

Berajah Journal: Jurnal Pembelajaran dan Pengembangan Diri

Soul Therapy Efforts with Dhikrfor Teachers at Tadika Al Fikh Orchard Malaysia School

DOI: <https://doi.org/10.47353/bj.v4i1.275>

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Vol. 4 No. 1 (2024)
Published: 2024-01-23
<https://doi.org/10.47353/bj.v4i1>

Article

SOUL THERAPY EFFORTS WITH DHIKR FOR TEACHERS AT TADIKA AL FIKH ORCHARD MALAYSIA SCHOOL
— Zailani Zailani, Ai Fatimah Nur Fuad, Muhammad Ruslan, Soraya Chapakia

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Number : 275/LoA/BJ/I/04-01/2024
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January 17, 2024

Dear:

Zailani¹, Ai Fatimah Nur Fuad², Muhammad Ruslan³, Soraya Chapakia⁴
Universitas Muhammadiyah Sumatera Utara, Indonesia^{1,3},
Universitas Prof. Dr. Hamka, Indonesia²,
Fatoni University, Thailand⁴

Through this letter, we, as managers of **Berajah Journal**, convey that your article is entitled:

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SOUL THERAPY EFFORTS WITH DHIKR FOR TEACHERS AT TADIKA AL FIKH ORCHARD MALAYSIA SCHOOL

*SOUL THERAPY EFFORTS WITH SHIKR FOR TEACHERS AT TADIKA AL FIKH ORCHARD
MALAYSIA SCHOOL*

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ABSTRACT

This research aims to improve the quality of Tadika Al Fikh Orchard (Early Childhood Education) teachers in Islamic Religious Education learning. In the context of mental therapy, it should be done by integrating remembrance in every aspect of a person's life. This research involved the participation of Tadika Al Fikh Orchard Malaysia teachers as research subjects. The results of this research show a significant increase in the personality quality of educators at Tadika Orchard Malaysia. Over time, these programs become an important part of students' lives, producing positive changes in the mental state of teachers that, in the long run, benefit individual students. The findings of this research provide practical implications in efforts to improve the quality of learning at Tadika Al Fikh Orchard Malaysia. Mental therapy efforts with remembrance for Tadika Al Fikh Orchard Malaysia teachers provide mental health for educators who in turn provide role models for Tadika Al Fikh Orchard Malaysia students. It is hoped that this research can become a basis for developing policies and programs that focus on improving teacher quality in terms of mental health.

Keywords: Role Model, Improving Teacher Quality, Mental Health

INTRODUCTION

Mental well-being is a critical aspect of education that is often overlooked. Teachers, as the main pillars in the educational process, often face high levels of pressure and stress which can have a negative impact on their well-being. Increased job demands, increased workloads, and pressure in the school environment can often cause stress, anxiety, and even burnout among teachers. Therefore, it is important to find innovative and effective ways to support teachers' mental wellbeing, which will ultimately impact the quality of education they provide to students.

This community service focuses on mental therapy efforts with dhikr as a method adopted at the Tadika Al Fikh Orchard Malaysia School to promote the mental well-being of teachers. Zikr, as a spiritual practice in Islam, has the potential to reduce stress,

increase calm, and provide teachers with tools to manage stress in their work.

Tadika Al Fikh Orchard School Malaysia is an educational institution committed to providing high quality education to young children. However, to achieve this goal, teacher welfare is an equally important factor. In line with the school's vision to create a healthy and empowering educational environment, mental therapy with dhikr has been implemented as an initiative aimed at helping teachers overcome stress and improve their mental well-being.

In this introduction, we will explore the background of this initiative, the aims of community service, as well as its relevance in improving teachers' mental well-being and the positive impact it may have in the school environment. It is hoped that mental therapy efforts with dhikr will not only be an effective



solution for teachers at the Tadika Al Fikh Orchard Malaysia School, but will also provide valuable insight for early childhood education more broadly.

LITERATURE REVIEW

Dhikr

According to the Dewan Dictionary, dhikr is generally an act of remembering Allah SWT by saying or reciting tayyibah sentences such as Astaghfirullah, Allah Akbar, La ilaha Illa Allah either with the tongue (in a strong way) or in the heart (in a strong way silent) repeatedly. Istighfar, reading the Koran, greetings to the prophet, prayer and prayer are also included in the concept of remembrance (Dictionary Council, 2005). However, the remembrance the most important thing is the Al-Quran itself. This is because all these practices have a purpose to remember Allah SWT. Thus, there are approximately 60 types of liver disease can be healed with dhikr. Practice dhikr perfectly, continuously and with full sincerity it can be an effective antidote for everything spiritual and physical illnesses. Cancer and neurological diseases, for example, have been proven to do so healed by the power of practicing dhikr consistently and regularly (Musthofa 2013).

Islamic Counseling

Islamic counseling according to (Julaeha 2019) is the process of providing assistance to individuals to be able and have awareness of their lives as creatures of God Almighty, to live in accordance with the provisions and instructions of God Almighty and to develop natural potential to achieve happiness in the world. world and in the afterlife. Furthermore, (Mahmudi 2011) The aim of this Islamic counseling model is to increase the faith, Islam and sincerity of the individual being guided to become whole.

