
Mentoring at Maahad Tahfiz Al-Quran Negeri (Mtqn) In Pahang, Malaysia

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Abstract

The implementation of tahfiz learning methods still has shortcomings and weaknesses as well as areas that need to be improved and given attention. In addition, the difficulty for a person to memorize the Qur'an also requires an effective and systematic memorization method to help them memorize and keep it from forgetting. The practice of mentoring method has had a positive effect when carried out at the state tahfiz maahad. This is because it can help the lecturer to deepen the weaknesses of each student who is guided in turn can help the students to reduce the stress they face. Lecturers also 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 the lecturer and the students. This study was conducted to review previous studies related to the implementation of mentoring in maahad tahfiz Quran states in Malaysia.

Introduction

Among the factors that have been identified as the cause of weaknesses in the teaching and learning methods of tahfiz is that teachers are found to still maintain traditional methods in the process of teaching and learning tahfiz (Aznil Hashim, 2010). In addition, the capacity of Darul Quran and MTQN teaching staff can be generated by providing guidance and exposure through programs, coaching, mentoring and attachment in educational institutions related to the identified fields (Aminah et al., 2021; Azlisham et al., 2021; Saadiyah et al., 2021; Firkhan et al., 2021; Ishak et al., 2021). This shows that this mentoring method has basically been done but it is not well structured and highlighted among tahfiz teachers. This also shows that tahfiz teachers are not given exposure to mentoring methods in teaching Hifz al-Quran. However, the mentoring method is very effective and greatly helps the success of tahfiz diploma students in MTNP. Therefore, it is important that this study is implemented to ensure the level of understanding of the concept of mentoring among tahfiz teachers to maintain student memorization in MTQN. This mentoring requires a high level of management and leadership in achieving precise goals (Norazmi et al., 2020).

Literature Review

The scenario that is happening today shows that, Muslims have realized the importance and advantages of memorizing the Qur'an which has prompted parents to send their children to religious schools that provide tahfiz al-Qur'an studies in addition to religious subjects and academically comparable to the educational progress of the country now. Indeed, the title of a hāfiz or hāfizah al-Qur'an is very high in rank and dignity in the sight of Allah SWT and is considered noble in the eyes of human beings. Maahad Tahfiz Negeri Pahang (MTNP) is a Private Educational Institution wholly owned by Yayasan Pahang. Tahfiz Pahang Sdn. Bhd. It is a wholly owned subsidiary of Yayasan Pahang which is responsible for administering and managing MTNP completely. The institution operates on a fully equipped campus on an area of 3 acres, adjacent to the Pahang Foundation Complex (MTNP 2012).

MTNP was established in 1996 initially under the supervision of the Pahang Islamic Religious Department. The premise initially used four terrace houses rented on Jalan Bukit Ubi, Kuantan. Beginning June 1, 2006, Yayasan Pahang has fully taken over MTNP which then operates on its current new campus. MTNP is one of the most outstanding MTQN in Malaysia. This is evidenced in 2016 until 2019 MTNP always received the award of the most outstanding state Maahad Tahfiz al-Quran in Malaysia at the Tahfiz al-Quran Diploma Convocation

Ceremony which took place at Darul Quran, JAKIM (MTNP, 2019). Among the MTNP factors used as the main reference is because most MTNP graduates are on average successful by obtaining the rank of Jayyid Jiddan and Mumtaz only. This encourages researchers to make MTNP as a model that can be used as a guide in producing excellent Diploma Tahfiz MTQN students in Malaysia.

The history of the development of mentoring, the term mentoring first became known from the epic story *The Odyssey* written by Homer in the ancient Greek Age. This article tells the story of Odysseus who was involved in the Trojans and advised his experienced loyal friend, Mentor, to educate and nurture his son, Telemachus (mentee/protégé) so that his son could face the challenging world of adult life. Since then, the term mentoring began to focus on the field of education (Norazmi et al., 2020) particularly in the field of counseling. In the passage of time, management scholars seek to make a general assessment of the practice of mentoring so that it can be applied in various types of organizations

Mentoring is an effective strategy for all areas, this is because it is one of the skills, expertise and leadership development programs. Mentoring programs also guide individuals in dealing with psychosocial problems (Norazmi et al., 2019; Fauziyana et al., 2020; Norazmi, 2020; Zaid et al., 2020; Zaid et al., 2021). From the results of previous studies shows that this mentoring program has been used by all fields in helping the development of individuals. After an in -depth study of the latest literature review on mentoring programs found that an effective mentoring program has two very important elements namely face -to -face communication and open communication.

Mentoring is as a process in which individuals are more experienced in a particular field (Rekha & Ganesh, 2012). 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).

Mentoring programs in the context of educational institutions, face -to -face communication is defined as a direct interaction or relationship between the resource giver and the resource recipient without using the intermediary of channels implemented in the same time (Norazmi, 2020). While open communication is defined as individuals or organizations that practice a culture of communication where individuals can express views or questions openly (Mohd Norazmi et al., 2021; Rosnee et al., 2021; Roszi et al., 2021; Nik Nurhalida et al., 2021; Een et al., 2021; Yusaini et al., 2021).

Similarly, mentoring methods have been applied and cultivated or applied in inculcating noble values among public and private servants. 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 (Razzaq et al., 2017). This benefit or advantage is also felt to those who follow the practice of mentoring by acquiring the value of touch related to humanities and psychology. This can be seen through harmonious and prosperous relationships with each other 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.

Therefore, through this method of mentoring is a process for experienced individuals to be seen as highly regarded people, understanding the role of guiding other individuals to become knowledgeable and professional. 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 as well as giving emotional encouragement to his mentees. 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.

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 effect 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 interests 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 advances.
- 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 mentors and mentees such as being kind and helping each other in the PdP process.

There are three main things that are emphasized in the mentoring process, 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.

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. In addition, the mentoring program is a mechanism that supports the paradigm shift of higher education institutions from academic -oriented learning to practical.

Discussion

This learning method has improved the 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.

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 way of student learning such as the existence of virtual classrooms, digital classrooms and so on (Norazmi, 2020). The development of advanced technology has also made education in Malaysia change in line with the 21st century in terms of teaching, guidance, consulting and online communication. This allows the teaching and learning system to take place completely online.

Conclusion

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.

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