

Improving Student's Social solidarity Value Awareness through Learning Community-Based Mentoring



Laili Mufatakhah, Triana Rejekiningsih, Triyanto

ABSTRACT--- *This research was attempted to analyze the concept of the integrated Islamic school in improving student's social solidarity value awareness through student's learning community-based mentoring (called as Islamic Character Building or BinaPribadi Islam/BPI) conducted in Nur Hidayah Integrated Islamic Junior High School (SMPIT Nur Hidayah). This research applied qualitative research design by doing a case study on seventh, eighth, and ninth grade students. Based on the result of the analysis, it is found that the type of mentoring activity held by SMPIT NurHidayah is the type of mentoring using the coeval group approach guided by teachers. The applying of learning community of BPIuses seven continuous cycles; namely: inquiry, action research, data analysis, planning, action, reflection and evaluation. The improvement of students' solidarity value awareness in SMPIT Nur Hidayah of Surakarta is conducted through several BPI agendas; such as: observing environment (the activity to contemplate God's creations and its phenomenon), camping, rihlah/trip which is aimed to raise the character of understanding and caring among the students. Those activities are strengthened by raising the values of togetherness and not discriminating others (for example by making a futsal team randomly), raising the sense of belonging (for example by visiting friends who get sick), and helping friends who have problem in both academic and non-academic case.*

Index Terms: *Solidarity, Students, Mentoring, Learning Community, Islamic Character Building (Bina Pribadi Islam)*

I. INTRODUCTION

The role of education as a reinforcer of a very fundamental and significant attitude of solidarity as well as the ultimate solution is greatly needed in dealing with current advancements in the field of science and technology. This is in line with Bill Joy's opinion [1], that one of the key important solutions needed to meet the challenges of science and technology is how to fully and correctly understand solidarity. According to The American Heritage Dictionary of the English Language that the principle of solidarity is defined as the unity of interests, goals, or sympathies between group members [2]. The same thing emphasized by Gidding (1855-1931) that psychological interpretation of

social solidarity is an idea of individual's consciousness about avirtue or goodness [3]. Consciousness in the perspectives of individuals' consciousness in recognizing individuals or other human beings, being conscious also enables the establishment of mutual social interaction; this will consequently reduce each person's individualistic attitude. The nature (individual moral values) and students' attitudes need to be developed maximally, thus each student independently will grow that consciousness within themselves [4]. School as an institution where almost every individual has attended school education, the school is expected to be able to transmit individual's consciousness about each student's values of social solidarity. Education is a conscious effort that has been planned to develop intelligence, in addition to students' social personality (Law RI No.20 of 2003 article 1 paragraph 1). This is in line with Chaplin's statement [5] that "learning is the acquisition of changes in attitudes that are relatively permanent or permanent as a result of training and experience". Consciousness internalized students in themselves contributes significantly to identifying values manifested within oneself and others [6]. Therefore character education is a fundamental human interest in developing the moral and values of the young generation [7]. In line with Costley's opinion, et al [8] that character education has become a fundamental need in this era. Given the academic learning process also participates in building children's success. It should be noted that children who easily empathize with others make them grow in noble character. Integrated Islamic School Nur Hidayah Surakarta is a private Islamic school that emphasizes character education in an integrated concept [9]. An integrated Islamic education institution was pioneered in Indonesia as an alternative challenge to the development of times such as juvenile delinquency, student brawls, the use of illegal drugs through forming modern religious-based educational institutions as a basis for moral inculcation that did not result in negative developments in the times [10]. At least there are currently 10,000 integrated Islamic schools incorporated in the Integrated Islamic School Network (JSIT) which are spread throughout the territory of Indonesia. The implementation of character education can be carried out on a number of programs, including Islamic mentoring activities which aim to shape students' social attitudes, one of which is, being aware of the value of solidarity. According to Rusmiyanti, et al [11] Islamic mentoring is an activity of fostering youth students that takes place periodically with an

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interesting peer approach, effective as the formation of character and students with Islamic personality.

