

Mentoring Methods In Teaching Tahfiz: An Overview

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Abstract

The Implementation Of Tahfiz Learning Methods Is Still Weak And Needs To Be Improved And Taken Into Account By The State Maahad Tahfiz Al-Quran (Mtqn). . The Difficulty Of A Person In The Process Of Memorizing The Quran Is Also Necessary To A Systematic Method To Help Them Maintain Memorizing The Quran Is Also Necessary To A Systematic Method To Help Them Maintain Memorization. The Implementation Of Mentoring Methods Has Had A Positive Effect That Needs To Be Practiced In The State Maahad Tahfiz Al-Quran (Mtqn). This Is Because It Can Help The Lecturer To Deepen The Weaknesses Of A Tahfiz Diploma Student Especially In The Subject Of Hifz Al-Quran. Furthermore, It Can Also Guide Them To Reduce The Stress Faced In The Process Of Memorizing The Quran. This Study Is Qualitative In Nature By Taking A Literature Review Approach. Lecturers Also Need To Be More Creative And Proactive In Implementing Mentee Mentoring Programs With Their Students. Learning Sessions Will Also Have More Interesting Effects From The Close Relationship Between Lecturers And Students. This Study Tends To Review Previous Studies Related To The Implementation Of Mentoring In Maahad Tahfiz Al-Quran Negeri In Malaysia

Keywords: Mentoring Methods, Tahfiz Al-Quran; Diploma Of Tahfiz Al-Quran; Teaching And Learning

Introduction

Among The Factors That Influence The Weakness Of Teaching And Learning Methods Of Tahfiz Is Due To Lecturers Still Using Traditional Methods In The Process Of Teaching And Learning Tahfiz (Azmil Hashim, 2010). However The Mentee Mentor Program Has Proven That It Is Very Beneficial To Tahfiz Students To Continue To Excel In Their Studies (Mohd Jamalil, 2016). This Indicates That This Method Of Mentoring Has Basically Been Done But Is Not Structured And Well Highlighted Among Tahfiz Lecturers. This Also Indicates That Tahfiz Lecturers Are Not Given Exposure To Mentoring Methods In The Subject Of Hifz Al-Quran. However, The Mentoring Method Is Very Effective And Greatly Helps The Success Of Tahfiz Diploma Students In Mtnp. Therefore, It Is Very Important That This Study Is Implemented To Ensure The Level Of Understanding Of Mentoring Concept Among Tahfiz Lecturers To Maintain Student Memorization In Mtqn This Mentoring Requires A High Level Of Management In Achieving The Right Goals (Norazmi Et.Al., 2020).

Review Of Past Studies

Mentoring Is As A Process In Which Individuals Are More Experienced In A Particular Field (Rekha & Ganesh, 2012; Azman Et.Al., 2013; Kram, 1985). The Program Focuses On Student Training And Development Especially In Student Psychosocial And Career Areas Such As New Abilities, Positive Attitudes And Current Needs So That

They Can Improve Their Self -Competitiveness, Manage Opportunities And Problems Prudently, And Respond To Various Challenges In The Internal Environment And External Organizational Continuity And Essential Knowledge (Rekha & Ganesh, 2012; Kram, 1985). Every Aspect Requires Efficient Management (Abdul Jalil Et Al., 2021; Mohd Noh Et Al., 2021; Mustafa Et Al., 2021; Roszi Et Al., 2021; Tumisah Et Al., 2021).

Mentoring Programs In The Context Of Educational Institutions, Face -To -Face Communication Is Defined As A Direct Interaction Or Relationship Between The Resource Provider And The Resource Recipient Without Using The Intermediary Of Channels Implemented In The Same Time (Mohd, 2008). While Open Communication Is Defined As Individuals Or Organizations That Practice A Culture Of Communication Where Individuals Can Express Views Or Questions Openly (Murphey Et.Al., 2001).

