

## RELIGIOUS GUIDANCE STRATEGY IN OVERCOMING THE BOREDOM OF ORPHANAGE CHILDREN

Fany Chairunnisa<sup>1</sup>, Annai Saburi<sup>2</sup>

<sup>12</sup>Universitas Islam Negeri Sumatera Utara Medan; Indonesia

Correspondence email; Fany0102192079@uinsu.ac.id

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### Abstract

This study aims to reveal how the strategy of religious guidance given by caregivers in overcoming child boredom at the Al-Jam'iyatul Washliyah Orphanage Medan. The method used in this research is qualitative research with a case study approach. Data collection techniques were carried out through interview guidelines, observation guidelines, and documentation. The research subjects were the head of the orphanage, the caretakers of the orphanage, and the children at the Al-Jam'iyatul Washliyah Orphanage. To analyze the data, the researcher used interview transcripts, data reduction, analysis, and interpretation of data, and then conclusions were drawn from the data. Based on the results of the analysis, it was concluded that the religious guidance strategy carried out by caregivers at the Al-Jam'iyatul Washliyah Orphanage Medan, namely carrying out routine lectures carried out in rotation, carrying out "words of advice" activities which are carried out two times a week, and providing adequate extracurricular activities so that it can overcome the boredom of foster children while in the orphanage.

### Keywords

*Children; Religious Guidance; Boredom; Strategy*



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## INTRODUCTION

An orphanage is a social institution whose role is to protect and foster orphans, neglected and the poor for the welfare of foster children (Directorate General of Social Rehabilitation of the Ministry of Social Affairs of the Republic of Indonesia, 2011). As is the case in several children's orphanages, they also have a role of responsibility in educating their foster children properly and correctly. This child is the initial basis that determines the life of a nation in the future, so it is necessary to prepare the next generation of the nation by preparing children to grow and develop optimally in terms of moral, physical/motor, cognitive, language, and social-emotional development. Every child has the right to get a decent living, protection, and to be able to grow and develop optimally.

Children are part of the younger generation as one of the human resources who are potential successors to the aspirations of the nation's struggle and have a strategic role, and have special traits and characteristics that require coaching (Imas, 2017). Whereas the children referred to here are foster children who are learning to explore Islam at the Al-Jam'iyatul Washliyah Orphanage. Religious guidance that is carried out at the Al-Jam'iyatul Washliyah Orphanage is guidance that is carried out periodically by mentors/teachers to foster children, which aims to overcome boredom in the children of the Al-Jam'iyatul Washliyah Orphanage Medan.

Religious guidance is a process of assistance given by a mentor to someone to help overcome the problems they are facing through a religious process so that they submit and obey Allah SWT. (Cholil, 2014) children become adults who are useful and responsible for themselves and society in the future (U. Pratiwi, 2021).

The role of caregivers as mentors depart from the children's problems. In carrying out their activities while in the orphanage, there are children who will obey their caregivers and not a few children who are disobedient better direction (Munir, 2013). In this case, caregivers must be able to set strategies that suit the child's personality in any case. (Rachmawati, 2019) Coupled with the problems that come from the children themselves, there is boredom in the process of growth and development when they are inside or outside the orphanage (Iye, 2017). The feeling of boredom is present during the process of carrying out their daily activities.

Al-jam'iyatul Washliyah Orphanage Medan is one of the orphanages located on Jl. Ismaliyah Medan No. 82 Medan City. This orphanage foundation plays a role in realizing foster children to be educated into children who are faithful and pious as well as capable, intelligent, and independent.

The vision of Al-jam'iyatul Orphanage Washliyah Medan is "Becoming a Professional and Trusted Social Institution that makes the community proud in Realizing Foster Children as Human Resources who are pious, accomplished, have a noble character, skilled, and independent".

The Al-jam'iyatul Washliyah Orphanage Medan is an orphanage that collaborates with the Al-jam'iyatul Madrasah Washliyah Foundation so that the foster children in this orphanage spend more of their time at the madrasa, such as studying and memorizing the Al-Qur'an. So that the activities of foster children in the orphanage only repeat learning and playing according to the time that has been adjusted (Agustiani, 2009).