II. REVIEW OF RELATED LITERATURE

A. Relevant Studies

Boucher [12] examined the role of teachers in fostering solidarity between white teachers who teach black students from Africa in 2016. The results revealed that teachers created multicultural and multi-racial classrooms and sought to build interactions and relationships of solidarity with their students by explaining the history of their white skin. The difference between this research and the previous one is the focus of the research that was raised. The author reviews the strategy of inculcating values of solidarity through mentoring the learning community BPI (Islamic Personal Development) at the IT Nur Hidayah Junior High School of Surakarta.

Méndez, et al. [13], critically analyzed students' strengths in establishing their fellow solidarity in the EFL class (English class) lesson learned from Bogotá, Colombia in 2012. The results of this study revealed that the form of student solidarity strength was established in the English language class (EFL). The strength of solidarity was established as a manifestation of the attitude of students to protect helpless friends who were bullied by other friends. This solidarity arises from the desire of a group of students who are weak to defend themselves against those who do violence. The differentiating element of this research from the others lies in the mentoring of the learning community able to instill the values of solidarity in themselves, the students of Nur Hidayah Middle School IT Surakarta.

Quan-Mc Gimpsey, et al. [14] Examined the Concepts and Strategies of Early Education Teachers to Manage Children 'Closeness and care in the Class in 2015 [21]. The results of this study revealed that the closeness of teachers to children's groups was analyzed by revealing the solidarity domain consisting of three dimensions namely emotional solidarity, consensual solidarity, and functional solidarity, where emotional solidarity shows the most dominant level. This research shows that the importance of the teacher builds a relationship of emotional solidarity between students in the class. The teacher intentionally utilizes interaction with his students to instill emotional solidarity with each of his students. Thus, there are good emotional solidarity among the students. The difference between this research and other related researches conducted by those aforementioned authors lays on the developed relationship of solidarity with their fellow students through mentoring activities held by BPI learning community (*Bina Pribadi Islam*).

Thomas Torbjornsson and Lena Molin [15], about exploring solidarity attitudes among high school students in Sweden in 2015, involved twenty-two third-year students. The results of the research show that students do not recognize solidarity because the concept and case history of solidarity have never been raised in the class. Literally, students do not know that solidarity has important relationships to face future challenges that require shared values. The difference between this research and the research conducted by the author lies in the subject of

research and the focus of the research. The author examines junior high school students and examines the mentoring strategies of the learning community in forming solidarity among students. Zhang and Chen [16] analyzed ethnic solidarity education in China in 2014. The result of this research is that the practice of solidarity education in China bears a resemblance to western multicultural education, however, it remains to have a unique characteristic of authentic Chinese education. The difference between this research and the research conducted by the author lies in the focus of the research, namely the author raised the issue of the character in the form of solidarity values for the students. Junior Highschool IT of Nur Hidayah Surakarta through mentoring

the BPI learning community.

B. Mentoring

Mentoring is a significant sustaining education media. Which means that guidance aims to effectively affect the "self-propelling force" of an individual [17]. Mentoring has long been regarded as a retention strategy used for undergraduate students and it has been proven through research that learning assistance efforts have a positive impact on various student developments and academic results. Mentoring in education is divided into five types, namely: "(1) peer mentoring among middle scholars, high scholars, and college students; (2) cooperating teachers mentoring student teachers; (3) experts are mentoring the novice or early career teachers; (4) career mentoring of doctoral students by faculty; and (5) mentoring of tenure track faculty by senior faculty" (Austin, James R, 2018 page 6). The teacher is a mentor who is considered affective in providing mentoring for students. Teachers also articulated the qualities of effective mentors: invested, flexible, and responsive [19]. Crisp et al [20] identified four main focus of monitoring, namely: (1) mentoring has a relationship that focuses on student growth and development which can be formed in various ways; (2) monitoring provides experiences that include broad support for professional support, students' careers and emotional support; (3) monitoring has a personal and reciprocal relationship; and (4) a mentor who has knowledge and a lot of experience can relatively have a good influence on their students.

