



## TEACHERS' SPIRITUAL MENTORING STRATEGY IN IMPROVING STUDENTS' LEARNING MOTIVATION AT MADRASAH ALIYAH

Wilda Faridatul Azman<sup>1</sup>, Kustiana Arisanti<sup>2</sup>, Ummi Lailia Magfiroh<sup>3</sup>

<sup>1,2,3</sup>Universitas Islam Zainul Hasan Genggong, Probolinggo, Indonesia

\*Corresponding Author: [kustiana.arisanti82@gmail.com](mailto:kustiana.arisanti82@gmail.com)

### Article Info

#### Article history:

Received :

Revised :

Accepted :

Available online

<http://jurnal.uinsu.ac.id/index.php/analytica>

E-ISSN: 2541-5263

P-ISSN: 1411-4380



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license

### ABSTRACT

*This study examines teachers' spiritual mentoring strategies in enhancing students' learning motivation at MA Mirqotul Ulum Liprak Kulon Banyuwangi. Learning motivation remains an important issue in education, particularly in madrasah settings, where academic development is closely related to students' spiritual formation. This research employed a qualitative approach with a case study design involving teachers and eleventh-grade students engaged in spiritual mentoring activities. Data were collected through interviews, participatory observation, and documentation, then analyzed through data reduction, data presentation, and conclusion drawing. The findings reveal that spiritual mentoring was implemented through group mentoring, individual approaches, teacher role modeling, and the habituation of religious practices integrated into students' daily activities. These strategies contributed to increased student engagement, stronger discipline, greater responsibility toward academic tasks, and improved resilience in dealing with learning pressures. The study highlights that spiritual mentoring strengthens students' intrinsic learning motivation by encouraging them to perceive learning as part of their personal and spiritual responsibility. This finding demonstrates that spiritual mentoring can serve as an alternative educational approach to foster students' motivation in madrasah contexts.*

**Keywords:** Spirituality Mentoring, Learning Motivation, Teachers' Role

## 1. INTRODUCTION

Learning motivation plays a crucial role in determining the success of the educational process because it is directly related to the level of student engagement in learning activities. Learning motivation can be understood as the internal and external drive that drives students to engage in learning activities consciously and continuously (Hapsari, Ramadhani, and Ikramullah 2025). Low learning motivation often results in minimal student participation in class, decreased discipline, and suboptimal academic

achievement. This condition is not unique to one type of educational institution but is still prevalent at various levels, including madrasahs (Islamic schools) (Diandaru 2023). This situation indicates that the issue of learning motivation remains a challenge that requires serious attention in educational practice.

This condition was also found at MA Mirqotul Ulum Liprak Kulon Banyuanyar, the research location. Based on the researchers' initial observations, some students demonstrated suboptimal learning engagement. Some students appeared less active in learning, completed assignments late, and displayed varying levels of enthusiasm for participating in academic activities. Mr. Daus, a Quran and Hadith teacher at MA Mirqotul Ulum, also revealed that not all students have a stable drive to learn, especially when faced with increasing academic demands. This situation indicates that learning motivation remains an issue that requires attention, necessitating an approach that emphasizes not only academic aspects but also addresses students' personal and spiritual aspects.

The issue of learning motivation cannot be separated from various interrelated factors, both originating from within the student and from their environment. Psychological conditions, such as self-confidence and emotional stability, also influence how students respond to the learning process (Perdana and Valentina 2022). Furthermore, technological developments, social patterns, and family background also play a role in shaping students' attitudes toward learning. This diversity of factors indicates that a learning approach that solely emphasizes cognitive aspects is not fully capable of addressing the complexity of the problems faced, thus requiring an approach that more deeply addresses the personal dimension of students (Yunarzat, Sida, and Kasman 2024).

Approaches that integrate spiritual values are beginning to be seen as an alternative for developing deeper learning motivation (Yunarzat et al. 2024). Spiritual mentoring in an educational context can be defined as a conscious mentoring process carried out by teachers to guide students' spiritual development through targeted and ongoing interactions (Lintang Kusuma and Rifa'i Subhi 2025). In the context of Islamic education, spiritual development is not only directed at increasing understanding of religious teachings but also at fostering an awareness that learning activities have religious value (Sitorus and Tanasyah 2023). This understanding allows for the emergence of a learning drive that is not solely influenced by external factors but develops from within the student.

