



"The Application of the Coaching Method in Islamic Religious Education Learning at South Mandioli State Junior High School, South Halmahera Regency"

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ABSTRACT

This study aims to analyze the implementation of the coaching method in Islamic Religious Education learning at junior high schools in Mandioli Selatan District, South Halmahera Regency. The coaching method is a learning approach that emphasizes reflective questioning to help students develop understanding and explore their potential independently. This study employed a qualitative approach with a descriptive research design. The research was conducted at SMP Negeri 65, SMP Negeri 66, and SMP Negeri 72 South Mandioli. The research subjects consisted of Islamic Religious Education teachers and students. Data were collected through observation, interviews, and documentation. The data analysis used an interactive analysis model which includes data reduction, data display, and conclusion drawing. The results of the study indicate that the implementation of the coaching method in Islamic Religious Education learning is carried out through several stages, including determining learning goals, exploring students' initial understanding, providing reflective questions to encourage discussion and critical thinking, and conducting learning reflection at the end of the lesson. The implementation of the coaching method encourages students to be more actively involved in the learning process, increases their confidence in expressing opinions, and helps them understand the learning material more deeply. However, the implementation of the coaching method has not been fully consistent because in some learning situations teachers still use the lecture method to explain certain materials. Therefore, the coaching method has significant potential to improve the quality of Islamic Religious Education learning through active student participation in the learning process.

Keywords:

Coaching method, Islamic Religious Education learning, student engagement, GROW model.

A. Introduction

Education is one of the most important aspects in improving the quality of human resources. Through education, individuals not only acquire knowledge, but also develop attitudes, values, and skills necessary in social life. Education also plays a role in shaping the character and morals of students so that they are able to face various life challenges in the

future. This is in line with the goals of national education as stated in **Law No. 20 of 2003 concerning the National Education System**, which states that education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

In the context of education in schools, learning is a process of interaction between teachers and students that aims to achieve predetermined educational goals. An effective learning process does not only focus on the delivery of material by teachers, but also actively involves students in learning activities. Therefore, teachers are required to be able to use various learning methods that can increase student participation and involvement in the learning process.

One of the subjects that has an important role in shaping the character of students is **Islamic Religious Education (PAI)**. Islamic Religious Education learning not only aims to provide knowledge about Islamic teachings, but also to instill Islamic values in the lives of students. Through PAI learning, students are expected to be able to understand, appreciate, and practice Islamic teachings in their daily lives. However, in practice, the learning process of Islamic Religious Education in schools still often faces various problems. One of the problems that is often found is the use of learning methods which are still dominated by lecture methods. The lecture method tends to place the teacher as the center of learning so that students only act as passive recipients of information. This condition can cause students to be less actively involved in the learning process and less opportunities to develop critical thinking skills.

One-way learning can also reduce students' interest in learning because students are not given space to explore their thoughts and learning experiences in more depth. In fact, in the modern educational paradigm, students are expected to be active subjects in the learning process. Therefore, innovation is needed in the use of learning methods that are able to increase student involvement in the learning process.

One of the learning approaches that can be used to increase students' active participation is **Coaching methods**. Coaching is a mentoring process that aims to help individuals develop their potential through reflective questions that encourage critical thinking and self-awareness. In the coaching process, teachers do not only provide explanations or solutions directly, but also help students find understanding and solutions

independently. Whitmore (2017) states that coaching is a process that helps individuals learn and develop through reflective questions that encourage deep thinking. In the context of education, coaching methods can help students develop critical thinking skills, increase confidence, and increase involvement in the learning process (Triatmaja & Shofwan, 2025).

In addition, the application of coaching methods in learning can also increase students' motivation to learn. Grant (2014) explained that the coaching approach in education can help students develop self-reflection skills, increase learning motivation, and strengthen student involvement in the learning process.

In learning Islamic Religious Education, the coaching method has great potential to help students understand Islamic values more deeply. Through reflective questions given by teachers, students can be invited to relate learning materials to daily life experiences so that Islamic values are not only understood theoretically, but can also be applied in real life. However, the application of coaching methods in learning in schools is still not carried out optimally. This is due to several factors, including the limited understanding of teachers about coaching methods and the habit of using conventional learning methods that have been going on for a long time.

Based on the results of initial observations made in **South Mandioli State Junior High School, South Halmahera Regency**, it was found that the learning process of Islamic Religious Education still tends to use the lecture method. In the learning process, teachers explain more material directly to students, while students only listen to the explanations given by teachers. This condition causes students to be less active in the learning process.

However, in some learning activities, teachers also began to try to use a more interactive approach, such as asking questions to students and inviting students to discuss learning materials. This approach shows that there are efforts to implement more participatory learning methods. Based on this description, the application of the coaching method in Islamic Religious Education learning

is important to be researched in more depth. This research is expected to provide an overview of how the coaching method is applied in Islamic Religious Education learning and how it impacts the involvement of students in the learning process. In addition, this research is also expected to contribute to the development of Islamic Religious Education learning methods in schools.