C. Learning Communities

As For schools that wish to transform their environment as learning communities, it is necessary to refer to five indicators that should be fulfilled. The five indicators are (1) Raising awareness; (2) decision making; (3) the dream; (4) selection of priorities; and (5) Planning [21]. Schools as educational institutions must be able to increase awareness for all school stakeholders to identify the strengths and weaknesses of education in schools. Internalizing these two forces in establishing a better educational process in the future. Another important thing is determining the method of education chosen and the training that must be done by the school for school teachers and staffs. The next phase is making decisions about planning and implementing

community learning. With this decision making it is expected that community learning planning is an educational step that is jointly agreed upon by all educators and education staff. The decision making process is an induction to make a democratic decision. All members of the learning community (students, teaching staff, and management team) determine the target of educational achievement to be carried out during learning. This target is what one hope or dreams they want for school in the future. When a decision has been made, a priority choice of action is made to make it more relevant and effective with the targets and expectations that have been determined. Finally, a plan is made oriented as a guideline and direction in implementing the learning community. This is important so that community learning runs well and efficiently. Learning communities are projects that aim to foster students' social attitudes and are transformational education that combines science, projects to improve student academic achievement, build life skills to coexist with each other and have a high attitude of social solidarity. The concept of learning community is the most important factor in students' social life related to the teaching and learning process. In contrast to a collection of individuals, learning communities are a setting in which the community has mutual learning objectives, and shows concern for the learning of each individual member. The learning community becomes a forum that will encourage the learning process for each member. Shirley Hord [22] emphasizes that "Learning communities apply a cycle of continuous improvement to inquiry, action research, data analysis, planning implementation, reflection, and evaluation".

III. METHODS

This is a typical of case study research, where Meyer [23] refers to research that uses empirical evidence from one or more organizations and researchers try to study problems in their context. Data collection uses interviews, observation and documentation. Informants include: teachers and students from the initial class to the end class. Documentation data is obtained from the Indonesian quality standards of JSIT.

IV. FINDINGS AND DISCUSSION

The mentoring activity held by the Junior High School IT of Nur Hidayah was a type of mentoring approach to peer groups with teacher guidance. This mentoring activity focuses on forming Islamic personal character of students especially to instill solidarity values of students at the Junior High School of the IT of Nur Hidayah Surakarta. A number of terms of solidarity values applied by this school in Surakarta are referred to as *ukhuwah Islamiyah* inauguration. These activities are commonly referred to as Islamic mentoring activities namely Islamic personal development (*Bina Pribadi Islam*, BPI). BPI Islamic mentoring is an education and fostering of Islamic religion in the form of study groups that are held regularly every week and are continuous. Each group consists of 5-10 members and is guided by a coach [24]. Someone who is a mentor in a mentoring group is those who are more knowledgeable for experience than their mentoring

members or mentees. Peer mentors will be successful if they are able to become more familiar with the mentor and have the same view of community learning practices [25].

Mentoring of the BPI learning community at Junior High School IT of Nur Hidayah Surakarta:

Table 1. The cycle of mentoring the BPI learning community (*Bina Pribadi Islam*) students in the IT Junior High School Nur Hidayah of Surakarta.

No	Learning community standards	Description	Activities
1.	Inquiry	Test results show students' data of enrolling to Junior High School IT of Nur Hidayah school to determine student learning needs	Analyzing and processing the test results data of students' admission test for the Junior High School IT of Nur Hidayah Surakarta The use of data to transform mentoring groups for student learning communities
2.	Action research	Students identify the objectives of implementing mentoring learning	Determining the achievement targets that need be implemented in group mentoring
3.	Data analysis	Professional training of educators to expand teacher pedagogical abilities.	Teachers and education staff 'coaching every week.
4.	Planning	There is the implementation planning and strategies to achieve learning goals.	Developing curriculum and learning concepts according to the school's vision and mission.
5.	Implementation	Applying learning in accordance with the objectives to be achieved	learning in accordance with the objectives to be achieved
6.	Reflection	Making self-made notes to monitor and improve student implementation mentoring the learning community	Preparation and distribution of self-reflection sheets (Mutaba'ah)
7.	Evaluation	Assessing students' achievement of the target learning mentoring goals of the learning community	The written examination of mastery and oral mentoring materials are in accordance with the standards and basic competencies..