Similarly, Mentoring Methods Have Been Applied And Cultivated Or Applied In Inculcating Noble Values Among Public And Private Servants (Mohamad Fauzi, 2010; Azman, Nor 'Ain & Ridzwan 2015). The Role Of The Mentor Itself Is Very Important And Needed To Inculcate Positive Values And Behaviors Among Employees Especially Among Young Officers Or Young Staff Who Have Just Entered The Civil Service. With The Implementation Of This Mentoring Method Also Provides Benefits, Certain Benefits And This Includes Being Able To Further Expand Relationships Especially In The Context Of Training And Personal Learning As Well As Being Able To Identify More Experienced Individuals In The Organization (Bradley Et. Al. 2013). While According To (Collings, Swanson & Watkins 2014; Tewari, & Sharma 2014) Have Discussed That The Benefits Or Advantages Are Also Felt To Those Who Follow The Practice Of Mentoring That Is By Acquiring The Value Of Touch Related To Humanities And Psychology. This Can Be Seen Through Harmonious And Prosperous Relationships Among Them Especially In The Workplace, Creating A Conducive Work Environment, Often Prejudiced Against Each Other, Helping Each Other And Being Able To Work As A Strong Team (Rowland 2012; Mohamad Fauzi 2015).

In Conclusion, The Mentoring Method Is A Process For An Experienced Individual To Be Seen As A Highly Regarded Person, Understanding The Role Of Guiding Other Individuals To Become A Knowledgeable And Professional Person. Apart From Playing A Guiding Role In A Job-Related Organization, A Mentor Also Helps His Students And Fellow Lecturers In Listening And Speaking Skills Or Communicating With Full Confidence And Giving Emotional Encouragement To His Mentee. If It Is Managed Well, Various Problems Can Be Avoided (Irma Et Al., 2021; Suzana Et Al., 2021; Rohanida Et Al., 2021; Nazrah Et Al., 2021; Shahrulliza Et Al., 2021).

According To Azman & Ridzuan (2012, 2015) Stated That The Role Of The Mentor Is To Produce A Positive Effect On The Mentee, Especially In Building Self -Confidence To Perform A Responsibility. For Example, Students Who Have High Self -Confidence Will Be Interested In Learning, Share Knowledge And Be Able To Deal With Problems And Constantly Improve Their Performance. All Aspects Require Effective Leadership And Management (Mohd Arafat Et Al., 2021; Sumaiyah Et Al., 2021; Hifzan Et Al., 2021; Shahrul Et Al., 2021; Helme Et Al., 2021). The Mentor Mentee Program Is A Program Through Which Lecturers And Students Will Be Closer And More Friendly.

This Program Has Been Implemented At Mtnp Since 2007. In Each Semester, A Minimum Of Once And A Maximum Of 2 Meetings And It Is Up To The Mentor, And Usually 4 Months Before The Exam. While The Time And Place Of The Meeting Is Not Specified On A Specific Date, But It Is Up To The Mentor To Hold The Meeting Either At The Mentor's House, In The Machad Area Or In A Restaurant. This Indicates That The Mentor Mentee Program Is More Relaxed In Nature To Reduce The Stress Faced By Students During Learning Sessions. The Mtnp Administration Agreed To Supply Rm 100 To Each Mentor In Making This Program A Success. Lecturers Can Also Find Out The Internal Problems Of Each Student Through Sharing Sessions Between Students And Then Help Them Solve The Problem. Sometimes Lecturers At Mtnp Will Make Visits To Students 'Homes (Mohd Jamalil, 2016). Every Organization Values Perfect Management In Ensuring Success (Farah Et Al., 2021; Syahrul Et Al., 2021; Quah Et Al., 2021; Ahmad Syarifuddin Et Al., 2021; Jumiah Et Al., 2021).