The role of the teacher is an integral element in the implementation of spiritual mentoring in educational environments. Teachers function not only as transmitters of learning materials but also as guides who help students build self-awareness, form positive habits, and develop attitudes toward the learning process (Romah and Arisanti 2022). The relationship between teachers and students also determines the effectiveness of the mentoring process, as the emotional closeness and role model of teachers often influence how students view learning and navigate life in the school environment. This situation suggests that the success of spiritual mentoring is determined not only by the program itself, but also by the teacher's ability to provide consistent, communicative, and tailored mentoring to the students' needs (Hamid and Zaini 2022).

Various studies have shown a link between a spiritual approach and increased student learning motivation. Continuous mentoring can foster a positive attitude toward learning and help students cope with the academic pressures they experience (Kiswanto 2023). The teacher's role in this process is not merely as a transmitter of material but also as a guide involved in the students' personal development. Teachers act as mentors, providing

direction, support, and role models in building students' spiritual awareness, so that the relationships formed are not only academic but also personal (Afia, Achruh, and Rosdiana 2024).

Studies specifically addressing spiritual mentoring strategies in the madrasah context are still relatively limited. Existing research tends to focus on general aspects of religiosity or learning motivation without delving deeply into how these strategies are implemented in daily practice within the school environment. However, spiritual mentoring strategies encompass a variety of structured and unstructured activities aimed at fostering students' spiritual awareness and habits. This limitation suggests room for further research focused on spiritual mentoring practices in madrasahs.

This study aims to analyze the spiritual mentoring strategies employed by teachers to enhance student learning motivation in madrasahs. The focus of the research is on the strategies implemented, the implementation process, and their impact on student motivation during learning activities. The results are expected to provide a clearer picture of spiritual mentoring practices and serve as a reference for developing learning approaches that emphasize not only academic aspects but also address students' spiritual dimensions more holistically.

## 2. RESEARCH METHOD

This research uses a qualitative approach with a case study to gain a deeper understanding of spiritual mentoring practices implemented by teachers and their relationship to student learning motivation (Safrudin et al. 2023). This approach was chosen because the phenomenon being studied is contextual and cannot be separated from the environment in which the research takes place. Case studies allow researchers to explore the processes, interactions, and dynamics that occur in the implementation of spiritual mentoring more comprehensively (Fadli 2021).

The case study design focused on a single research location, the madrasah, as the complete unit of analysis. The research aimed to identify the forms of spiritual mentoring strategies, how they are implemented in daily activities, and the responses demonstrated by students during the learning process. This approach allows for a deeper understanding of the phenomenon without separating it from the surrounding social and cultural context (Salsabila 2025).

The research subjects consisted of one teacher, Mr. Daus, who implements spiritual mentoring, and three eleventh-grade students selected as informants. Informants were selected purposively, taking into account students' direct involvement in spiritual mentoring activities, their active participation in school activities, and their ability to provide information relevant to the research focus. The research was conducted at MA Mirqotul Ulum Liprak Kulon Banyuwangi from April 2–6, 2026.

Data collection was conducted through interviews, observation, and documentation. Semi-structured interviews were conducted with teachers and students to obtain information regarding spiritual mentoring practices, the types of interactions teachers engage in, and their influence on student learning motivation. Interviews with teachers lasted approximately 20 minutes, while interviews with three students were conducted together for approximately 30 minutes. Direct observations of the spiritual mentoring

process focused on teacher-student interactions, worship habits, student involvement in activities, and student learning behaviors during the learning process. Documentation was used as supporting data, including photographs of spiritual mentoring activities and student religious activities within the madrasah (Rustendi 2023).

Data analysis was conducted interactively through the stages of data reduction, data presentation, and conclusion drawing. The data reduction process was carried out by selecting and grouping data according to the research focus. The compiled data were then presented in descriptive narrative form to facilitate interpretation. Conclusions were drawn in stages, paying attention to patterns and interrelationships among the data obtained. The analysis process was repeated until consistent findings were obtained (Sutopo 2020).