Mentoring activities are carried out in groups by randomly dividing groups based on test results. This is in accordance with the results of the interviews conducted to teachers of the Junior High School IT of Nur Hidayah

Surakarta that: "The grouping of mentoring is based on the results of students' enrolling tests (enrolling test for Senior High School IT of Nur Hidayah Surakarta). Test material includes the results of national exam scores, Islamic religious education, psychological tests, memorization of al-quran, and interview tests....." (Teacher, F.M; 13-10-2018). The tests are carried out through several stages, namely the written test stage which contains tests of general knowledge and knowledge of blemishes, *Al'quran* reading tests, and the last is the interview test. Based on the results of the tests, students were divided into groups according to the test scores obtained. This aims to maintain the balance of knowledge and intelligence between group members. Thus, in each group there are members who are the smartest, excellent and less intelligent. This is done so that they help each other in accordance with the mastery of the knowledge they have. Indirectly the school deliberately expects students to get used to helping each other between friends or members of the learning community. In the end in the learning community in the Junior High School IT Nur Hidayah of Surakarta was able to shape the knowledge, attitudes and character of students in accordance with the expectations and vision of the school's mission. Learning community mentoring activities in Senior High School Nur Hidayah Surakarta IT are systematically arranged where in the mentoring curriculum that contains Mentors / teachers (*Murobbi*), students (*Mutarobbi*), institutions (schools), mentoring models (*halaqoh, daurah, rihlah, tadabur, and muqoyyam*) and there are indications of success. Mentoring activities are held once a week. The mentoring schedule for each learning community varies. For the 7th class schedule, there will be a birthday, 8th grade on Monday and 9th on Thursday. Mentoring activities are conceptualized without reducing the schedule of students returning home. Because the schedule is conceptualized by means of inputting into the learning activities schedule at school.

The graduation standards that must be achieved by students in the mentoring activities of the BPI learning community are mature and noble personalities with competency achievements, among others: having *ghirah* (high inspiration) in their families; has *ghirah* (high inspiration) on his religion; do not cut off the conversation of others; do not pout with any sign; do not insult and belittle others; love little ones; great respect; bow down; keep secret; cover up the sins of others; love to invest and give alms; do not delay in carrying out the rights of other people and improve their appearance. The mentoring activities of the BPI learning community focus on forming the character of Islamic solidarity / *ukhuwah* among students. The methods of activities carried out including:

Table 2. The method use in mentoring students' learning community of the IT Junior High School, Nur Hidayah of Surakarta.

Methods	Explanations	Objectives of the activity
Tutorial	The Private group of the research guidance	Using discussion methods is useful for fostering a sense of criticality, feeling of respect and addressing dissent.
Tafakur of the nature (thinking about God's creation)	The activities contemporer about the contemplating God's creation in the form of mountain climbing beach walks, etc.	Growing awareness of God's creation, awareness that humans live side by side and must live in harmony with other creatures of God.
Games	Interesting group games to avoid students' saturated learning.	Make it easy for students to understand the material provided by the coach in a way that is more fun and not pressing.
Muqoyyam (camping)	The joint camp activities in participants were taken randomly from grades seven to nine.	Fostering students to actively participate in groups, respect to fellow group members and good cooperation.