B. Research Methods

This study uses **Qualitative Approach with Descriptive Research Type**. A qualitative approach is used to deeply understand the phenomenon of the application of coaching methods in learning Islamic Religious Education at South Mandioli State Junior High School. Qualitative research aims to explore the meaning of a social phenomenon through the perspective of the participants involved in the research (Creswell, 2014).

The location of this research was carried out in **South Mandioli State Junior High School, South Halmahera Regency**. The research subjects consist of **Islamic Religious Education teachers and students** who are involved in the learning process. Teachers are chosen as the main informants because they have a direct role in designing and implementing the learning process, while students are chosen to obtain information about students' learning experiences in learning using the coaching method.

The data collection technique in this study was carried out through **observations, interviews, and documentation**. Observations were made to directly observe the learning process of Islamic Religious Education in the classroom. Interviews were conducted in depth with teachers and students to obtain information about the application of coaching methods in learning. Documentation is used to complete research data in the form of learning documents such as learning implementation plans and learning activity records.

The data analysis in this study uses an interactive analysis model consisting of **Data reduction, data presentation, and conclusion drawing**. Data reduction is carried out by selecting and focusing data that is

relevant to the research objectives. The presentation of data is carried out in the form of a descriptive narrative so that it is easier for researchers to understand the results of the research. Furthermore, conclusions are drawn based on the results of data analysis that has been carried out (Miles, Huberman, & Saldaña, 2014).

To ensure the validity of the data, this study uses **Source triangulation and triangulation method**, namely by comparing data obtained from various informants and various data collection techniques. This technique is used to ensure that the data obtained in the study has a high level of confidence (Sugiyono, 2018).

C. Results and Discussion

1. Description of the Research Location

This research was carried out in three public junior high schools in South Mandioli District, South Halmahera Regency, namely SMP Negeri 65 South Mandioli, SMP Negeri 66 South Mandioli, and SMP Negeri 72 South Mandioli. The three schools were chosen as the research location because they have relatively similar characteristics and are located in the same administrative area, making it easier for researchers to collect data related to the application of coaching methods in Islamic Religious Education learning.

In general, the three schools are formal educational institutions that play an important role in providing educational services to the community in the South Mandioli District area. These schools organize a learning process by referring to the national curriculum which emphasizes the development of students' competencies both in terms of knowledge, skills, and attitudes. In the implementation of Islamic Religious Education learning, teachers have an important role in instilling Islamic values in students and forming religious character in daily life (Saputra et al, 2026). The learning process does not only focus on delivering material theoretically, but also on efforts to develop students' religious, moral, and understanding of Islamic teachings. Islamic Religious Education teachers in the three schools strive to create a conducive learning atmosphere so that students can actively

participate in learning activities. In the learning process, teachers use various learning methods such as discussions, questions and answers, and assignments related to understanding religious values.

The selection of the three schools as the location of the research was based on several academic considerations. First, these schools are educational units that actively carry out Islamic Religious Education learning by involving students directly in the learning process. Second, Islamic Religious Education teachers at the school have tried to use various learning approaches that encourage active involvement of students, thus allowing researchers to examine more deeply the application of coaching methods in the learning process. Third, the relatively similar school environment conditions allow researchers to obtain more representative research data on Islamic Religious Education learning practices in the South Mandoli District area. Thus, the three schools are seen as relevant research locations to examine in depth the application of the coaching method in Islamic Religious Education learning and its impact on student involvement in the learning process.

Based on the results of interviews with teachers and students, it can be analyzed that the application of the coaching method in learning Islamic Religious Education at South Mandoli State Junior High School is carried out through several stages that are in line with the concept of coaching in education. *First*, Teachers try to create a conducive learning atmosphere so that students feel comfortable to participate in the learning process. An open learning atmosphere allows students to express opinions and discuss actively. *Second*, Teachers use questions as the main strategy in the learning process. The questions given by the teacher aim to explore the students' initial understanding and encourage students to think more deeply about the material being studied. *Third*, Teachers provide opportunities for students to find answers independently through discussion and reflection. This approach helps students develop critical thinking skills and improve students' understanding of learning materials. *Fourth*, the teacher provides feedback on the

students' answers and reflects at the end of the learning to strengthen the students' understanding of the material that has been learned.