The daily process that these foster children go through certainly causes boredom for some of the children at Aljam'iyatul Washliyah Medan Orphanage. This boredom can lead to negative behavior in foster children, such as fighting with friends, leaving the orphanage without the caregiver's permission, refusing to study, and even fighting with caregivers (Kurnia, 2021). Therefore, this boredom must be a top priority to be resolved.

Previously there had been several studies that examined religious guidance and child boredom. First, research conducted by (Kinanti, 2019), in his research the authors revealed that the role of religious guidance is very supportive in increasing children's spiritual intelligence. Second, research conducted by (Husain, 2016), the results of the research that the authors examined showed that the strategy of the Islamic Religious Education teacher in overcoming the learning boredom of elementary school children was carried out by providing spiritual guidance, joking, and telling stories. Third, in research conducted by (Agustina, 2019), in his research, the researcher emphasized that counseling and religious strategies in the efforts of teachers to overcome boredom in student learning were lecturing and giving motivation.

Based on the description above, the researcher raised the same topic, namely, related to religious guidance in overcoming child boredom. However, this research is different from previous research, which is more inclined to the learning boredom of children and adolescents. This research focuses on the boredom of children who are in Aljam'iyatul Washliyah Orphanage Medan.

The purpose of this study is to describe the strategies of religious guidance given by caregivers at the Al-Jam'iyatul Washliyah Orphanage Medan in overcoming the boredom of their foster children. The development of human science and technology at this time has been growing rapidly. In this regard, the more complex the problems of human life. This results in more and more difficulties that may be experienced by children in their development and in making life choices.

With the existence of research on strategies for religious guidance in overcoming the boredom of foster children, it is hoped that foster children can become the younger generation who have good morals and behavior and reduce the emergence of a feeling of boredom which can lead to negative behavior in children.

## METHOD

This research was conducted at the Al-Jam'iyatul Washliyah Orphanage Medan. The method used in this research is qualitative with a case study approach. The case studied was regarding the strategy of religious guidance in overcoming the boredom of children at the Al-Jam'iyatul Washliyah Orphanage Medan. As stated by Hermawan Wasito, as follows "This research is limited to efforts to reveal a problem and situation as it is so that the only data available is the disclosure of data and facts" (Wasito, 1997). Qualitative research tends to be subjective and cannot be generalized in general. In practice, qualitative research uses interviews, observation, and documentation in the process of collecting field data (Sugiyono, 2016).

The data in this study are religious guidance strategies carried out by caregivers, teachers, or mentors at the Al-Jam'iyatul Washliyah Orphanage Medan, namely in the form of lecture strategies, "words of advice" strategies, and extracurricular strategies. Sources of data in this study were obtained through direct observation or observation and interviews with parties related to the research, namely caregivers, mentors, and children at the Al-Jam'iyatul Washliyah Orphanage Medan (Arikunto, 1998). The research subjects in this study were the results of interviews with the head of the Al-Jam'iyatul Washliyah Orphanage Medan, the caregivers on duty, and the foster children of the Al-Jam'iyatul Washliyah Orphanage Medan.

This research was conducted at the Al-Jam'iyatul Washliyah Orphanage in Medan from 1-3 March 2023 by observing the physical condition, facilities, and means, as well as the time and place of implementation at the orphanage. This research focuses on the strategies of caregivers or mentors in dealing with boredom in the children of the Al-Jam'iyatul Washliyah Orphanage Medan. The results of interviews with several respondents, namely the head of the Al-Jam'iyatul Washliyah Orphanage Medan, caregivers or supervisors of the Medan Al-Jam'iyatul Washliyah Orphanage, and the children of the Medan Al-Jam'iyatul Washliyah Orphanage were then used as a concrete source of data in study (Hopefully, 2020).

Interviews were conducted face-to-face between researchers and informants by asking oral questions related to the studies to be studied with the aim of strengthening the results of the research to obtain data related to the implementation of religious guidance to overcome the boredom experienced by orphans at the Orphanage Al-Jam'iyatul Washliyah Medan. Observation, namely by observing the implementation of religious guidance to foster children at the Al-Jam'iyatul Washliyah Orphanage Medan and documentation, namely data obtained from the Al-Jam'iyatul Washliyah Orphanage Medan, in the form of photos, recordings, archives, etc.