Data validity was ensured through source and method triangulation. Source triangulation was conducted by comparing information obtained from teachers and students to determine the consistency of the data regarding the implementation of spiritual mentoring and its impact on learning motivation. Method triangulation was conducted by comparing interview results, observations, and documentation in the form of activity photos to strengthen the validity of the findings. This process was repeated throughout the research until data demonstrated the appropriateness and consistency of the information (Sugiyono 2020).

### 3. RESULT AND ANALYSIS

This research shows that spiritual mentoring carried out by teachers does not take a single form, but rather emerges through several complementary patterns in daily practice. These patterns are evident in group mentoring activities, personal interactions between teachers and students, the role models set by teachers, and consistent practice of worship. This picture was obtained from field observations, which were then reinforced by interviews with teachers and students.

Group mentoring activities take the form of halaqah (religious gatherings) and regular religious studies (studies) that students regularly attend. Observations revealed that the atmosphere of these activities is not one-way like classroom learning, but rather more open and provides space for students to speak. Students appear more relaxed in expressing their opinions and personal experiences. Discussions often evolve from the material presented to discussions about problems they are facing, both related to their studies and their daily lives.

One student expressed that these activities provide a safe space for sharing:

*"In halaqah, we can talk. Sometimes about assignments, sometimes about personal problems. So it's not just about listening to material."*

This recognition demonstrates that group mentoring serves more than just a forum for conveying grades; it also provides a space for reflection and mutual support among students.

A more personal interaction is evident in the individual approaches teachers employ. This pattern is not always formally designed but arises from situational needs. Teachers tend to approach students who exhibit behavioral changes, learning difficulties, or specific issues. In interviews, teachers explained that communication is conducted in a relaxed manner to avoid pressure on students.

---

*"If it's too formal, students become withdrawn. Usually, I just engage in casual conversation, slowly delving into the problem."*

Based on observations, this type of interaction often occurs outside of class hours, for example during breaks or after school activities. This approach allows students to be more open and less likely to feel "interrogated," allowing the coaching process to proceed more naturally.

Teachers' role models are a prominent feature of this research. The values taught are not limited to classroom explanations but are directly visible in teachers' daily attitudes and behaviors. Teachers demonstrate discipline, consistency in worship, and a calm and unprompted way of interacting. Students observe and imitate these behaviors, although they are not always directly aware of them. One student said:

*"When we see the teacher arrive on time and remain patient even when the class is crowded, it makes us think. We feel we need to change too." This experience demonstrates that the influence of role models works subtly, yet powerfully in shaping students' attitudes.*

The practice of religious observance is the most visible aspect because it is carried out routinely and on a schedule. Activities such as congregational prayer, reading the Quran, and dhikr are carried out together under teacher supervision. Initially, not all students showed equal involvement. However, observations gradually revealed a change in students' attitudes toward these activities. One student stated:

*"At first, we participated because it was mandatory. Over time, it became a habit. If we didn't, it felt strange." This change demonstrates that repeated habits can form new, more stable behavioral patterns.*

Spiritual mentoring is also an integral part of classroom learning. Teachers incorporate spiritual values into their presentations, for example by emphasizing the importance of honesty when completing assignments or responsibility in completing work. This makes spiritual values not feel like something separate, but become part of the learning process itself.

Changes in students were evident in several significant aspects. Students became more engaged in learning, more disciplined in following rules, and demonstrated greater responsibility for assigned tasks. In interviews, students also reported being better able to manage study pressure.

*"Now, if I have a lot of assignments, I don't immediately panic. I just work on one at a time."*

Changes in students' learning motivation were evident through several indicators that emerged during the spiritual mentoring process. Student engagement in learning showed improvement, marked by more active participation in class discussions, courage in expressing opinions, and a willingness to participate in learning activities to completion. Student discipline was evident through adherence to school rules, punctuality in class attendance, and consistent participation in religious activities that had become part of the madrasah routine. Responsibility for academic assignments also began to develop, as evidenced by students' increased awareness of completing assignments without constant reminders from teachers. The ability to manage academic pressure changed, especially when students faced numerous assignments or learning demands that previously often

led to feelings of stress and a tendency to procrastinate (Marsabila, Lonika, and Baluari 2022).