Based on the results of the interview above, it can be *analyzed* that the results of learning activities show that *the coaching method* is able to increase *the effectiveness of PAI learning* holistically. From the *cognitive aspect*, students understand the material better because the learning process takes place through *reflective* dialogue and continuous guidance. From the *affective aspect*, there is a change in *positive attitudes*, such as increasing awareness of *worship* and social concern. Meanwhile, from the *psychomotor aspect*, students are able to practice *worship* materials better and correctly. Based on the results of interviews with teachers of Islamic religious subjects at SMP Negeri 65, 66 and 72, it was explained that we in carrying out learning activities using the coaching method, teachers used several rarities in coaching, namely, "*First*, trying to build a good relationship with students. At this stage, teachers try to create a learning atmosphere that is comfortable, open, and trusting each other. Teachers provide motivation and relate the subject matter to students' daily life experiences so that they feel involved in the learning process. *Second*, exploring the initial understanding of students. Teachers usually provide triggering questions related to the material to be studied. *Third*, conduct exploration through reflective questions. Teachers use questioning techniques that encourage students to think critically and deeply. Teachers do not provide answers directly, but guide students so that they can discover religious concepts or values independently through discussions, reflections, and real-life examples. With these steps, the coaching method in learning Islamic Religious Education can help students become more active, think critically".

The results of an interview with a student showed that most of us students felt that the teacher often asked us questions that encouraged us to think and express our opinions. In addition, teachers also provide opportunities for us students to discuss and

present our understanding of the material being taught (Hardiyanti et al. 2025). On some occasions, the teacher did not give the answer directly, but guided us through the questions so that we students could find the answers ourselves. This shows that the coaching steps explained by the teacher have basically been applied in the learning process.

Based on the results of interviews with Islamic Religious Education teachers and students, it can be analyzed that the application of the coaching method in the learning process has been carried out by teachers through several learning steps. Teachers strive to build good communication with students, provide spark questions to explore initial understanding, and encourage students to think and find answers independently. In addition, teachers also provide opportunities for students to express their opinions and reflect on the material that has been studied (Ilyas et al., 2025). The coaching approach in education is increasingly used to improve the quality of learning. Coaching is an individual development process that aims to improve performance and optimize the potential of students (Işıklar Pürçek, 2015). The results of interviews with students also showed that most students felt that there was a learning process that actively involved them, such as discussions, answering questions, and conveying views on Islamic Religious Education materials. This shows that the approach taken by teachers has led to the application of coaching methods that emphasize mentoring and developing students' potential in understanding learning materials.

However, the results of the analysis also found that the application of the coaching method has not been completely consistent in every learning activity. On several occasions, the learning process is still dominated by lecture methods. Therefore, it can be concluded that teachers have applied the coaching method in the learning of Islamic Religious Education, but its implementation still needs to be improved to be more systematic and sustainable so that it can have a more optimal impact on the learning process and outcomes of students.

Learning evaluation is not only carried out through written tests, but also through

performance assessments and observations of students' daily behavior (Shofwan et al., 2026). This shows that *the coaching method is relevant and effective* to be applied in PAI learning at SMP Negeri South Mandioli District. In addition, coaching can help students develop self-reflection skills, increase motivation to learn, and support their academic success (Cohen, 2023).

Overall, the application of *the coaching method* in PAI learning at SMP Negeri South Mandioli District has a *positive impact* on improving the *quality* of learning, *learning motivation*, and character formation of students. *This method* is very suitable to be developed and applied continuously as an *alternative* learning approach oriented to the development of *students' potential and character*.

The results of this study show that the application of the coaching method in Islamic Religious Education learning can increase the involvement of students in the learning process. Students become more active in discussions and are more courageous to express their opinions. These findings are in line with research conducted by van Nieuwerburgh (2012) which states that the coaching approach in education can increase students' confidence and encourage active involvement in the learning process.

In addition, research conducted by Grant (2014) also shows that coaching in education can help students develop self-reflection skills and increase learning motivation. Thus, the results of this study reinforce the findings of previous research that shows that the coaching approach has great potential in improving the quality of the learning process in the classroom.

D. Conclusion

Based on the results of research on the application of the coaching method in Islamic Religious Education learning at SMP Negeri 65, SMP Negeri 66, and SMP Negeri 72 South Mandioli, South Halmahera Regency, it can be concluded that the coaching method has been applied in the learning process through several stages that encourage the active involvement of students. These stages include determining learning objectives, exploring students' initial understanding through triggering questions,

providing reflective questions to encourage students to think critically, and learning reflection at the end of learning activities.

The application of the coaching method in Islamic Religious Education learning has a positive impact on the learning process in the classroom. Students become more active in participating in learning, are more courageous in expressing opinions, and are able to understand learning materials more deeply. In addition, the coaching approach also helps teachers in building more effective communication with students so that a more interactive learning atmosphere is created.

However, the results of the study also show that the application of the coaching method has not been fully carried out consistently in every learning activity. In some learning situations, teachers still use the lecture method to explain certain material. Therefore, efforts are needed to develop teachers' competencies in applying coaching methods more systematically in order to improve the quality of Islamic Religious Education learning in schools.

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