The qualitative data of this case study approach were analyzed and processed systematically by collecting various kinds of information to obtain a solution so that the problem of foster child boredom that was revealed could be resolved with the given religious guidance strategy. What distinguishes research with a case study approach from other types of qualitative research approaches lies in the depth of analysis in a particular, more specific case. Data analysis and triangulation are also used to test the validity of the data and find the real objective truth (Sugiono, 2021).

## FINDINGS AND DISCUSSION

### Findings

#### Religious Guidance Strategy for Orphanage Children

**Table 1.** Strategies for Religious Guidance in Overcoming Children's Boredom at the Al-Jam'iyatul Washliyah Orphanage Medan

No	Strategy Form	Steps	Execution Time	Subject	Object
1.	Lecture	a. Plan activities b. Develop lecture material c. Prepare all preparatory activities d. Running activities	Every day after the morning and evening prayers	Nanny, Ustadz, and foster children	Orphanage kids
2.	Word of Advice	e. Setting up a place f. Plan activities g. Composing materials h. Running activities	Two times a week	Caregivers / Mentors	Orphanage kids
3.	Extracurricular activities	i. Prepare foster children j. Provide equipment k. Send activity advisors l. Running activities	Conditionally according to the extracurriculars taken by foster children	Caregivers/ Supervisors of each extracurricular interest	Orphanage kids

A lecture strategy is a strategy given to convey information through the appreciation of Islamic teachings. Usually done routinely every day after the morning prayer and evening prayer. Those who convey the contents of the lectures, the supervisor, ustad, and also the foster children take turns to convey matters relating to religious material. The coaching steps given to this lecture strategy are First, caregivers/guides gather foster children in the mosque after the morning and evening prayers. Second, caregivers/supervisors provide explanations regarding the development of noble character and behavior and form moral, polite speech and noble deeds in behavior and ethics that are polite, honest, and sincere (DP Sari, 2021). Third, caregivers/counselors deliver lecture material according to the spiritual needs of foster children in the form of faith, piety, and perfecting human values in accordance with religious teachings and obedience to worship and being able to live in a society (Otista, 2021). Fourth, caregivers/counselors provide guidance regarding mental and religious aspects such as worship. Worship is taught to children so that they have a calm soul and peaceful soul and so that children are accustomed to praying five times a day and in a congregation (Peradila & Chodijah, 2020). Fifth, caregivers/supervisors provide opportunities for foster children to ask questions and answers about the material presented if it is unclear and still needs to be questioned. Sixth, caregivers/supervisors conclude the lecture material given in order to review the understanding of the foster children who listen to the material so that it can be more absorbed by the foster children (Khaira, 2018). Seventh, caregivers/counselors provide opportunities for foster children to be able to deliver lecture material in turn in order to train foster children's courage and educate foster children in conveying matters relating to religious material.

The word-of-advice strategy is a strategy given by caregivers/supervisors to foster children who are having problems. Usually done two times a week. The implementation of this word-of-advice strategy is carried out in the following steps: First, the caregivers/supervisors gather the foster children in the provided orphanage hall. Second, caregivers/mentors provide good lessons to foster children. For example, a caregiver/supervisor teaches and provides lessons related to positive things, not teaching traits or examples that are not good for foster children (Saidah, 2014). Third, caregivers teach discipline to children. Foster children who live in orphanages are taught to be disciplined so that children are accustomed to being disciplined with duties and responsibilities (Mulawarman & Munawaroh, 2016). Fourth, provide *uhwah* or a good example for foster children. This means that before we give good teaching to children, we as mentors first give the first example to children (Afana, 2018). Fifth, teach religious lessons to foster children. Foster children are not only taught

lessons related to the world, but foster children are also constantly given religious lessons so that children are equipped with knowledge of the afterlife so that noble traits are embedded in them (Tohirin, 2014). Sixth, improve the quality of morals and behavior in foster children. The point here is that in the daily life of foster children, of course, not all of their behavior behave well, but there are also those who behave reprehensibly or not well. This is where the role of a mentor is to provide guidance (Saputri et al., 2019).