Research findings indicate that spiritual mentoring conducted by teachers contributes to the development of students' learning motivation through a process that does not occur instantly, but rather develops through repeated and meaningful interactions. Student involvement in spiritual activities, whether in groups or personal interactions, creates a learning experience that is not solely oriented toward academic outcomes but also toward the process of meaning-making. This situation demonstrates that learning motivation is influenced not only by external factors such as academic demands, but also by how students understand the meaning of the learning activity itself. In this context, a spiritual approach acts as a medium that connects learning activities with students' values (Marsabila et al. 2022).

The relationship between the spiritual approach and learning motivation in this study demonstrates a pattern consistent with previous findings that emphasize the importance of intrinsic motivation in the educational process. Motivation that arises from within students tends to be more persistent than motivation derived from external factors. These findings demonstrate that spiritual mentoring contributes to building internal awareness, which then influences students' learning attitudes and behaviors sustainably (Mukti et al. 2025). These changes are not only evident in increased engagement but also in how students respond to challenges in learning.

These findings can be understood through the perspective of learning motivation theory, which places intrinsic motivation as a crucial factor in sustained student engagement. Motivation that stems from personal awareness tends to be more stable than motivation influenced solely by external factors such as punishment, pressure, or momentary rewards (Diandaru 2023). In this study, spiritual mentoring fostered an awareness that learning is not solely related to academic achievement but also has moral and spiritual significance. This understanding fosters a more personal learning drive, enabling students to learn not simply out of obligation but also out of an internal awareness of the importance of the learning process.

The teacher's role in spiritual mentoring is not limited to delivering material or formal direction, but develops into a more personal and contextual relationship. The interactions that exist enable teachers to understand students' conditions in more depth, so that the approach given can be adjusted to each individual's needs. This pattern shows that the effectiveness of mentoring is not only determined by the methods used, but also by the quality of the relationships formed between teachers and students. Supportive and open relationships provide space for students to develop more optimally (Kumowal and Kalintabu 2025).

The teacher's example is a factor that has a strong influence on the value internalization process. Values conveyed through real practice are easier for students to accept and follow compared to conceptual delivery. These findings indicate that learning processes that involve concrete examples tend to be more effective in forming attitudes and habits. In the context of spiritual mentoring, example not only functions as a learning medium, but also as a form of strengthening the values conveyed in formal activities (Naimah et al. 2020).

Findings regarding teacher example show that spiritual education does not only work through the verbal delivery of values, but also through real experiences that students observe in everyday life. Spiritual education is basically directed at forming self-

---

awareness, behavioral control, and personal responsibility through a continuous habituation process (Sullivan 2023). In the context of this research, a teacher's consistent attitude in discipline, worship and social interaction has an influence on the way students view the learning process and builds a more positive attitude towards academic responsibility.

The habit of worshipping regularly contributes to the formation of a behavioral structure that supports the learning process. Activities carried out repeatedly help students develop discipline and responsibility, which then has an impact on daily learning activities. The relationship between spiritual habituation and learning behavior shows that religious activities do not stand separately, but are related to other aspects of students' lives. This pattern shows that habit formation has an important role in building stable learning motivation (Hatmoko and Windarti 2025).

A mentoring approach that combines group activities and personal interaction shows more complex dynamics compared to a one-way approach. Students not only become recipients of information, but engage in a process of reflection that allows them to understand the learning experience more deeply. This active involvement has an impact on increasing awareness and responsibility in learning. The reflection process that occurs also helps students relate learning experiences to the conditions they face in everyday life (Kainde and Tahya 2020).

Findings showing consistency between students' experiences in mentoring activities and daily learning behavior show that there is a fairly strong link between spiritual formation and the formation of learning motivation. Students who are actively involved in spiritual activities tend to show a more focused attitude in participating in learning, both in terms of involvement and responsibility for tasks. This pattern shows that the experience gained in mentoring activities does not stop at the ritual aspect, but continues to change broader behavior (Rifaid, 2023). These findings are in accordance with previous research which shows that meaningful and repeated learning experiences can form positive habits and strengthen student involvement in the learning process (Turmuzi SMP Negeri and Author 2025).

