

## What Approach is Effective for Qur'anic Morals in Mentoring Activities?

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### Abstract

Mentoring is one of the learning methods which is effective to supervise the student to have qur'anic morals. Some efforts had been done with appropriate approaches to gain the effectiveness of mentoring. The purposes of this research are to find out the students' types of behavior which are the approach used in building their quranic morals. The research method was descriptive qualitative with non participant observation, interview added with document. Next, triangulation was done to the participant and the expert. Findings show there the students types of behavior included students' indiscipline in making school environment clean, their unawareness of social environment, the students' habit in bullying. The second finding is that the approach used was mutual advice on the truth and patience. Based on the findings, the researcher suggests the school officials to maintain their morals by controlling their behavior inside and outside of the school during their education. It is also suggested to the school managers to meet with alumni periodically in order to maintain their quranic morals.

**Keywords:** approach, mentoring, *qur'anic morals*.

### Introduction

Nowadays, Character building is one of an urgent problem for Indonesia, because of some phenomena that happened in society shows that a very serious character and moral crisis which can threaten the culture development and nation integrity in the future. For that continuous innovation in the Digital Age is a necessity. Some character building activities are held in some schools and universities. But it has not shown maximum results.

Character building in mentoring is one of the best alternative to build the character and moral of the students or mentee. Yulastri (2018) said that the use of mentoring techniques was more successful in developing qur'anic moral of students. Because mentoring techniques involve more students in group activities and instill Islamic values more deeply towards individual students. In hence, mentoring whose some models can be applied effectively to develop the human resource to support the organization competitively to face the progress and challenge of globalization (Martoredjo, 2015).

SMP Arrisalah is one school that concern to build the character by mentoring activity, moreover mentoring activity is being a curriculum in Mulok which can be seen in the structure of SMP arrisalah Curriculum. There 10 characters of SMP Arrisalah students that must be obeyed such as 1) good faith (Salimul Aqidah) 2) right devotion (shahihul ibadah), 3) strong character (matinul khuluq), 4) physical power (qowiyyul jismi) 5) thinking brilliantly (mutsaqqoful fikri) 6) continence (mujahadatun linafsi) 7) good time management (harishun'ala waqtihi) 8,) well organized (munazhzhmun fi syu'unihi) 9) independent (qodirun'alal kasbi) 10) giving contribution (naafi'un loghoirihi). But the results have not been optimal, because there are still a small number of students who care less about the social environment, bullying friends. This situation is very important to concern what approach is used in mentoring activities.

The successfulness of mentoring is very influential to some factors, nonetheless the biggest one is the approach used by the mentor. emphasizes that mentoring is a method to acquire knowledge which then give some effects to the knowledge, attitudes or the other skill of the students or mentee. Based on the Kitner's statement, mentor as facilitator must be able to make mentoring activity effective to reach the learning goals because mentoring makes the learning process faster. The mentor

becomes a model, giving the feedback quickly, and identifying well practices. On the other hand, the substantial competition of the mentor can be up-graded optimally because mentoring is an available human resource to master the knowledge, skills and attitudes which are related to the learning materials. Interpersonal relation is also well created because there is a positive interaction.

Furthermore Kaswan (2012) explains mentoring is a partnership between mentor (who gives guidance) and mentees (who receive the guidance). Since mentoring is an interpersonal relation in the form of awareness and support from those with experience and knowledge to those with lack of experience and knowledge. Therefore, mentoring reflects a unique relation. No mentoring is exactly the same because the specific interaction happens differently from each other. In the unique relation, it comes partnership. Almost all of the mentoring relations involve mastering the knowledge. However, though mentoring is mutual but unbalanced relationship, the main goal is growing and developing mentees' character.

## Method

This research is qualitative research. principally, this method is going to give explanation, description critically or describe phenomena or cases, a social interaction in society to search and find meaning in a context which has very real or natural setting and deep understanding, Yusuf (2013).

The informant of this research is teachers and students. Teachers and students are in the location of research setting, SMP Arrisalah, Padang. Data were collected by using observation technique, deep interview, and documentation. Data were analyzed by using interactive miles analysis and Huberman. To validate the data, the researcher used the triangulation of sources. The results of the conclusions of this study illustrate what approaches are used in mentoring activities and how they are implemented in Padang Risalah Ar Junior High School in an analytical and objective manner.

