in learning

discipline. Students increasingly followed structured learning schedules and demonstrated greater commitment to maintaining their memorization and academic responsibilities (Kitsantas et al., 2025). This improvement was followed by the growth of academic independence, reflected in students' willingness to prepare learning materials, review lessons independently, and monitor their own progress (Viberg et al., 2026). As a result, learning outcomes also improved, particularly in Qur'an memorization retention, readiness for memorization submission, and mastery of *nahwu-shorof*. These findings suggest a clear relationship in which SRL fosters learning discipline, discipline strengthens academic independence, and academic independence contributes to better learning outcomes.

From a theoretical perspective, the findings support the central principles of Self-Regulated Learning, which emphasize planning, monitoring, and self-reflection as essential components of effective learning. Students who can set goals and monitor their progress tend to develop stronger self-control and responsibility for their learning activities (Romziana dkk, 2021). In the *pesantren* context, these competencies are particularly important because learning success depends not only on teacher guidance but also on students' ability to sustain learning activities beyond formal instructional sessions (Susanto et al., 2023). The results indicate that SRL can function as a bridge between traditional *pesantren* learning practices and contemporary approaches to independent learning (Zuhriy, 2011).

The findings also demonstrate that SRL is highly compatible with key *pesantren* activities, including Qur'an memorization, *muroja'ah*, *nahwu-shorof* learning, and the study of classical Islamic texts. Rather than replacing traditional learning practices, SRL strengthens them through systematic goal setting, regular monitoring, and reflective learning habits (Al-Samarraie et al., 2020; Cahyaningtias & Ridwan, 2021). Students become more active participants in their learning process while maintaining respect for teachers and established *pesantren* traditions. This suggests that the effectiveness of SRL lies in its adaptability to local educational cultures and learning needs (Daryanto & Ernawati, 2024). The main contribution of this community service lies in the development of a contextual SRL mentoring model specifically designed for Islamic boarding schools. Previous SRL applications have primarily focused on formal school settings, whereas this program demonstrates how SRL principles can be integrated into *pesantren*-based learning activities. The findings, therefore, provide practical evidence that SRL can be adapted to support the development of academic independence in environments characterized by intensive religious learning and strong educational traditions.

Despite these positive outcomes, several limitations should be acknowledged. First, the program was conducted for only one month, making it difficult to assess the long-term sustainability of behavioral changes. Second, the number of participants was limited to 20 students, reducing the generalizability of the findings. Third, not all students experienced the same level of improvement. Some participants continued to struggle to maintain consistent review schedules and independent study habits due to the *pesantren's* intensive daily routines and differences in learning abilities. These suboptimal aspects indicate that SRL mentoring should be implemented over a longer period and supported by continuous monitoring to achieve more sustainable impacts. Therefore, future programs should involve larger participant groups and longer mentoring periods to evaluate further the effectiveness of SRL in strengthening academic independence within Islamic boarding school education.

3.2.2. Implications of Self-Regulated Learning Assistance on the Academic Independence of Islamic Students

The Self-Regulated Learning (SRL) mentoring program implemented at Darul Khoir Islamic Boarding School has significant implications for strengthening students' academic independence. Academic independence, in the context of Islamic boarding schools, is not only defined as the ability to learn independently but also encompasses students' abilities to set learning goals, maintain consistency, manage time, evaluate achievements, and take responsibility for their learning process (Nadhif, 2020). In a *pesantren* environment with a busy rhythm of activities, academic independence is an important element so that students do not just follow routines but also grow as active, conscious learners who are responsible for developing their own knowledge.

One of the most tangible implications of SRL mentoring is seen in the changes in students' learning behavior. Before the mentoring program, some students tended to learn spontaneously and reactively. Learning activities such as memorizing the Quran, reviewing texts, memorizing grammar and grammar rules, or reading books were often carried out only when prompted by the *ustadz* or administrators, or when making deposits. This pattern indicates that the learning process is still heavily influenced by external factors (Thoyibah et al., 2024). After the mentoring program, more focused behavioral changes began to emerge. Students began to develop the habit of setting memorization targets, organizing their study schedules, preparing their recitations early, and reviewing the material independently after the study session. These changes indicated that students were no longer studying solely because they were told to, but were beginning to learn from an awareness of the importance of managing the learning process.

This change aligns with the theory of Self-Regulated Learning, which positions students as active subjects in the learning process. Zimmerman explains that students with good learning regulation will exhibit behaviors such as setting goals, selecting learning strategies, monitoring progress, and reflecting on their results (Kitsantas et al., 2025). In the context of this community service, changes in students' behavior demonstrate that SRL impacts not only learning outcomes but also the formation of positive academic habits. Students begin to develop more structured learning patterns, become less reliant on emergency measures, and are better able to adapt learning activities to their individual needs. This demonstrates that SRL plays a crucial role in transforming students' learning behavior from passive to more proactive and responsible.

