# Development of Coaching Methods Through Instilling Islamic Values in Students at Tambakreja 07 Public Elementary School, South Cilacap District, Cilacap Regency

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## ARTICLE INFO

## ABSTRACT

This study aims to (1) describe the initial conditions of the behavior process of students at SD Negeri Tambakreja 07 Cilacap Selatan; (2) to develop a coaching method based on Islamic values at SD Negeri Tambakreja 07 Cilacap Selatan; (3) to know the teacher's response to the implementation of the coaching method at SD Negeri Tambakreja 07 Cilacap Selatan; (4) to know students' responses to the implementation of coaching at SD Negeri Tambakreja 07 Cilacap Selatan. The type of research used in this study is the Research and Development (R&D) model of the Borg & Gall development. The product developed in this study is a coaching method by instilling Islamic values. After being developed, learning tools are tested for their effectiveness in improving character education. This research took place at SD Negeri Tambakreja 07, Cilacap Selatan District. The results showed that the coaching model development model for instilling Islamic values was in good category in the main field trials. After revising the model when the learning tools were applied, the results were in very good category in operational field trials. In addition, Islamic values are also included in the very good category in the experimental class. The coaching process encourages students to have Islamic values that are very relevant to current conditions. The development of a coaching model for inculcating Islamic values is suitable for application in SD Negeri Tambakreja 07.

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## 1. INTRODUCTION

Cultivating character is an important part of the educational process. Character education is very important for the younger generation, because the younger generation will be the benchmark for the success of nation building. Youth as the successor of the nation is expected to set a good example in attitude and behavior. The younger generation must not only be intellectually smart, but also must be smart and morally intelligent. The cultivation of character becomes one of the challenges in education.

An important aspect of the educational process is building the character of students. Efforts that can be made to build character are through fostering, maintaining, and developing children's character which will become provisions in the future. This effort is in line with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Article 1 Paragraph 1 which states that: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have strengths and spiritual religion, self-control, personality, intelligence, noble character, and the skills needed by himself, society, nation and state.

Hidayatullah (2010: 16), explains that character education is personality in terms of ethical or moral starting points, such as the nature of honesty, trustworthiness, exemplary, or other traits that must be attached to educators. The independent curriculum was developed with a flexible curriculum framework while focusing on essential material and developing students' character and competencies. Character education is one of the priorities in learning. Good quality education will produce the next generation who can be relied upon in advancing the welfare of the nation. Education is a coaching process carried out by educators to students. Qualified education is education that produces generations who have good character.

Andriani (2021: 9) explains that the formulation of Law No. 20 article 339 indicates that the aim of Indonesian education is to direct its citizens towards a religious life. So as a form of realization is the integration of Islamic and general values in learning. The diversity of integrated models, methods and approaches with Islamic values as a normative framework can be used as a new perspective for educators in carrying out the learning process.

Educators do not only have the ability to teach in a narrow sense (only transfer knowledge or knowledge to students), but they also have the ability to educate in a broad sense. Educators are also responsible for providing protection to students who experience various kinds of problems among fellow students at school, including bullying. Some of the teacher's duties and responsibilities cannot be replaced by robots. Teachers have the duty and responsibility to teach, educate, train students to become qualified individuals, both intellectually and morally in accordance with Law No. 23 of 2002 concerning Child Protection article 59.

The era of globalization facilitates the flow of information and technology, but on the other hand, it raises new problems that are often found in individuals in a society. The emergence of juvenile delinquency, student brawls, drugs, sexual perversion, bullying, violence and various forms of deviant mental illness, such as stress, depression and anxiety, are undeniable evidence of the negative impact of the progress of modern civilization. The decline in the quality of character is commonly found in the school environment.

The results of the researchers' observations and interviews with several fellow teachers at SD Negeri Tambakreja 07 show that there are still many cases that show a lack of Islamic values in students at school. Increased physical and verbal violence occurs in schools committed by students. Students also act dishonestly. In addition, some students also do body shamming. Students sometimes speak dirty or impolite. This can trigger a commotion between students. Some students are easily ignited by emotions that are resulted from being mocked each other. Some teachers also explained that the lower the respect students have for parents and teachers. When the students are advised, some of them respond in a high tone. Some of these events show the lack of students' Islamic values.