The conditions of the school environment and students' backgrounds also influence the implementation of spiritual mentoring. A supportive environment provides space for more optimal implementation of activities, while differences in student character and experience require a more flexible approach. These variations in conditions show that the success of spiritual mentoring cannot be separated from the context that surrounds it (Latifah and Salim 2025). The strategy implemented needs to be adapted to the situation faced in order to provide maximum impact.

#### 4. CONCLUSION

This research shows that spiritual mentoring by teachers plays a role in increasing students' learning motivation through a coaching process integrated with daily activities at the madrasah. The strategies implemented not only take the form of group mentoring but also include individual approaches, teacher role models, and ongoing practice of religious practices. This coaching pattern creates a learning environment that emphasizes not only academic aspects but also strengthens students' spiritual values.

Changes in students' learning motivation are evident in increased engagement in learning, discipline in following school rules, responsibility for completing assignments, and the ability to better cope with academic pressure. Learning motivation develops along with students' growing awareness of learning as part of their personal responsibility and their spiritual values. This situation suggests that a spiritual approach can help foster learning motivation that stems more from students' internal awareness.

The implementation of spiritual mentoring is influenced by a good relationship between teachers and students and a school environment that supports the coaching process. Time constraints, differences in student character and background, and environmental influences outside of school are challenges that must be considered in its implementation.

The findings of this study provide practical implications: spiritual mentoring can be incorporated into a coaching strategy in madrasas to strengthen students' motivation to learn. Teachers serve not only as transmitters of material but also as mentors who build personal relationships and serve as role models in daily life. Madrasas need to develop a more systematic spiritual mentoring model through clear planning, scheduled implementation, and measurable evaluation to ensure a more consistent coaching process and optimal impact on students' learning and character development.

## References

- Afia, Selfa, Andi Achruh, and Rosdiana Rosdiana. 2024. "Eksistensi Guru Dalam Meningkatkan Kualitas Pembelajaran Di MI Manggarupi." *ISEDU: Islamic Education Journal*. doi: 10.59966/isedu.v1i2.720.
- Diandaru, Bambang Haris. 2023. "Motivasi Belajar Peserta Didik Pada Pembelajaran Matematika Di MTs Negeri 2 Kota Semarang." *Jurnal Pendidikan Widyatama*.
- Fadli, Muhammad Rijal. 2021. "Memahami Desain Metode Penelitian Kualitatif." *HUMANIKA*. doi: 10.21831/hum.v21i1.38075.
- Hamid, A., and B. Zaini. 2022. "Peran Guru Pendidikan Agama Islam Dalam Pembentukan Pribadi Siswa Yang Berkarakter Di Sekolah Menengah Pertama Ihyauddiniyyah Kecil Besuk Probolinggo." *Jurnal Kewarganegaraan* 6(2).
- Hapsari, Desvita Dwi, Gizza Yasmin Ramadhani, and Nadia Islami Ikramullah. 2025. "LITERATURE REVIEW: PENGARUH ARTIFICIAL INTELLIGENCE (AI) TERHADAP MOTIVASI BELAJAR PESERTA DIDIK." *Jurnal EMPATI*.
- Hatmoko, Haru, and Maria Titik Windarti. 2025. "Keteladanan Guru Agama Kristen Di SMA PGRI 22 Serpong Untuk Menunaikan Amanat Agung Berdasarkan Injil Yohanes 13 :13-16." *Jurnal Silih Asah*.
- Kainde, Elisabeth Wulan, and Candra Yulius Tahya. 2020. "Pemanfaatan Jurnal Refleksi Sebagai Penuntun Siswa Dalam Menemukan Makna Pada Mata Pelajaran Kimia." *Journal of Educational Chemistry (JEC)*. doi: 10.21580/jec.2020.2.2.6076.
- Kiswanto, Heri. 2023. "Peran Guru Pendidikan Agama Kristen Dalam Pembinaan Rohani Siswa." *CARAKA: Jurnal Teologi Biblika Dan Praktika*. doi: 10.46348/car.v4i1.153.
- Kumowal, Royke Lantupa, and Heliyanti Kalintabu. 2025. "Transformasi Peran Guru Pendidikan Kristen Sebagai Mentor Spiritual." *Edukris: Jurnal Pendidikan Agama Kristen*. doi: 10.54793/edukris.v1i02.232.
-