The next implication is an increase in discipline in learning. In the Islamic boarding school tradition, discipline has become a part of daily life, including aspects of worship, etiquette, and academic activities (Suci & Razak, 2024). However, the discipline fostered by the system does not necessarily automatically develop into internal discipline born of self-awareness. Through SRL mentoring, students are not only guided to adhere to the *pesantren*'s schedule but also guided to develop personal learning discipline. For example, students become accustomed to setting aside specific times for *muroja'ah* (recitation), preparing for memorization before submission, and setting aside time to independently review the rules of grammar. This kind of discipline becomes more meaningful because it is not based solely on external supervision but grows from the understanding that successful learning requires regularity and commitment.

In addition to discipline, SRL mentoring also fosters students' growing academic responsibility. Academic responsibility is an individual's awareness of the need to fulfill their learning obligations earnestly and consistently (Patimah, 2021). In the context of this service, academic responsibility is evident in the students' increasing commitment to maintaining memorization, improving their reading, memorizing the principles of *ilmu alat*, and striving to understand the scriptures more deeply. Prior to the mentoring, some students tended to view memorization (*muroja'ah*) or *ilmu alat* as obligations undertaken merely to meet formal targets. However, after the mentoring, a shift in orientation began to emerge, with students viewing learning activities as part of a scholarly trust that must be upheld. This change is significant because it marks a shift from formal compliance to a deeper academic awareness. At the same time, the implications of SRL mentoring are also evident in the growth of independent learning among students. Independent learning in the context of Islamic boarding schools does

not mean students studying alone without teacher guidance, but rather the ability to actively develop understanding outside of formal religious study forums (Qomarudin & Zuhri, 2025; Syahrudin & Roni, 2025). During this service, students began to demonstrate the habit of reviewing lessons after Koran study, reviewing notes on the book's meaning, trying to re-understand the rules of grammar and syntax, and preparing materials before the study session. These changes indicate that students are beginning to use their study time more productively. This type of independent study is crucial in the Islamic boarding school tradition, as the depth of knowledge is determined not only by the amount of material taught but also by the extent to which students can process, retain, and sustainably develop their knowledge.

These implications are also highly relevant when linked to the vision of the Darul Khoir Islamic Boarding School, which emphasizes strengthening the Qur'an and *salaf* knowledge/tool knowledge. This vision requires students not only to participate in Islamic boarding school activities diligently but also to have the capacity to deepen their knowledge independently. In terms of the Qur'an, students with good study habits will be better able to maintain memorization, strengthen their muroja'ah (recitation), and gradually improve their reading quality. In terms of tool knowledge, students with academic independence will be more diligent in memorizing rules, practicing understanding Arabic language structure, and daring to read the yellow books with greater readiness (Istifarin & Rochmawati, 2024; Karlen et al., 2020). In other words, the results of this community service show that the SRL approach is highly relevant to the mission of Islamic boarding schools to develop students who are not only obedient and disciplined but also intellectually competent and academically resilient.

The implications of this mentoring demonstrate that students' academic independence does not develop automatically simply through living in a *pesantren* environment, but rather requires strengthening through mentoring, habituation, and appropriate learning strategies. While the *pesantren* tradition is rich in values of discipline, etiquette, and respect for knowledge, for these traditions to be more productive in the context of contemporary learning, an approach that helps students manage their learning more consciously is needed. This is where SRL mentoring becomes crucial, as it bridges the gap between the traditional *pesantren* culture and the need to strengthen modern learning strategies. Thus, Self-Regulated Learning mentoring at Darul Khoir Islamic Boarding School has broad implications for strengthening students' academic independence. These implications are reflected in changes in learning behavior, increased academic discipline and responsibility, the

growth of independent learning habits, and the growing relevance of students' learning practices to the *pesantren*'s vision of being oriented toward the Qur'an and the sciences of the *Salaf*. These findings demonstrate that strengthening academic independence in *pesantren* can be achieved effectively by integrating modern pedagogical approaches with the Islamic educational culture that has long existed within the *pesantren* tradition.

4. CONCLUSION

Based on the results of the community service implementation, it can be concluded that Self-Regulated Learning (SRL) mentoring at Darul Khoir Islamic Boarding School significantly strengthens students' academic independence. The implementation of SRL integrated into the daily activities of the Islamic boarding school, such as memorizing the Qur'an, *muroja'ah*, deposits, learning *nahwu-shorof*, and studying yellow books, encourages changes in students' learning behavior from being spontaneous to being more planned, directed, and sustainable. Students are increasingly able to set learning targets, manage their time, monitor their progress, and conduct self-evaluations independently. In addition, there is an increase in discipline, academic responsibility, and independent learning habits that align with the Islamic boarding school's vision of strengthening the Qur'an and the science of the *salaf*.

The primary contribution of this community service lies in developing a contextual and applicable SRL mentoring model within the Islamic boarding school environment. This program not only adapts modern learning theories but also integrates them with the academic traditions of Islamic boarding schools, resulting in a relevant, practical, and sustainable approach. In practice, this community service provides guidance to Islamic boarding schools on developing a culture of independent learning among their students. Academically, this community service enriches the study of SRL implementation in the context of Islamic education, particularly in Qur'an-based and Islamic-teaching Islamic boarding schools.

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