

## FIVE METHODS MENTORING ISLAMIC RELIGION IN DEVELOPING STUDENTS' DIVERSITY ATTITUDES IN HIGH SCHOOLS

Merri Yelliza<sup>1)</sup>, Muhammad Yahya<sup>2)</sup>, M. Yakub Iskandar<sup>3)</sup>, Wahyuni Mulia Helmi<sup>4)</sup>

<sup>1</sup>Universitas Adzkia, Indonesia

email: [merrivelliza@adzkia.ac.id](mailto:merrivelliza@adzkia.ac.id)

<sup>2</sup>Sekolah Tinggi Agama Islam Darul Qur'an Payakumbuh

email: [muhamadyahya@staidapayakumbuh.ac.id](mailto:muhamadyahya@staidapayakumbuh.ac.id)

<sup>3</sup>Universitas Negeri Padang, Indonesia

email: [myakubblok@gmail.com](mailto:myakubblok@gmail.com)

<sup>4</sup>Universitas Adzkia, Indonesia

email: [wahyunimuliahelmi2019@gmail.com](mailto:wahyunimuliahelmi2019@gmail.com)

### Abstract

*Morals in Islam occupy an important position and have a vital function in guiding the lives of the people of a nation. Therefore, various efforts are made through the educational process to create people with noble character, including through learning with a model of fostering religious attitudes in the form of mentoring. This research aims to determine the methods used in Islamic religious mentoring activities in developing students' religious attitudes in high schools. This research uses a qualitative method with a case study approach. Data sources were taken through interviews with informants. The main (primary) data sources are mentor teachers and students who directly participate in mentoring activities. Meanwhile, secondary data was taken from school principals, teachers and parents. Researchers used three techniques in collecting data, namely through observation, interviews and documentation studies. The data collected was then processed by reduction, data display, data verification, drawing conclusions and analyzed qualitatively. Research findings found five methods of Islamic religious mentoring in fostering students' religious attitudes in high school. The five methods are; i) lecture method, ii) group discussion method, iii) case study method, iv) assignment method and v) group game method. These findings can be used as a reference for schools and teachers in determining methods for Islamic religious mentoring in schools.*

**Keywords:** *Methods, mentoring, religious attitudes, high school*

### Abstrak

*Akhlak dalam Islam menduduki kedudukan penting dan mempunyai fungsi vital dalam membimbing kehidupan masyarakat suatu bangsa. Oleh karena itu berbagai upaya dilakukan melalui proses pendidikan untuk mewujudkan manusia berakhlak mulia, diantaranya melalui pembelajaran dengan model pembinaan sikap keagamaan dalam bentuk pendampingan. Penelitian ini bertujuan untuk mengetahui metode yang digunakan dalam kegiatan pendampingan agama Islam dalam mengembangkan sikap keagamaan siswa di SMA. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Sumber data diambil melalui wawancara dengan informan. Sumber data utama (primer) adalah guru pendamping dan siswa yang ikut serta langsung dalam kegiatan pendampingan. Sedangkan data sekunder diambil dari kepala sekolah, guru dan orang tua. Peneliti menggunakan tiga teknik dalam mengumpulkan data yaitu melalui observasi, wawancara dan studi dokumentasi. Data yang terkumpul kemudian diolah dengan cara reduksi, display data, verifikasi data, penarikan kesimpulan dan dianalisis secara kualitatif. Temuan penelitian menemukan lima metode pendampingan agama Islam dalam membina sikap religius siswa di SMA. Kelima metode tersebut adalah; i) metode ceramah, ii) metode diskusi kelompok, iii) metode studi kasus, iv) metode penugasan dan v) metode permainan kelompok. Temuan ini dapat dijadikan referensi bagi sekolah dan guru dalam menentukan metode pendampingan agama Islam di sekolah.*

**Kata kunci:** Metode, pendampingan, sikap keagamaan, SMA

## INTRODUCTION

Education is a guidance process that has a clearly planned basis and goals (Kuntoro, 2019; Tabrani, 2022; Han & Abdrahim, 2023; Roberts et al., 2023). The relationship between the basis as a foundation and the goals as targets to be achieved means that the guidance process can be said to be a series of activities in a system, including the Islamic education system.