- Latifah, Winiar, and Hakimuddin Salim. 2025. "Peran Guru Tahfidz Dalam Meningkatkan Motivasi Menghafal Al-Qur'an Siswa Di SMA Muhammadiyah PK Sambu." JURNAL MANAJEMEN PENDIDIKAN DAN ILMU SOSIAL. doi: 10.38035/jmpis.v6i3.4474.
- Lintang Kusuma, Regina Wahyu, and Muhamad Rifa'i Subhi. 2025. "Penerapan Nilai-Nilai Islam Dalam Bimbingan Konseling Untuk Siswa Yang Bermasalah Akademik." BUDAI: MULTIDISCIPLINARY JOURNAL OF ISLAMIC STUDIES. doi: 10.30659/budai.4.1.15-25.
- Marsabila, Nabila, Tresa Lonika, and Atria Baluari. 2022. "Motivasi Belajar Siswa Jenis Dan Cara Meningkatkan." JBES: Journal of Biology Education and Science.
- Mukti, Muhammad Akbar, Lahmuddin Lubis, Thea Fitri Astarani, Win Arajasa, and Siti Aisyah Br Sipayung. 2025. "Psikoedukasi Islami Bagi Orangtua Dalam Meningkatkan Kemandirian Belajar Anak Di Era Digital." Continuous Education: Journal of Science and Research. doi: 10.51178/ce.v6i2.2799.
- Naimah, Rezzi Yanti, Andi Saputra, Muhrizal Efendi, Hairunas, and Subhan. 2020. "Peran Guru Dalam Meningkatkan Perilaku Islami Siswa (Studi Di Ma Cendekia Bangsa Pekanbaru)." Jurnal Pendidikan Dan Pemikiran Islam.
- Perdana, and Valentina. 2022. "Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Siswa Sekolah Dasar." Jurnal Ilmiah Indonesia.
- Romah, Maghfiratur, and Kustiana Arisanti. 2022. "Peran Guru Pendidikan Agama Islam Dalam Pembinaan Birrul Walidain Di Madrasah Aliyah Nahdlatul Ulama 'Pendahuluan.'" IQRO: Journal of Islamic Education 5(1).
- Rustendi, Tedi. 2023. "PENDEKATAN KUANTITATIF DALAM STUDI KASUS PADA PENELITIAN BIDANG AKUNTANSI." JURNAL AKUNTANSI. doi: 10.37058/jak.v17i1.6736.
- Safrudin, Rizal, Zulfamanna, Martin Kustati, and Nana Sepriyanti. 2023. "Penelitian Kualitatif." Journal Of Social Science Research.
- Salsabila, Iin et al. 2025. "Desain Penelitian Studi Kasus (Pengalaman Empirik)." Jurnal Arjuna.
- Sitorus, Ricky Ivan Kristian, and Yusak Tanasyah. 2023. "Pendampingan Peserta Didik Dalam Pendidikan Agama Kristen Untuk Meningkatkan Motivasi Belajar Di Sekolah Dasar Benih Pengharapan Lembang Jawa Barat." SERVIRE: Jurnal Pengabdian Kepada Masyarakat. doi: 10.46362/servire.v3i1.134.
- Sugiyono. 2020. Metodologi Penelitian Kualitatif. In Metodologi Penelitian Kualitatif.
- Sullivan, John William. 2023. "Friendship and Spiritual Learning: Seedbed for Synodality." Religions. doi: 10.3390/rel14050592.
- Sutopo. 2020. "Metodologi Penelitian Kualitatif. In Metodologi Penelitian Kualitatif." Rake Sarasin.
- Turmuzy SMP Negeri, Ahmad, and Corresponding Author. 2025. Pendekatan Deep Learning Untuk Menciptakan Pengalaman Belajar Yang Bermakna.
- Yunarzat, Ersyanda, Syarifuddin CN Sida, and Kasman Kasman. 2024. "Pengaruh Penggunaan ChatGPT Terhadap Motivasi Belajar Siswa Di Sekolah Menengah Kejuruan." Edukatif: Jurnal Ilmu Pendidikan.