Mentoring Benefits

Through Mentoring, There Are Many Benefits And Benefits That Can Be Obtained To Individuals In The Mentoring Process, Namely The Mentor And The Mentored Individual, Namely The Mentee. The Interpersonal Relationship Built Between Mentor And Mentee Can Have A Profound Impact On Students Both On The Family And The Community. Mohd Fauzi (2015) Gives Guidelines Of Benefits To Mentors:

- A) Mentors Can Learn And Strengthen Interpersonal Skills Of Self -Development And Leadership Qualities.
- B) Mentors Can Also Expand The Relationship In The Context Of Training And Learning And Identify Those Who Are Experienced In The Institution.
- C) It Also Helps The Mentee -Focused Learning Process As An Additional Contribution And Service.
- D) Able To Cultivate Practices That Prioritize The Welfare And Importance Of Others.
- E) Establish Relationships Within The Organization.
- F) Nurture And Develop Existing Talents And Pure Values In A Particular Field.
- G) Make A Mentor As A Role Model In Producing Successful Mentees.

The Following Are The Benefits Obtained As A Mentee (Zahanim Ahmad Et.Al. 2018):-

- A) Gain A Solid Foundation In A Field.
- B) Acquire Various Sources Of Knowledge In Accordance With The Passage Of Time And Technological Progress.
- C) Always Strive In Self -Improvement Throughout The Learning Process.
- D) Use The Knowledge Gained As Best As Possible.
- E) Can Share Ideas And Experiences As Well As Knowledgeable In The Field Involved.
- F) Fostering A Humane And Psychological Attitude In Management As Well As Being Able To Establish A Harmonious Relationship Between Mentor And Mentee Such As Being Kind And Helping Each Other In The Pdp Process.

Mentoring Process

There Are Three Main Things That Are Emphasized In The Mentoring Process (Zahanim Ahmad Et.Al. 2018), Namely:-

A) Observe

Mentors Need To Observe The Mentee's Behavior During The Mentoring Process To Ensure That There Are Changes And Improvements That Occur. While The Mentee Needs To Observe The Mentor By Asking Some Questions To Get Valid Answers Or Sources Of Information Throughout The Mentoring Process.

B) Get Involved

Next, Throughout The Mentoring Process Takes Place The Mentee Needs To Perform The Tasks That Have Been Given For A Deeper Understanding. In Addition, Mentees Can Learn Something More Practically At The Same Time. Mentor And Mentee Discussions Need To Be Done Regularly To Achieve Encouraging Results.

C) Do It

The Planned Programs Have Been Given Full Trust To The Mentee To Be Implemented To Assess The Level Of Competencies That Have Been Learned At This Stage. When A Mentee Achieves A Good Result This Indicates A Positive Change Has Occurred To The Mentee During The Mentoring Process.