Extracurricular activity strategies are strategies that are given or provided by orphanages to fill the free time for foster children outside of school hours or study hours (Inriyani et al., 2020). This activity is usually carried out after school hours in order to develop the potential of foster children in an optimal and integrated manner which includes talents, interests, and creativity (Syakir et al., 2017). All foster children can participate in this extracurricular activity according to their interests and talents and according to the schedule or free time each child has (Seto, 2023). This activity is not mandatory. The steps taken for this strategy are: First, the Al-Jam'iyatul Washliyah Orphanage Medan has provided several extracurriculars that are quite adequate from a religious perspective, such as Karate, Football, Tahfidz Al-Quran, and Hadroh or Nasyid which are expected to be able to support the personal development of foster children through expanding interests, developing potential, and providing opportunities for character building and leadership training (Egbo, 2021). Second, the orphanage also provides the facilities and infrastructure needed by each existing extracurricular so that it can support the implementation of these extracurricular activities properly and correctly (Fauziah, N., & Nadlifah, 2021). Third, the orphanage sends people who are experts in the extracurricular field concerned as mentors and caregivers for foster children while participating in these extracurricular activities (Subarkah, Rachmat; Siswa, Bigar; Rahayu, Sri; A, 2023) as well as being in charge of foster children while still in the scope of extracurricular activities. Fourth, being able to carry out extracurricular activities in accordance with the goals and what is expected of foster children (Yusuf, Syamsu & Nurihsan, 2006).

## **Discussion**

Based on observations and interviews conducted by researchers, the factor that causes the boredom of foster children at the Al-Jam'iyatul Washliyah orphanage is the amount of free time for children while in the orphanage. This is because all foster children's activities have been taken over by the school foundation, so that the orphanage no longer participates in education and learning.

Orphanages also won't interfere if their foster children make trouble while in the school environment because that's no longer the orphanage's business. Therefore, the educational affairs of foster children have been carried out within the school foundation environment, and the problem of forming the religious character of foster children is the concern and focus of the orphanage. The Al-jam'iyatu Washliyah Medan Orphanage also does not require foster children to memorize the Koran while at the orphanage because it is included in the foundation program at school. However, the orphanage provides extracurricular Tahfidz as a means for foster children who like and like to memorize Al-Quran and do not limit it (Fadly, 2023).

Usually, for foster children in the new school year, it is not uncommon for foster children to have problems crying, asking to go home, and don't want to be at the orphanage because they are bored at the orphanage. And the orphanage will report this to the child's guardian and make decisions with the child's guardian (Afifuddin, 2010). But for foster children who have lived in an orphanage for a long time, the boredom they feel is there are no activities at the orphanage and lots of free time, so foster children feel bored and start to do negative behaviors such as disturbing friends, fighting, and leaving orphanage (Vitasari, 2016). Choosing the right strategy to deal with boredom in the orphanage is very important. This means that caregivers must be able to understand technically and implement strategies that will be carried out, then sort out the strategies that are considered the most effective and efficient to apply in learning activities to guide foster children to achieve coaching goals. Their morals and character (Humaini, 2017).

Thus, strategy is an important element that must be understood by every caregiver or companion, considering that the process of forming religious character in foster children is an important means for children to face the outside world later. Instilling religious values is also very important for children (Ginging, 2019). Religious guidance strategies carried out by caregivers in overcoming the boredom of foster children, which can lead to negative behavior in foster children, can help foster children to be more able to choose what is good and what is bad for their lives both in the world and in the world. In the afterlife (Karlinda, 2021).

Therefore, the caregivers of the Aljam'iyatul Washliyah Orphanage in Medan provide three strategies for religious development (Fadly, 2023), namely:

1. A lecture strategy that is carried out every day, namely after the morning and evening prayers, and is carried out in rotation so that it can grow the courage and ability of foster children to have the courage to speak in public to convey truth and kindness in accordance with the orphanage's



vision. Instilling religious values through lecture activities is very important for foster children who feel bored and start to show bad behavior at the orphanage (Qonaah, 2017). When foster children start to cause problems around the orphanage, caregivers and mentors can contribute to solving the child's problems.