Several teachers at SD Negeri Tambakreja 07 had difficulties in overcoming several problems related to strengthening students' Islamic values. The teacher has repeatedly conducted coaching and given advice to students but these incidents still happen. When firm action is given to students, some of them experience fear, even experience fear of going to school. Some teachers found it difficulf to handle the students who have a lack of attitude at this school. There is also lack of cultivation of Islamic values in learning.

Emotional closeness between educators and students is needed to build positive relationships so the students become comfortable and open. The students can express what they think and are open to getting feedback from the teacher. The method used to build emotional closeness requires an appropriate method. The Coaching method is a method that involves educators and students collaborating to understand each other. The Coaching method can be used to develop students' positive culture. This study aims to (1) describe the initial conditions of the behavior process of students at SD Negeri Tambakreja 07 Cilacap Selatan; (2) to develop a coaching method based on Islamic values at SD Negeri Tambakreja 07 Cilacap Selatan; (3) to know the teacher's response to the implementation of the coaching method at SD Negeri Tambakreja 07 Cilacap Selatan; (4) to know students' responses to the implementation of coaching at SD Negeri Tambakreja 07 Cilacap Selatan.

## 2.   RESEARCH METHODS

The type of research used in this research is research and development or Research and Development (R&D). According to Sugiono (2018: 407): "Research and Development (R&D) aims to produce a product and test product effectiveness. The product developed in this study is a coaching method by instilling Islamic values. After being developed, learning tools are tested for their effectiveness in improving character education.

This research took place at SD Negeri Tambakreja 07, Cilacap Selatan District. The research used is the Borg & Gall (1983: 772) development model which states that research and development procedures basically consist of two main objectives, namely 1) product development and 2) the effectiveness of products testing in achieving goals. The development procedure in this study refers to Borg and Gall (1983: 775) which consists of 10 steps. The research subjects used in this study are students of SD Negeri Tambakreja 07 Cilacap Selatan

Data collection instruments used in this study are questionnaires, observation and documentation. Data analysis techniques obtained will be analyzed statistically qualitatively and quantitatively. Qualitative data in this study are in the form of data from need analysis (questionnaire and observation) as well as product validation results from experts in the form of comments and suggestions. Quantitative data in this study were in the form of product validation data, teacher and student responses, and student questionnaires.

## 3.   RESULT AND DISCUSSION

The validation results of the Coaching tool by material expert lecturers as many as 2 (two) validators are presented in graphical form in Figure 1 below:
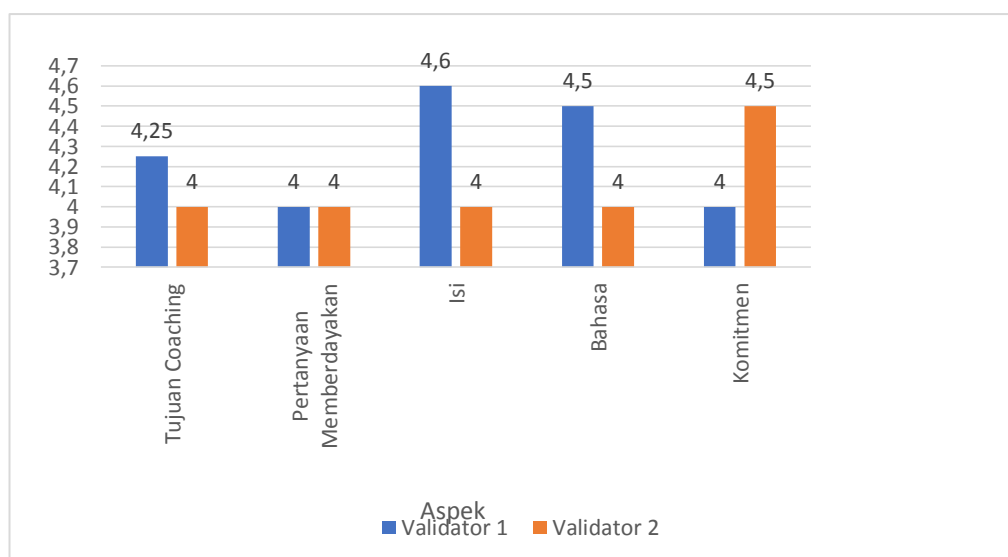


Figure 1 Graph of Expert Lecturer Validation Results

It can be seen from Figure 1 that the results of the material expert validation have the highest average score on the content, and for other aspects it is in the "very good" category and "two aspects for coaching purposes and in the empowering question category are in the "good" category. The results of this data show that the design of Coaching by instilling Islamic values has met the eligibility and validity criteria.