Good education is able to develop the nature of students, especially the nature of reason and religion. With this nature, students will be able to develop their rational thinking power (Firdaus, 2015; Damayanti et al., 2021; Jailani et al., 2021; MacKenzie et al., 2023). Meanwhile, through religious nature, pillars of goodness will be embedded in students which will then influence all their life activities (Harun, 2018; Nardawati, 2021).

Religious education also has a big influence on the formation of a Muslim person who is intelligent and has an Islamic perspective in accordance with the Koran and hadith. Looking at the current condition of Muslims, Muslims are the people with the largest numbers, the most fertile land, and the only people who have a straight path and way of life, but in reality they are the people who are the most unstable, who are easily influenced by foreign culture, and do not able to defend themselves from enemy attacks (Triyono & Marhuda, 2020). The erosion of beliefs and thoughts whose substance is far from Islamic law, in turn can damage morals and civilization (Fahri, 2017).

All these concerns must be anticipated by the world of education. Education must be able to position itself as agent of change (Sayuti, 2016). The education process must be able to achieve the goal of developing the potential of students to become human beings who have faith and devotion to God Almighty, have

noble character, be healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Pasaribu, 2017).

The aim of education is not only to pursue advances in science and technology, but also to bring students closer to the Creator. In connection with this, the provision of Islamic Religious Education from elementary school to tertiary level is absolutely necessary, through Islamic Religious Education lessons will create harmonization in the lives of students, both in their capacity as servants of Allah whose duty is to serve Him and as caliphs of Allah on earth whose task is to prosper the universe (Muslimin & Ruswandi, 2022).

Islamic Religious Education has four characteristics, namely: i) in general, Islamic Religious Education is a lesson developed from the basic teachings of the Islamic religion contained in the Koran and Sunnah. ii) the basic principles of Islamic Religious Education are contained in the three basic frameworks of Islamic teachings, namely aqidah, sharia, and morals. iii) Islamic Religious Education subjects do not only lead students to master various Islamic teachings, but the most important thing is how students can practice these teachings in everyday life and iv) the aim of Islamic Religious Education is to form students who believe and are devoted to Allah. Allah SWT (Munir, 2017; Saihu & Aziz, 2020).

Looking at the characteristics of Islamic Religious Education as mentioned above, learning Islamic Religious Education should not just be a transfer of information about Islam (Islamic teachings) from teachers to students, but must be a process of character formation.

In connection with the model for fostering students' religious attitudes in high schools, they are trying to continue to develop their learning models by making Islamic religious mentoring a program for

fostering students' religious attitudes (Wulandari et al., 2022; Wyananda et al., 2022).

Mentoring is coaching that has the power to pierce the heart, stimulate the mind and awaken the soul as well as discussions in the process of which there is active interaction between the mentor and the mentor participant or the participant and the participant towards a quality personality in religion (Alimah & Hakim, 2021; Romansah, 2017).

In mentoring there is also a learning and teaching process, ideally mentoring activities should not only focus on how people give advice but also how people want to listen to advice. In this way, an atmosphere of mutual learning will be created which will provide change for the better. This is where someone who previously didn't know anything comes to understand.

Islamic Mentoring is one of the steps in fostering the Islamic generation, which has a very important role in fostering motivation, expanding, enriching knowledge and insight and providing enlightenment for mentoring participants (Sa'adah & Pamungkas, 2022). At the end of this process, it is hoped that changes and improvements will occur towards self-perfection and the formation of a society, an ideal community, a people capable of providing mercy to all.

One of the main components that determines the success of mentoring activities is choosing the right method that is appropriate to the material presented. In mentoring activities, a mentor must be creative in using methods, so that by using a variety of methods in mentoring activities, students do not experience boredom.

Based on the author's analysis of several previous studies, there have been no studies that specifically discuss issues related to Islamic religious mentoring methods in fostering students' religious attitudes in high schools.

In fact, it is important to carry out this research, because the method aspect of fostering religious attitudes really determines the success or failure of something that is done.