The implementation of religious guidance at the Al-Jam'iyatul Washliyah Orphanage is carried out using a lecture strategy through a behavioral approach, namely individual cognitive dimensions, to help take clear steps in changing the behavior of foster children who are starting to experience boredom so that negative behavior does not occur again, caregivers or mentors Providing material to foster children directly and face to face is expected so that foster children will receive spiritual cleansing in the form of advice in accordance with Islamic religious teachings, understand the prohibitions and commands of Allah SWT, and provide examples of behavior in the history of the life of the Prophet Muhammad SAW as a good role model (Qonaah, 2017).

Lectures are messages that aim to give advice and instructions. The application of the lecture strategy is the most traditional and familiar way of teaching. This lecture strategy is sometimes boring, so in practice, caregivers must have certain skills in order to attract the attention of foster children. In this case, caregivers approach foster children by making themselves friends who will provide comfort and warmth so that children are open to the problems they are facing (Karlinda, 2021). This is because children aged 8-15 years are still unable to be invited to discuss in depth, so with this lecture strategy, foster children only pay attention and listen to what is conveyed by caregivers or mentors.

This lecture strategy is directed at the formation of religious values. Thus religious awareness and religious experience are formed through an integrated mentoring process. The expected result is a human figure who has faith (has religious awareness) and does good deeds (has religious experience) (Lubis, 2017). Well, this lecture strategy is carried out as a process of assisting children in orphanages in an effort to overcome negative behavior in children caused by the boredom of foster children so they are able to live in harmony according to God's instructions and teachings (Zulkarnain, 2020).

Moral, mental, and devotional development to God Almighty is carried out for foster children so that they can enhance their experience of religious teachings to Allah SWT accompanied by good deeds and deeds that contain elements of worship guided by Islamic guidelines (Nurhalimah & Aditoni, 2021). Equipping children with solid Islamic insights to avoid threats of

moral degradation, low morals, and identity crises is the duty of caregivers (Yuwinda Ardila, Anwar Sutoyo, 2019). Therefore this lecture strategy is carried out with great attention to cultivating religious and moral values for foster children.

For example, if a foster child has a problem in terms of humanity, such as disturbing friends while playing, not only the public relations coach solves it, but supervisors from the religious or educational fields can also contribute to solving the child's problem. So, even though Al-Jam'iyatul Washliyah Orphanage Medan has many fields, such as administration, education, public relations, religion, cleanliness, and others, in terms of solving the problem of foster children, each field will unite in order to find a solution to the problem of the foster children.

Based on the results of interviews with the caregivers of the Al-Jam'iyatul Washliyah Orphanage, religious guidance to foster children both in attitude and behavior can be considered sufficient to give good results. They are able to understand the material presented by the supervisor and create good behavior than before.

2. The activity strategy "Words of Advice" is carried out two times a week. This word of advice is given to the child as a means of reviewing his morals and religious character and according to what problems the child has caused over the past few days. This advice is also one of the alternatives provided specifically for foster children who have started to show negative behavior due to boredom while in the orphanage.

This "Word of Advice" activity strategy can also be called the *Educative Strategy* (Enlightenment strategy). This strategy is a way of expressing the feeling of pressure that is hindering by thoroughly digging into the causes of tension and obstacles experienced by foster children. Deepen it with persuasive motivation so that the mentoring child feels calm and all his obstacles have been overcome (Folastri, 2016). The tutor relaxes and listens to what the mentor child tells and then gives directions to encourage the mentor child to be enthusiastic and able to face these obstacles (Mahmudi, 2014). The goal is to change the negative behavior of foster children caused by their boredom by means of providing directions about what are the obligations and prohibitions that have been determined by Allah SWT and make foster children into individuals who have an attitude of mutual respect, love, and care for one another (Rulita et al., 2021).

The implementation of this "Word of Advice" activity was conveyed in accordance with the words of advice in general, namely inviting individuals to respect each other's differences and take care of each other. Caregivers use language that is easy to understand. With this, foster children can

carry out what is conveyed by caregivers, such as behaving and speaking politely to others (Nurhalimah & Aditoni, 2021). Advice given by caregivers or supervisors can be in the form of *aqidah* and morals. With the advice given by caregivers or mentors, foster children can further improve their behavior which was not good at first, gradually becoming better and able to understand more about the teachings of Islam (Cholil, 2014).