In addition to the method of activities above other things that are done in the learning community conducted by teachers and schools in shaping and improving students' values of solidarity, namely Futsal activities, visiting friends who suffer from illness (especially friends in a learning community), in addition to the reflection that how to spend the night at school. Various methods and types of activities are carried out in a fun and not boring way. This is evidenced by the typical activities carried out such as delivering the aforementioned, namely with activities that are not only class and saturate because they only learn from books. Based on the results of interviews with students named Farel, Rizal, Afkar, Aik and Dorinta, BPI mentoring activities at Nur Hidayah Middle School are fun and very beneficial activities for students. Through this mentoring activity students feel that being someone who has a sense of caring and togetherness towards each other is getting better and tighter. This activity is well-packaged by the teachers bearing the activities are not only about the material but are very well packaged so that students do not feel bored and burdened with BPI mentoring activities. Based on the description above, the mentoring activities of the BPI learning community Junior High School TI of Nur Hidayah in the Surakarta is in accordance with the learning theory of behaviorism Pavlov proposed [26] that learning is a change in behavior, where students who have carried out learning activities will experience behavioral changes. The behavioral changes that occur in Junior High School IT of Nur Hidayah after the learning community mentoring is the establishment of students' personalities that hold solidarity each other, care and love for others. According to Nasution [27] that solidarity is a moral feeling oriented to fulfill the

role expectations due to the principle including the mutual care, responsibility and cooperation.

The BPI (*Bina Pribadi Islam*) mentoring learning community at the IT Junior High School Nur Hidayah of Surakarta is a characteristic of the school in fostering / mentoring the students' characters, more specially in upholding solidarity among friends. This is as Amnur [28], explained that there are four elements of character education suggested by UNESCO, namely 1) learning to know, 2) learning to do, 3) learning to become learn to be, and 4) learn to live together. The first, second and third elements are more about forming human resources that have abilities in knowledge, attitudes and skills. This is evidenced by the competency standards that students must achieve through BPI mentoring. Whereas the fourth element is more towards character building related to mutual benefit, for example: honesty, responsibility, solidarity, and cooperation that is applied in various activities that have been designed in mentoring the BPI learning community.

The impact that the character education model through BPI mentoring in Junior High School IT of Nur Hidayah of Surakarta was felt in the long term. This is the as Creasy [29] suggests that character education is an applicable program to transform students into respectable, responsible, and contributing community members. According to Sukamto cited in Linda Sari Rambe, et al [30] said that in order to conduct character education, it is necessary to have powerful ideas that become the entrance to character education. The ideas of powerful ideas include: God, the world and me (the idea of challenging God, the world and me); Knowing oneself (understanding yourself); becoming a moral person (being a moral person); understanding and being understood along with others (able to understand and be understood); a sense of belonging (in collaboration with others); Strength drawing from the past; Dien for all times and places (consistent all the time and wherever you are); Caring for Allah's creation (concern for God's creatures); Making different; and taking the lead (taking something definite). Character education can be done through various approaches and various activities, including the intra-curricular and extracurricular activities. According to

M. Furqon, [31] strategies in the formation of character attitudes of students can be done in various ways, namely exemplary, planting discipline, habituation, creating a conducive atmosphere, and integration and internalization of morals.

V. CONCLUSION

Schools as educational institutions can at least be an alternative to the impact of the development of science and technology. It is not enough just to make students who have intellectual intelligence only, but also need to foster the spiritual and emotional intelligence of students well too. One way to deal with these challenges is to form student solidarity values. This is done as a filter for the negative impact of the digital era, for example egocentric behavior, not caring about others and individualistic. As for how to instill awareness of the values of student solidarity can be realized through forming community-based learning mentoring in schools.

The students' mentoring community learning as an effort to improve their values of solidarity in the IT Junior High School of Nur Hidayah was carried out through mentoring activities of the Islamic learning community of BPI (Islamic Personal Development) which was carried out through students' random grouping according to the level and results of their enrolling test. This typical mentoring activity of peer group approach is accompanied by a teacher guide. BPI Islamic learning community activities are one of the characteristics of character education strategies applied in the IT Senior High School of Nur Hidayah of Surakarta in shaping the character of students who have high values of solidarity with others.

The method used by BPI (Islamic Personal Development) aims to foster awareness in students of the values of solidarity, including tutorial methods (independent group tutoring such as discussions that are useful to foster a sense of criticality, respect and respond to differences of opinion), bearing *tafakkur* (fostering awareness of God's creation, awareness of humans living side by side). The implementation of BPI mentoring in the IT Junior High School of Nur Hidayah is carried out in accordance with inquiry processes, action reports, data analysis, planning, implementation, reflection and evaluation

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