As for Islamic values, it is obtained from the results of the questionnaire after the coaching session is over. The questionnaire uses multiple choice questions with a total of 10 questions. The results of the questionnaire values for the classes are shown in Figure 2 below:
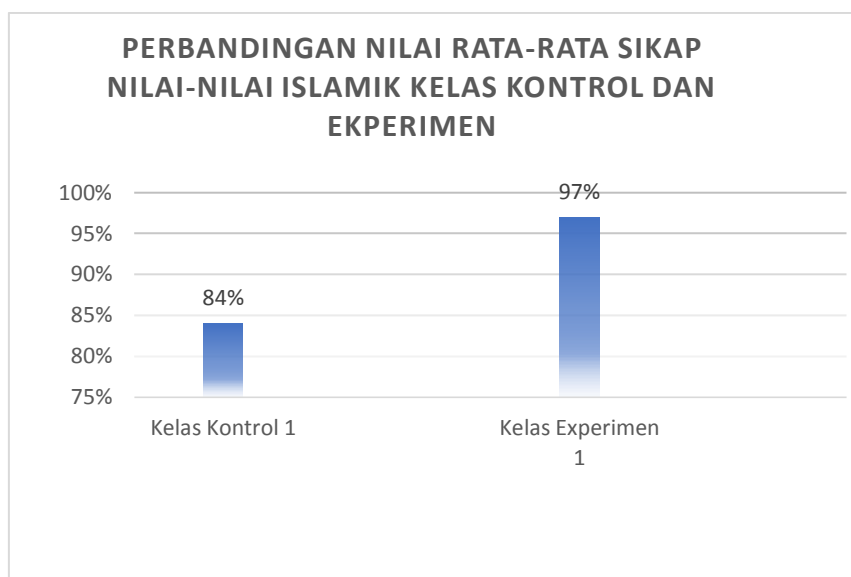
Figure 2. Histogram Comparison of the Average Islamic Values of the Control and Experiment Classes

Data on differences in Islamic values in the control class and the experimental class were obtained from data analysis using hypothesis testing. The data used is the percentage value of the attitude value for both the control and experimental classes. This test was carried out to determine differences in the Islamic values of students who were subjected to treatment (experimental class) in the form of applying the Coaching model to inculcating Islamic values with students in the control class.

The data analysis used is the Multivariate test (Manova). Before the Manova test is carried out, a prerequisite test is carried out in the form of a Normality Test and a Homogeneity Test. It should be beard in mind that the Multivariate test requirements can be carried out if the data being analyzed is data that is normally distributed and has a homogeneous variant.

Table 1. One Way ANOVA Test for Control Class and Experiment Class

**ANOVA**

| Hasil | | | | | |
|---|---|---|---|---|---|
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 290.314 | 1 | 290.314 | 16.315 | .000 |
| Within Groups | 1049.882 | 59 | 17.795 | | |
| Total | 1340.197 | 60 | | | |

Based on the Anova output in table 1 above, it is known that the sig. 0.000 <0.05, so it can be concluded that the average Islamic values in the control class and the experimental class are significantly different. So that the application of the coaching model in planting Islamic values can improve the attitude of Islamic values in the classroom.

### 4. CONCLUSIONS

Based on the results of the research and discussion, it can be concluded that (1) during the initial observation of the conditions, there were several incidents of bullying, impolite speech, students bullying their friends, body shaming. The confidence and sincerity in learning of some students had not been well developed. (2) Assessment of the feasibility of the coaching model for instilling Islamic values is appropriate for development because according to expert judgment it is in the category of "Very Good" and according to class teacher assessments it is in the category of "Very Good"; (3) The teacher's response to each aspect shows the "good" category . These results indicate that the coaching model developed by researchers can be well received by teachers. (4) Student responses for each aspect show the "very good" category. These results indicate that the

coaching model developed by researchers can be well received by students. (5) the application of the coaching model of inculcating Islamic values can improve the attitude of Islamic values in the classroom.

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