## METHODS

This research uses a qualitative method approach multi-case study (Putri et al., 2021; Wangi et al., 2022; Engkizar et al., 2022; Kamaludin et al., 2023). Data sources were taken through interviews with ten informants. The selection of informants above has been determined based on four categories in selecting informants, namely first; still active in the field being researched, second; have competence related to the problem being researched, third; have time to provide data (interview), fourth; honestly provide information according to the facts that occur in the field (Rahman et al., 2018; Engkizar et al., 2021; Irawan et al., 2021; Arifin et al., 2023). All informants were selected using technique purposive sampling. All interview data obtained was analyzed theoretically using techniques Analysis Interactive The Mills & Hubberman model (Rishan et al., 2018; Sabrina et al., 2022).

## RESULT AND DISCUSSION

Based on the results of the author's interviews with ten informants, the results of the analysis found five themes related to Islamic religious mentoring methods in developing students' religious attitudes in high schools. To make the five themes clearer, you can see them in the image below:

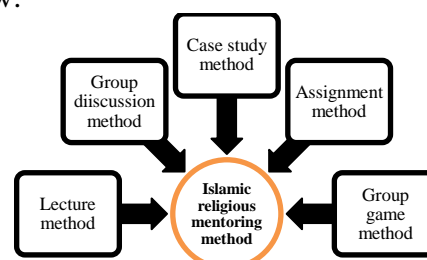


Fig 2. Islamic religious mentoring method in developing students' religious attitudes

Based on the picture above, there are five methods used by mentors in developing students' religious attitudes in high school, these five methods are; i) lecture method, ii) group discussion method, iii) case study method, iv) assignment method and v) group game method.

Next, the author will describe quotes from interviews with informants based on the five themes above. The interview description displayed is a quote from a short statement from the informant when the interview was conducted. Even though the interview quotations were conveyed by informants in slightly different language, they actually have more or less the same aim and meaning..

**The first** theme is the lecture method. According to the informant, one of the methods used in Islamic religious education mentoring activities is the lecture method. In using this lecture method, the mentor must prepare several steps so that the lecture method can run well. These steps are seen as shown in the following image:

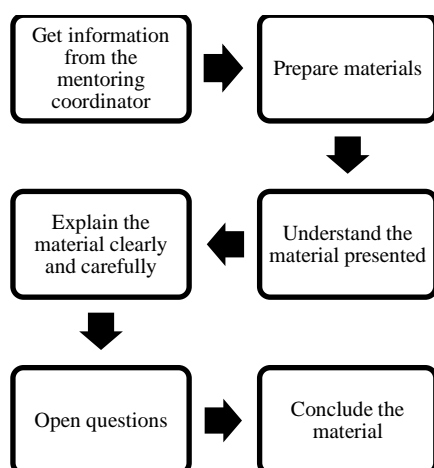


Fig 3. Steps to the Islamic religious mentoring lecture method

The lecture method is one of the methods in mentoring activities, this was stated by the informant in the following interview excerpt:

*In mentoring activities, the lecture method is always used for each material presented, in order to explain the topics of*

*the prepared material (I-1); The lecture method is used to make it easier for students to understand mentoring material (I-2).*

**The second** theme is the group discussion method. According to informants, group discussions are one of the appropriate methods for delivering Islamic religious mentoring material. Group discussions can train students to convey ideas and exchange thoughts related to the material presented. Students not only get material from mentors but also get additional material from their peers. This group discussion method was stated by the informant in the following interview excerpt:

*In terms of delivering Islamic religious mentoring material, you can not only use one lecture method, but the group discussion method is also an interesting method for students (I-3); ...with group discussions, students are more active in participating in mentoring activities (I-4).*

In using the group discussion method, so that it can be carried out well, the mentor must carry out several steps as in the following picture:

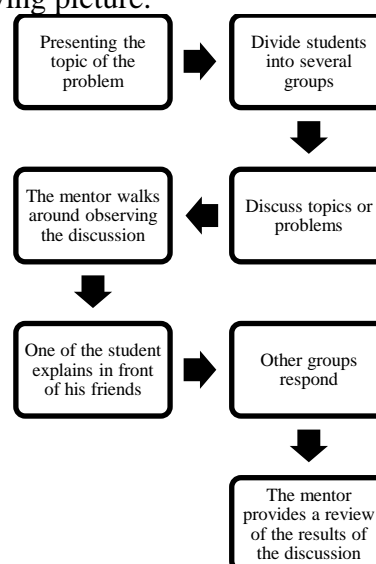


Fig 4. Steps to the Islamic religious mentoring group discussion method

**The third** theme is the case study method. Based on the author's interviews with informants, one of the methods used in delivering Islamic religious mentoring material is the case study method. This case

study method is carried out on certain days, specifically discussing case studies only. So with special time students can focus on the problems given. Students can concentrate well and can learn lessons from events that occur. This case study method was stated by the informant in the following interview excerpt:

*At certain times I also use the case study method in delivering mentoring material, case studies are very interesting for students because they can solve cases of problems that are currently occurring (I-5); ... the mentor's case study method must provide interesting information related to the problems occurring in society on that day (I-6).*

The steps taken using the case study method in delivering Islamic religious mentoring material are as shown in the following picture:

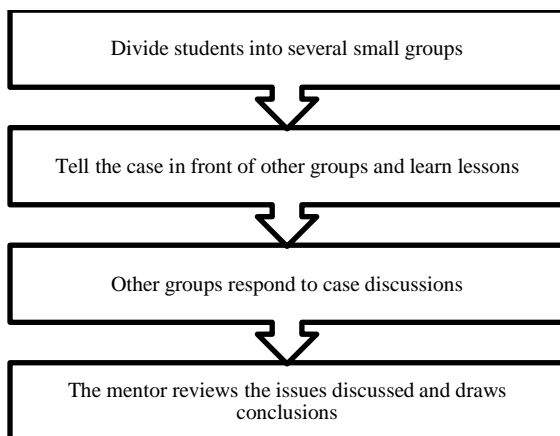


Fig 5. Steps to the case study method in implementing Islamic religious mentoring

**The fourth** theme is the assignment method. Based on the results of interviews with informants, there are several steps in carrying out the assignment method, as

seen in the following picture:

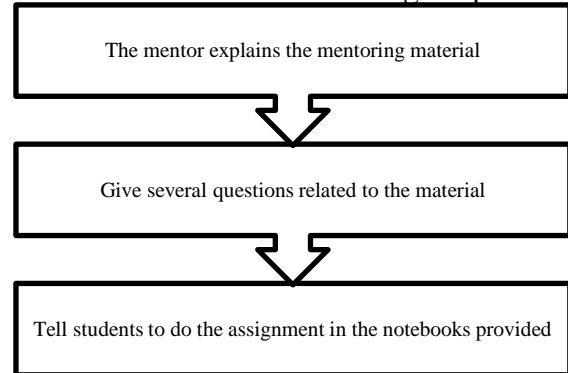


Fig 6. Steps in the Islamic religious mentoring assignment method

Based on the author's interviews with informants, the assignment method is one of the methods in mentoring. This was stated by the informant in the following interview excerpt:

*The assignment method given is in the form of exercises related to the material that has been discussed (I-7); ... in coaching and guiding students, I also give assignments to students to evaluate the mentoring material that has been explained previously (I-8).*

**The fifth** theme is group play methods. In interviews that the author conducted with informants, one of the mentoring methods used by mentors so that students do not get bored with the material presented is that mentors must be able to make variations in delivering the material. One method that mentors can use is the group game method. As stated by the informant in the following interview excerpt:

*With so much material that students have to understand in mentoring, sometimes students start to feel bored if there is no entertainment, so one of the methods I use to overcome this is the group game method (I-9); Group games in mentoring activities are one of the methods that students are interested in. So that students feel active every time they take part in mentoring activities (I-10).*



The group games carried out must be adapted to the material presented, because the games and the material are interrelated. Therefore, you must pay attention to the following steps:

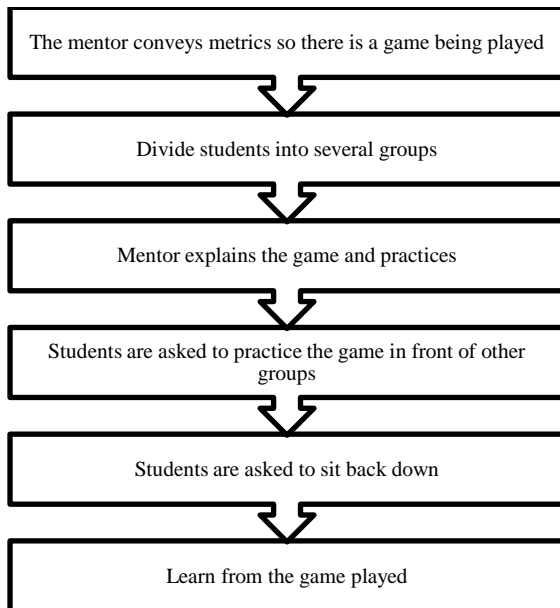


Fig 7. Steps to the group game method in implementing Islamic religious mentoring

Regarding mentoring methods in developing students' religious attitudes in high school, the results of this research clearly found five themes related to mentoring methods that mentors can use in developing students' religious attitudes. To make these five research findings more interesting, the author will discuss them based on theory, expert opinion and the results of previous research which discussed this problem in more or less the same context and issues.

**First** (lecture method), if analyzed, the lecture method is the method most often used by mentors in delivering material. According to several previous studies such as (Helmi, 2016; Helwani, 2020; Hidayat, 2022) concluded that the lecture method is a way of conveying lesson material by oral narrative to students or the general public. The lecture method emphasizes providing learning material by means of oral narrative (Arifuddin & Karim, 2021). Oral speech is

used as the main tool in using the lecture method (Satriani, 2018).

The lecture method is also an activity of providing information with words (Mahmudah, 2016). Language is an important element to consider when using the lecture method because it conveys God's messages to humans, not attitudes. In mentoring material, the message the mentor wants to convey must be completely clear to the student. So that mentoring activities can foster religious attitudes in everyday life.

**Second** (group discussion method). According to several informants, the discussion method is very appropriate in delivering mentoring material. The discussion method has a big influence in increasing student activity (Haq, 2019). When implementing mentoring using the discussion method, students learn to express opinions, ask questions, give opportunities to others, be able to solve problems and record the results of discussions in the group. Not only that, students feel happy using the discussion method and understand the material presented by the mentor and can apply it in practice after the mentoring activity.

**Third** (case study method). Based on the informant's explanation, one of the methods that can be used in Islamic religious mentoring activities is the case study method. This case study method is used in presenting a lesson by utilizing the cases encountered as learning material, then the cases are discussed together to find a solution or solution. The case study method can help mentors convey mentoring material to students (Mustika & Wirdanengsih, 2019). This means that students can easily see or witness directly the case being discussed by their mentor. So that students can understand the meaning of the case and also instill religious attitudes in students.

**Fourth** (assignment method). According to several informants, one way that can be used to convey mentoring

material to students in developing religious attitudes in high schools is through the assignment method. The assignment method is a way of teaching and learning by giving assignments to students (Ahyat, 2017). The goal of mentors in giving assignments to students is to stimulate students to be active in participating in mentoring activities.

**Fifth** (group game method). Several informants explained that in delivering mentoring material, a mentor must be creative in selecting methods. A good method is a method that can make it easier for students to understand mentoring material and make students feel comfortable when participating in mentoring activities (Andrian et al., 2018). One method that mentors can use is by combining playing games with the mentoring guidance process. This method can increase students' motivation and enthusiasm in developing religious attitudes at school.

## CONCLUSION

Based on the research results above, it can be concluded that there are five methods used by mentors in Islamic religious mentoring in developing students' religious attitudes in high school. The five methods are; i) lecture method, ii) group discussion method, iii) case study method, iv) assignment method and v) group game method. The results of this research can be used as a reference for schools and teachers in determining methods for Islamic religious mentoring in schools and as a reference for various aspects of problems in further research.

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