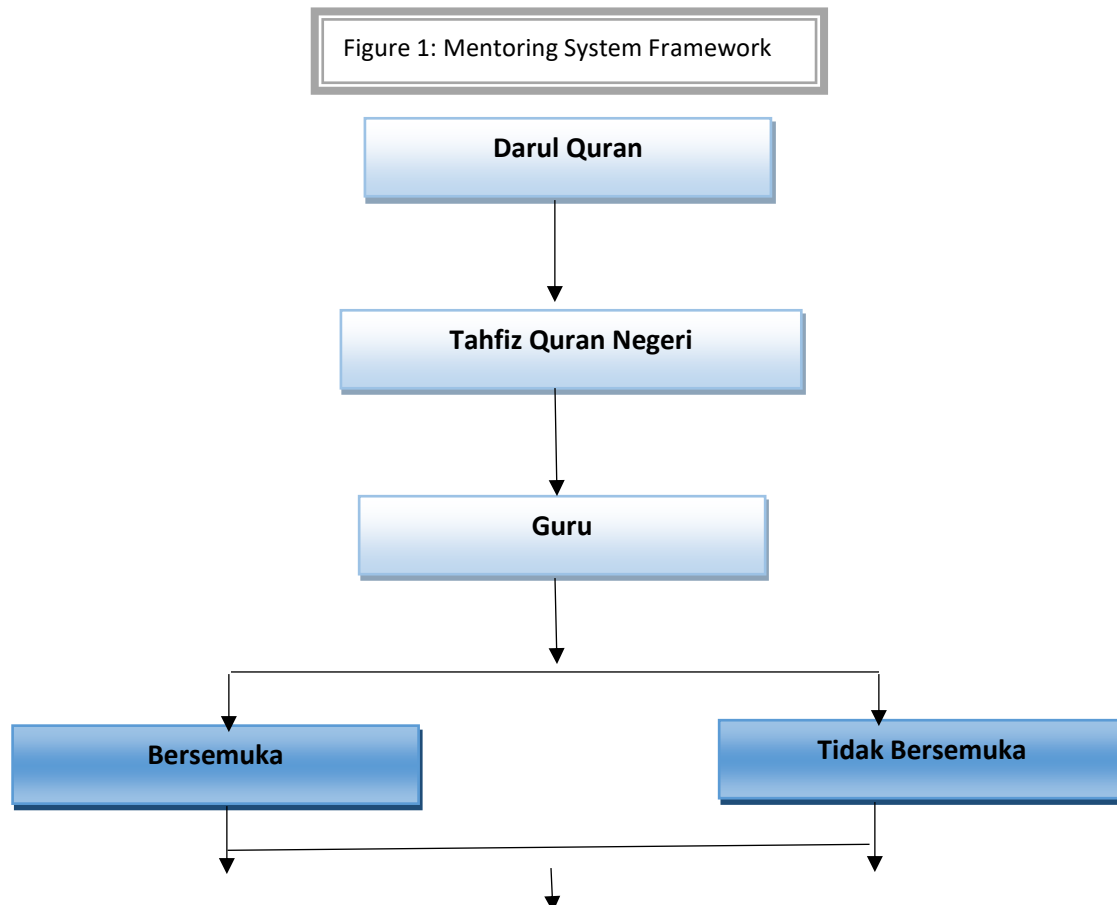
Mentoring Methods

Through Past Studies Many Have Supported The Merits Of Mentoring Programs Among Academics And Industry. In The Context Of Institutions Of Higher Learning, Students Who Follow A Mentoring Program Are Found To Obtain Very Encouraging Academic Performance Compared To Other Students Who Do Not Follow A Mentoring Program (Campbell & Campbell, 1997). In Addition, Mentoring Programs, Are A Mechanism That Support The Paradigm Shift Of Higher Education Institutions From Academically Oriented Learning To Practical (Gregson, 1994; Raelin, 2000; Sambrook, 2001).

This Learning Method Has Improved Communication Practices Between Teachers (Mentors) And Students (Mentees) And These Communication Practices Successfully Transfer Knowledge, Skills And Abilities To Students (Azman Et.Al., 2007). According To Eller (2014), Communication Practices In Mentoring Programs Can Increase Their Self -Skills Confidence And Motivate Mentees To Undertake Self -Development.

According To Bozeman And Feeny (2007) Stated That A Mentor Is Someone Who Has Gone Through The Learning Process And Has Extensive Experience And Knowledge In A Field. Whereas Barton (2001) And Yaw (2007) Stated That This System Helps Mentees Gain Knowledge And Skills In Them. The Counseling Process Will Also Take Place At Once Which Will Positively Benefit The Mentor As Well As The Mentee (Piasecki, 2011).

Figure 1 Shows The General Framework Of The Mentoring System Practiced In The Study Of Tahfiz Educational Institutions.





Pelajar

*Negeri= State

*Guru= Teacher

*Bersemuka= Face To Face

*Tidak Bersemuka=Online

*Pelajar= Students

The Diagram Above Shows That The Mtnp Strategy Should Be Used As A Guide For Building Mtqn Student Development And Mentoring Strategies In Malaysia. Bilateral Mentoring Practices, Namely Face To Face And Non -Face To Face, Must Be Implemented To Achieve Mtqn's Strategy Of Excellence In Malaysia. The Practice Of Communication And Student Engagement Is A Very Important Mechanism To Ensure The Process Of Knowledge Transfer, The Ability To Take Place In A Planned Manner, Skills And Have A Positive Impact On The Attitudes And Behaviors Of Students. The Success Of Something Depends On Good And Efficient Management (Mohd Ali Et Al., 2021; Parimala Et Al., 2021; Siti Jamilah Et Al., 2021; Nor Fauziyana Et Al., 2021; Noel Et Al., 2021).