For example, if many foster children leave and run away from the orphanage. The orphanage will give the first trial warning sanction for foster children who are caught being removed from the orphanage. In the second experiment, the orphanage will summon the child's guardian, and in the third experiment, the orphanage will remove foster children and revoke all the facilities that have been provided, both from the orphanage and from the school foundation. Therefore, the process of this advisory activity is carried out by people who are experts in the field of problems caused by foster children.

Based on the interview results, this strategy is expected to have an impact on foster children who are experiencing problems and is also expected to change the negative behavior of foster children into positive behavior. There is a change in the behavior of foster children as expected by caregivers with this strategy that has been proven and has been implemented for several periods at the orphanage. However, giving this word of advice is not done every day but is done two times a week.

This is because, in the process, the children will become more bored if they are constantly given words of advice, and it will even cause the child to get bored and unable to accept what the caregiver has said because they are already fed up. For this reason, the Al-Jam'iyatul Washliyah Orphanage implements this word-of-advice activity only two times a week in accordance with the considerations that have been observed.

3. With a strategy of providing religious extracurriculars so that foster children can fill their free time with positive activities around the orphanage, and can relieve the boredom of foster children. By allowing foster children to be active in various extracurriculars that they are interested in so that foster children can highlight themselves and their abilities according to their wishes. Occasionally allow foster children to have recreation or refresh their brains by giving permission to watch television so that the learning load does not feel heavy (WI Pratiwi, 2020).

Extracurriculars are non-formal learning activities carried out by school or university students, generally outside of the standard curriculum study hours. Extracurricular activities are

intended so that children can develop their personalities, talents, and abilities in various fields outside the academic field (Lestari, P., 2016). This extracurricular activity is made to fill the free time that fosters children have so as not to cause boredom which can lead to negative behavior in foster children. The extracurricular activities themselves can take the form of activities in art, sports, personality development, and other activities that have a positive aim for the progress of the foster children themselves (BS Sari, 2020).

Through this strategy of religious extracurricular activities, it is hoped that foster children will be more able and accustomed to applying their worship in daily life and can carry it out well to humans and Allah SWT. In addition, this extracurricular activity is intended to enrich and broaden the knowledge and abilities of foster children and to channel the talents and interests that children have (Woro, S., 2016). By developing their potential and talents, students will be better prepared to become better and more responsible individuals, including in their studies. Karim (2013) explains that extracurricular activities have a role in broadening and deepening students' knowledge as well as equipping them in an effort to inculcate values (Karim, 2013).

Based on interviews with the orphanage, the strategies for religious extracurricular activities organized by the Aljam'iyatul Washliyah Medan Orphanage are in the form of Karate, Football, Tahfidz Al-Quran, and Hadroh or Nasyid. In addition, school foundations and orphanages synergize in terms of providing Arabic tutoring, English tutoring, and tutoring for other subjects in terms of filling free time for foster children. However, all of these activities are not limited to children, so foster children can choose whatever activities they want and need (Mubarok, 2018). The existing strategies for religious extracurricular activities are expected to be able to fill the free time for foster children while at the orphanage and can also develop the interests and talents of foster children while at the orphanage (Ambarwati, 2020).

## CONCLUSION

Religious guidance strategies at the Al-Jam'iyatul Washliyah Orphanage Medan, namely the lecture strategy, which is carried out routinely every day after the morning and evening prayers and is carried out in turns by foster children at the high school, junior high, and elementary levels. Apart from that, there is also a word-of-advice strategy that is carried out two times a week. And there are religious extracurricular strategies such as Karate, Football, Tahfidz Al-Quran, and Hadroh or Nasyid which are provided so that children can develop their interests and talents there. The

strategy used by caregivers when meeting children who feel bored is to provide enough extracurricular alternatives so that they can fill free time for foster children so they don't feel bored while at the orphanage.

Thus, these three strategies are expected to be able to emerge in the behavior of foster children to appreciate the process of worship more, to be able to behave well and to start getting used to activities in the orphanage in their free time so that boredom does not appear again which can trigger negative behavior in foster children.

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