## Results and Discussion

Behavior of students who are not in accordance with qur'anic moral and how schools form their behavior in accordance with the qur'anic moral in mentoring

Based on the data observed and interviewed done to the implementation of mentoring activities (June 14th, 2013 to 2017, data was obtained that there were 3 behavioral findings of students who were not yet in accordance with expected student characteristics, including indiscipline in making school environment clean, their unawareness of social environment, the students' habit in bullying. This is in accordance with the information of the informant 3 on July 29, 2017 the ER explained that;

*Sikap peserta didik belum sepenuhnya menunjukkan sikap yang berakhlak mulia seperti; masih ada yang membully teman, kurang menjaga kebersihan asrama dan kurang peduli dengan lingkungan sosial. Biasanya kasus-kasus pembulian, kebersihan dan kurang peduli dengan lingkungan sosial ini banyak terjadi pada siswa kelas VII/kelas I SMP.*

To overcome this condition the approach taken by the school is an advisory approach advising. In the implementation of mentoring to do quranic moral coaching, one way is to give the task to mentors students to make cultural material about the urgency of cleanliness in Islam, what negative effects if it is not clean and how to maintain cleanliness. Likewise, the problem of bullying is the negative impact of bullying friends, both on bullying and bullied students. To overcome this condition the approach taken by the school is an advisory approach advising. In the implementation of mentoring to do quranic moral coaching, one way is to give the task to mentors students to make cultural material about the urgency of cleanliness in Islam, what negative effects if it is not clean and how to maintain cleanliness. Likewise, the problem of bullying is the negative impact of bullying friends, both on bullying and bullied students. This is very important for educators because in Islam the most important responsibility for children is the right of the child to be fulfilled, such as the right to receive direction, teaching, and education. Educators referred to here in addition to parents, also

included teachers in formal schools, including teachers who were in the education of Nashih Ulwan's children (1977).

Usually students who like to be bullied by other students are quiet students / rarely talk and rarely greet other friends, including students who talk too often. However, when advised by the ustadzah and the caregivers in their dormitory who bullied finally apologized to those who were bullied. And students who are bullied little by little change their morals towards a better one.

Likewise, students who lack the cleanliness of the dormitory, this is usually imposed because they feel lazy, and are not used to working at home, spoiled and waiting for one another to clean up. To anticipate this problem the actual dormitory teacher through the rules has been given signs to give the name / sign of each equipment belonging to each student and is responsible for maintaining cleanliness, tidying it up and putting it in place that has been set. Usually those who lack hygiene are students of class VII / class I who have just adapted to their new environment. Class VIII and Class IX have started to maintain cleanliness.

Based on the results of observations on the implementation of mentoring, it can be described that mentoring activities begin with the opening, core activities and closing. Each is explained as follows: (a) the opening is opened by the moderator / mentee or mentoring participant, (b) recitation of the Qur'an, (c) *ziadah* / additional memorization and *muroja'ah* / repeating memorization (d) cult carried out take turns between students. This culture aims to train the speaking skills / communication skills of students and familiarize students with conveying character values through stories related to the example of the Prophet and Apostle, stories of friends, *tabi'in*, *tabi 'tabi'in*, *salafushaleh* and stories of successful people in modern motivation books like seven habits, change anything, management and so on. (e) *berinfak* or giving alms is done by closing the hand that gives out alms. This is an Islamic philosophy accustomed to giving or giving alms without being published. Or give clandestinely to maintain sincerity in charity. (f) write a charity / daily by filling out the charity form, for example; read Al quran one juz / day, prayer *dhuha*, *qiyamulail*, *wirid mat'surat* / prayer morning and evening. riot / exercise, clean up. Core activities (material). the material is given in the form of lectures, questions and answers, discussions and games / psychology games. The material forms given are related to *aqeedah*, morals, *sirah nabawiyah*, and *tsaqafah islamiyah* / Islamic insights. And skills (*faniah*) such as sewing, cooking, swimming, outbound. The closing activity with *qodhoya* (problem solving) related to personal, family, and community problems. And *Rawa'i* / good news means sharing joy with other fellow mentoring members.

The media used by mentors such as the visual media, video stories of the example of the Prophet and Rasul. Learning resources used in mentoring activities are mentoring smart books that are published by the drafting team Satuasa (Setiawan et al: 2016). This smart mentoring book is very helpful for the students' guidance because it contains 1. Cognitive, related to intellectual abilities in thinking, knowing and solving problems (concept maps, synopsis and theorem of the Qur'an, 2. Psychomotor, activities involving muscle activities, physical the game of psychology is just like an educational theme, 3. Affective is an intellectual realm that recognizes the emotional interest in the life value of the participant's operation (evaluation of wisdom and small steps in applying it to daily life).

The mentoring activities needs 4mentors'roles which should be considered, which include 1) as 'syaikh,teacher, parents , and as friend. as 'syaikh', he or she is as a scholar in islamic science who can make the mentees trust himorher. As ateacher, he or she builds the mentees' character, gives supervision,and takes care of them. as parent,she or he protects and takes careof them. Finally as parent, she or he becomesthemetees'partner in sharing, telling their problems when they are restless,and when they have nomoney,they can beg some money from the mentors. The four roles were realized through good practice done by the mentor. Moreover, in mentoring speaking something useless is forbidden.