The Development Of Technology And The Digital Age Makes All Information Easily Available In The Blink Of An Eye. Learning Environments That Use Technology Fully Have Influenced The Style And Manner Of Student Learning Such As The Existence Of Virtual Classrooms, Digital Classrooms And So On (Chan, 2010). The Development Of Advanced Technology Has Also Made Education In Malaysia Change In Line With The 21st Century In Terms Of Teaching, Mentoring, Consulting And Online Communication. This Allows The Teaching And Learning System To Take Place Completely Online. The Best Way Is To Do Efficient Management (Ahmad Shafarin Et Al., 2021; Junaidah Et Al., 2021; Farah Adibah Et Al., 2021; Ahmad Shakani Et Al., 2021; Muhamad Amin Et Al., 2021). This Demonstrates That The Importance Of Something Being Managed Well (Santibuana Et Al., 2021; Nor Diana Et Al., 2021; Zarina Et Al., 2021; Khairul Et Al., 2021; Rohani Et Al., 2021; Badaruddin Et Al., 2021, Abdul Rasid Et Al., 2021)

Based On Previous Studies, The Discussion Related To Mentoring Is More Detailed About The Characteristics Of The Mentoring Program Such As The Conceptual Discussion Related To The Definition, Type, Purpose And Importance Of The Mentoring Program. Second, Through Previous Studies It Is More Focused On A Simple Survey Method To Explain The Differences Of Respondents Related To Mentoring Programs. Furthermore, Past Studies Have Also Extensively Conducted Simple Correlation Methods To Determine The Strength Of The Relationship Between Mentoring Programs And Mentee Success. Therefore, The Above Research Approach Is Not Strong Enough To Produce Information To Be Used As A Guide In Mentoring Programs And Also To Formulate A Strategic Plan To Improve The Effectiveness Of Mentoring Programs, Especially For The Education System. Therefore, It Encourages Researchers To Explore More Widely And In Depth Related To The Mentoring System Among Tahfiz Teachers, Especially Mtqn In Malaysia.

The Role Of Mentoring

I. As A Coach

According To (Higgins, & Kram 2001) The Role Of The Mentor As A Coach Can Improve The Learning Process And Individual Self -Development, Especially In Terms Of Achievement And Performance. Coaches Are

Individuals Who Conduct Coaching Sessions Either Individually Or In Groups. Usually The Coach Will Help The Mentee To Achieve An Objective Or Goal Of The Work By Using Certain Methods In Terms Of Observation, Constructive Questions And Also Challenges According To The Ability Of The Mentee. Thus, Being A Coach Does Not Mean Being Proficient In A Particular Field But Being Able To Help Achieve Goals Based On Knowledge, Experience, Skills And Positive Thinking.

In Addition, The Coach Has An Important Role In Determining The Success Of The Mentee And Among Those Roles Is To Cultivate Accountability In The Coach. Accountability Is The Responsibility Of Asking Questions To The Mentee In Order To Facilitate The Mentee To Take Further Action To Achieve The Goal (Higgins, & Kram 2001: 2008). For Example, Some Students Are Unable To Complete The Assigned Tasks. As A Coach, You Also Need To Give Constructive Reprimands To Prevent Students From Giving Unreasonable Excuses. The Next Role Is To Build Self -Confidence That Is As A Coach Can Give Encouragement, Praise, Appreciation And Accept The Views Of Mentees. Self -Confidence Will Also Prepare Mentees To Face A Wider Range Of Challenges To Ensure Their Services Are Not Compromised.