And finally, it is hoped that they can live happily in this world and the afterlife. It can be said that Islamic Guidance and Counseling contains spiritual aspects and material dimensions (Ardi 2019)

METHOD

Implementation methods that can be used in PPM efforts to provide mental therapy with remembrance for teachers at Tadika Al Fikh Orchard are as follows:

1. Identify Teacher Welfare Problems: The first step in implementing community service is identifying the mental welfare problems faced by teachers at the Tadika Al Fikh Orchard Malaysia School. This is done through surveys, interviews and discussions with teachers to understand their challenges and needs.
2. Development of a Soul Therapy Program with Dhikr: After the main problems were identified, a soul therapy program with dhikr was developed based on relevant practices in Islam. This includes preparing a schedule of study sessions on the virtues of dhikr, selecting appropriate materials, and an approach tailored to the teacher's needs.
3. Teacher Outreach and Preparation: Teachers are invited to attend an outreach meeting that explains the program's objectives, benefits, and procedures for implementation. They were given information about dhikr as a spiritual therapy tool and how to integrate it into their daily routine.
4. Conducting Zikr Sessions: Regular dhikr sessions are held for teachers. This session begins with a brief guide to the principles of dhikr in Islam. Teachers are given the opportunity to actively participate in dhikr, which aims to relieve stress, increase calm, and build happiness.



5. **Monitoring and Evaluation:** During program implementation, periodic evaluations are carried out to track the impact of mental therapy with dhikr on teacher well-being. This includes surveys, interviews, and participant observation. This data is used to assess the effectiveness of the program and to measure changes in teachers' mental well-being.
6. **Ongoing Guidance and Support:** Teachers who may experience difficulties in implementing mental therapy with dhikr receive ongoing guidance and support. They can consult with an experienced counselor or mental therapy practitioner.
7. **Dissemination of Results:** The results of the program are disseminated to the school community and wider society through seminars, workshops, and reports and journal publications. The aim of this dissemination is to share knowledge about the benefits of mental therapy with dhikr and encourage the use of similar methods in other places.
8. **Final Evaluation:** After a certain amount of time, a final evaluation is carried out to evaluate the long-term impact of mental therapy with dhikr on the teacher's mental well-being and the school environment as a whole. This evaluation will help assess whether the program can be maintained and expanded.
9. **Continuous Improvement:** This program will involve a cycle of continuous improvement. The evaluation results are used to improve the program and address changes in teacher needs and challenges that arise in the implementation process.

Through this implementation method, it is hoped that the mental therapy program with dhikr can make a significant positive contribution in improving the mental well-

being of teachers at the Tadika Al Fikh Orchard Malaysia School, which in turn will create a healthier and more productive learning environment.

RESULTS AND DISCUSSION

The results and achievements that can be achieved from implementing PPM mental therapy efforts for Tadika Al Fikh Orchard teachers are as follows:

- a. **Improved Teacher Mental Well-Being:** One of the most significant results of this community service is the improvement in teacher mental well-being at the Tadika Al Fikh Orchard Malaysia School. In evaluations, most teachers reported reduced levels of stress, anxiety, and tension. They feel happier, calmer, and more motivated in carrying out their daily tasks.
- b. **Improving the Quality of Teacher-Student Relationships:** This program also has a positive impact on the relationship between teachers and students. Calmer and happier teachers tend to provide better teaching and have a positive impact on the quality of classroom interactions. This creates a more harmonious learning environment and supports students' academic and social growth.
- c. **Integrating Zikr into Daily Routines:** Mental therapy with dhikr has been successfully integrated into teachers' daily routines. Zikr has become an important part of their daily lives, helping them overcome stress and improve their well-being on an ongoing basis.
- d. **School Community Support and Awareness:** This community service has built support and awareness among school staff and the wider school community about the importance of



teacher mental well-being. This is reflected in strong participation in the program and support for teachers in need.

- e. Dissemination of Results and Learning: The results of this community service have been disseminated to the school community and local community through seminars, workshops, and reports and journals. These results provide valuable learning for schools and other educational institutions that may be interested in adopting similar methods.
- f. Changes in School Culture: This community service also creates changes in school culture. Teacher well-being and treatment of psychological aspects have become more valued and prioritized in school policy.

Long-Term Impact: Long-term evaluations will continue to be carried out to measure the impact of this program over a longer period of time. It is hoped that the benefits of teachers' mental wellbeing will continue and be sustainable in encouraging school growth and development.

CONCLUSION

Based on community service at the Tadika Al Fikh Orchard Malaysia School which explores mental therapy efforts through dhikr for teachers, several things can be concluded:

1. The Important Role of Teachers in Mental Well-Being: This service emphasizes the importance of the teacher's role not only in providing formal education, but also in supporting mental well-being. Mental therapy through dhikr is considered a relevant approach and can help teachers overcome pressure and stress.
2. Zikr as a Means of Soul Therapy: Dhikr is seen as an effective tool of soul therapy. The practice of dhikr has spiritual value

and can provide peace of mind, reduce anxiety, and increase focus, which can help teachers carry out their duties better.

3. Integration of Religious Values in Personal Development: Mental therapy efforts through dhikr also promote the integration of religious values in the teacher's daily life. This can form better character, improve morality, and strengthen social bonds within the school environment.

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