Furthermore, to supervise the moral qurans of students, teachers and mentors in collaboration with disciplinary commissions. Based on the field findings in forming attitudes, the teacher cooperates with the disciplinary commission (Komdis) as told by M2 Ms. NV stating that;

*Komisi disiplin berada dibawah organisasi siswa (Badan Eksekutif Peserta didik) yang bertugas memantau dan menegakkan disiplin.*

*Adanya peserta didik mencuri, berbohong. Punishment yang diberikan untuk jenis pelanggaran berat adalah Surat Teguran 1, 2, dan 3. Ketika diperiksa peserta didik di berikan tausiyah oleh guru. Adapun bentuk pelanggaran ringan adalah; terlambat datang ke sekolah dan tidak mencapai target dalam amal yaumi seperti tilawah Qur'an, tahfizd /hafalan Qur'an, sholat dhuha, qiyamullail, wirid alma'tsurat, bentuk punishmentnya tahfizd atau menghafal Al Qur'an.*

Furthermore, to maintain that the moral values of the instances that have been instilled remain the habits of students, schools and mentors as well as collaborating with parents of students. When students take off the control of charity, it still goes on by controlling under the parents. Problems when they are off are students who are out of control such as; watching television for too long, as a result students learn less about qur'anic morals that has been cultivated and accustomed to in schools and dormitories. The role of parents also to control children is not fully going well.

This advisory approach advises an approach that is tailored to the environment / needs of students. Mentors in mentoring activities adapt / adapt to the environment, instructions, or noble moral learning material of students. The unification is carried out by the existence of harmonious thought patterns and actions. Important adaptations are made by students as a basis for meeting learning needs according to their abilities. This advisory approach also makes the atmosphere of the coaching learning process more natural. In addition, students become more challenged and respond quickly to cases raised in learning. Like the following picture;

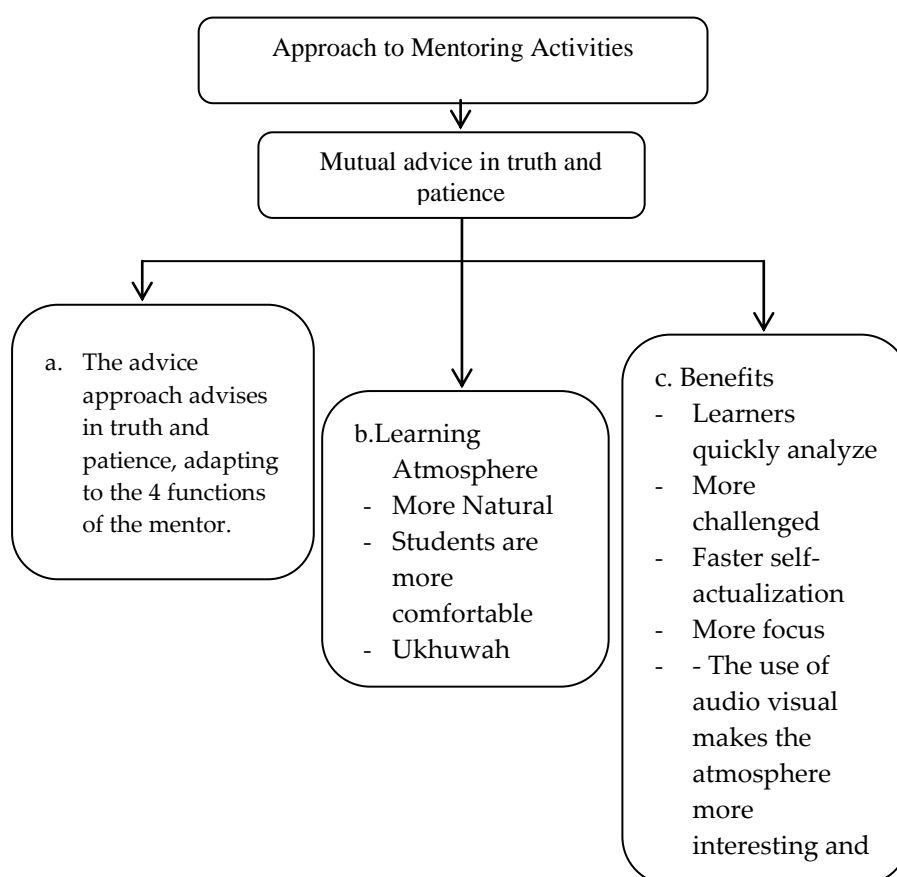


Figure 1. Approach to Mentoring Activities

## Conclusions

There are 3 types of student behavior that are not yet in accordance with the moral requirements, including the presence of a small proportion of students who lack discipline in maintaining cleanliness, lack of awareness of the social environment and habits of students in bullying. An effective approach used to solve this problem is counsel advising in truth and patience. Researchers advise school officials to maintain their morale by controlling their behavior inside and outside school during their education. It is also recommended that school managers meet regularly with alumni to maintain the morals of their Quran.

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