Similarly, A Coach Needs To Accept Challenges And Work Beyond Reach. This Means That Most Individuals Or Students Are Usually In A Comfort Zone And Like To Do Work Or Tasks As Usual And The Result Does Not Bring Any Challenges Or Stress. As A Coach, You Need To Give A Little Pressure And Challenge So That The Returns And Results Are Quality And Excellent.

ii. Generating Ideas

Generating Ideas Is The Best Way To Solve Problems And At The Same Time Be Able To Make Good Decisions. As A Coach Can Encourage Mentees To Provide A Variety Of Ideas Or Opinions And Together Think Of The Best Way To Address Issues Related To The Scope Of The Task.

Similarly, The Generation Of These Ideas Does Not Usually Exist On Its Own. This Requires One's Own Effort Whether Naturally Shaped Or Planned. For Example A Coach Is Able To Guide Individuals So That They Are Able To Produce Thinking Logically, Analytically And Critically.

iii. Referral Specialist

According To (Higgins, & Kram 2001) The Meaning Of A Referral Expert Is An Individual Who Has The Knowledge And Experience To Organize. A Referral Expert Has Their Own Advantages And They Are Able To Build Internal Power Beyond The Physical Aspect In Order To Be Able To Guide, Instruct And Control Members In Whatever Form Of Action Is Taken. Whereas According To (Higgins, & Kram 2001; Kram, & Higgins 2008; James H. & Zhongming 2017) Consultants Are Efficient In Organizing, Managing And Administering Organizations. Similarly, Individuals Who Act As Reference Experts Also Have The Ability To Think Logically Where They Think Based On Reasonable Reasons As Well As Tangible Evidence. It Is Important That The Act Of Thinking Is Appropriate And Without Being Influenced By Feelings Of Jealousy, Resentment And Vice Versa.

Discussion

This Learning Method Enhances The Communication Practice Between The Tahfiz Lecturer (Mentor) And The Student (Mentee) And This Communication Practice Successfully Transfers Knowledge, Skills And Abilities To The Students (Azman Et. Al. 2007). According To Eller (2014), Communication Practices In Mentoring Programs Can Increase Their Self -Confidence And Motivate Mentees To Perform Self -Excellence. Whereas Shen & Kram (2011) Stated That Mentors Provide Education To Mentees That Are Aimed At Specific Issues And Only Require A Short Period Of Time That Is Able To Contribute To The Increased Success Of The Mentee. However, Various Processes Need To Be Followed To Ensure The Success Of Mentoring Methods In Learning. Therefore, This

Method Of Mentoring Will Have A Positive Effect On The Excellence Of A Student And It Should Be Practiced In Various Educational Institutions To Produce An Excellent Generation In The Future.

Conclusion

Therefore, This Mentor -Mentee System Should Be Carried Out Every Year So That The Relationship Between Students And Lecturers Becomes Closer. With This, The Lecturer Will Always Be Aware Of The Weaknesses Of Each Student Who Is Guided In Turn Can Help The Students To Reduce The Stress Faced. Lecturers Need To Be More Creative And Proactive In Implementing This Mentee Mentor Program Together With Their Respective Mentees. Learning Sessions Will Also Be More Enjoyable As A Result Of The Close Relationship Between Lecturers And Students.

Based On Previous Studies, Mentoring-Related Discussions Are More Detailed On The Characteristics Of Mentoring Programs Such As Conceptual Discussions Related To The Definition, Types, Purposes And Importance Of Mentoring Programs. Second, Through Previous Studies More Focused On Moderate Survey Methods To Explain The Differences Of Respondents Related To Mentoring Programs. Furthermore, Previous Studies Have Also Extensively Performed A Moderate Correlation Method To Determine The Strength Of The Relationship Between Mentor Programs And Mentee Success. Therefore, The Above Research Approach Is Not Strong Enough To Produce Information To Be Used As A Guide In Mentoring Programs To Formulate Strategic Plans To Improve The Effectiveness Of Mentoring Programs, Especially For The Education System. Therefore, It Encourages Researchers To Explore More Widely And In Depth Related To The Mentoring System Among Tahfiz Lecturers, Especially Mtqn In Malaysia.

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