

## Research Article

# The Use of AREL Argumentation Strategy in Da'wah Training for Students of Al Kautsar

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**Abstract.**

This study was conducted based on the problem of the less than optimal preaching ability of students at Al Kautsar High School, Bandar Lampung. TConsidering that Al Kautsar High School, Bandar Lampung is a high school that is oriented towards religious and academic-based education, so that the instillation of preaching abilities must be given to its students. This study aims to describe the implementation of preaching training using the AREL (assertion, reason, evidence, link back) argumentation strategy for these students. It uses a qualitative descriptive research method, and the sampe consisted of students at Al Kautsar High School, Bandar Lampung in class X. The results of this study indicate that there is an increase in preaching abilities in these students from an initial average value of 76 to 90 overall. At first, students were only able to preach with very minimal content, less than optimal delivery, and a duration of no more than 2 minutes. After the preaching training was carried out using the AREL argumentation strategy, students were able to deliver preaching with good content, persuasive delivery, and a duration of more than 5 minutes. The conclusion of this study shows that preaching training using the AREL argumentation strategy for students at Al Kautsar High School can improve students' preaching skills.

**Keywords:** da'wah, argumentation, AREL

## 1. Introduction

Da'wah is an important effort to disseminate positive religious values to religious communities [2]. Da'wah can be interpreted as the actualization or realization of one of the natural functions of a Muslim, namely the function of the message in the form of a conditioning process so that a person or society knows, understands, believes in and practices Islam as a teaching and outlook on life [8]. Da'wah is a religious effort to disseminate religious messages for the good of the people [5].

As a form of effort to disseminate Islamic teachings, the implementation of da'wah requires an effective and efficient approach to reach a very diverse audience, including students. In the context of education at Al-Kautsar High School, Bandar Lampung,

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**Published:** 15 July 2025

Publishing services provided by Knowledge E

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Selection and Peer-review under the responsibility of the ICDComm 2024 Conference Committee.



da'wah training efforts are an important strategy to equip students with solid communication and argumentation skills in da'wah. Given the challenges of modern times and the dynamics of liberal thinking of young people, it is very important for students to not only understand the da'wah material in depth but also be able to convey it in a logical and persuasive way.

In the da'wah training process, of course, there is a challenge, namely the limitations of students in conveying messages using strong and convincing arguments. Many da'wah trainings focus on mastering the material without paying sufficient attention to the technique of delivering arguments. As a result, the messages conveyed often do not have an active effect due to the lack of a clear argument structure when delivering da'wah.

Before implementing the AREL (Assertion, Reason, Evidence, Link Back) strategy, da'wah training at SMA Al Kautsar Bandar Lampung faced several significant problems that affected the effectiveness of the delivery of da'wah messages by students. First, many students had difficulty in formulating da'wah arguments with a clear and logical structure, resulting in messages that were often unstructured and less persuasive. Second, students often did not include relevant evidence to support their claims in explaining something, so that the arguments made were less convincing. Third, students had difficulty in reconnecting arguments to the main claim, which reduced the overall coherence and strength of the da'wah message. In addition, the lack of knowledge about effective argumentation methods such as the AREL strategy hindered students' ability to construct structured and persuasive arguments. This problem was exacerbated by the lack of adequate evaluation of the effectiveness of existing da'wah training methods. This study aims to identify and address these problems by evaluating the application of the AREL strategy in da'wah training, in order to improve the quality and effectiveness of da'wah message delivery among students.

The AREL (Assertion, Reason, Evidence, linkback) argumentation strategy is a method designed to improve the quality of arguments with a very systematic structure. AREL consists of assertion, reason, evidence, and link back. Assertion is the main opinion or initial claim in a material delivery. Reason is a part to explain why the claim is valid. Evidence is a form of effort to provide concrete proof to support a claim and a reason. Link back is an effort to link the argument back to the main claim to ensure coherence. The use of the AREL strategy is expected to improve the quality of the delivery of preaching by students, making arguments more clearly organized, structured, and convincing.

Research related to preaching strategies has been studied by several previous researchers. Mubasyaroh once studied persuasive preaching strategies [9], Slamet studied preaching strategies that are in accordance with community conditions [6], Setyaningsih studied preaching strategies based on Javanese cultural acculturation [7], Baidowi who studied preaching strategies in the new normal era [1]. There are significant differences between previous research and the research currently being conducted by researchers. Previous research has not focused on improving the quality of argumentation in preaching, while this research will focus on improving the quality of preaching through the strength of argumentation in preaching.

Al-Kautsar High School, Bandar Lampung is an educational institution that is committed to developing the character and skills of its students, including in the Islamic aspect, namely in delivering preaching. Given the importance of preaching as part of religious education in this school, the application of the AREL strategy in preaching training can have a very significant impact on improving the quality of preaching carried out by students.

This study aims to describe the effectiveness of the AREL argumentation strategy in da'wah training for students at Al Kautsar High School, Bandar Lampung. The specific objectives of this study are to identify changes in students' argumentation skills after implementing the AREL strategy, assessing the strategic impact of AREL. This study is expected to provide new insights into effective argumentation techniques in da'wah training. With the results of the study, Al-Kautsar High School, Bandar Lampung is expected to be able to optimize da'wah training for its students, equip students with strong argumentation skills, and increase the effectiveness of delivering da'wah messages among students and their communities.

## 2. Methods

This study uses a qualitative descriptive research method to examine the implementation of da'wah training using the AREL (Assertion, Reason, Evidence, Link Back) argumentation strategy for students at Al Kautsar High School, Bandar Lampung. This method was chosen to provide an in-depth understanding of how da'wah training is carried out and its impact on students' da'wah abilities. The following are the details of the methods used:

## 2.1. Research Design

This study was designed as a qualitative descriptive study that aims to describe and analyze the process and results of da'wah training using the AREL argumentation strategy. The main focus of this study is to understand how the AREL strategy is applied in training and its impact on students' da'wah abilities.

## 2.2. Research Subjects

The subjects of the study were grade X students at Al Kautsar High School, Bandar Lampung. A total of 108 students divided into three classes were involved in this training. The selection of these students was based on the need to improve their da'wah abilities which were not yet optimal.

## 2.3. Data Collection Techniques

Data were collected through the following techniques:

Observation: The researcher conducted direct observation during the training to record the implementation of the training and student interactions.

Interviews: In-depth interviews were conducted with students and instructors to gain insight into their experiences during the training and their perceptions of the AREL strategy.

Documentation Analysis: Additional data were collected from training materials, training notes, and written feedback from students.

## 2.4. Training Procedure

Problem Analysis: At this stage, the researcher conducted observations related to the problems found in the implementation of preaching at SMA Al Kautsar Bandar Lampung.

Planning: The training was designed using the AREL argumentation strategy. The training material includes elements of AREL, namely Assertion, Reason, Evidence, and Link Back.

Implementation: The training was carried out in several sessions, where students were taught to apply the AREL strategy in preaching. Each session involved practical exercises, group discussions, and feedback.

Evaluation: The students' preaching abilities were assessed before and after the training through performance-based assessments, including evaluation of content, delivery, and duration of preaching.

## 2.5. Data Analysis

The data collected was analyzed qualitatively to identify patterns, themes, and changes that occurred. This analysis involved:

**Data Coding:** Data coding was carried out to group information based on relevant categories, such as changes in preaching content, delivery techniques, and duration.

**Data Interpretation:** The coded data were interpreted to understand the impact of the training on the students' preaching skills.

**Description of Findings:** The results of the analysis are presented in the form of a description that describes how the training affected the students' preaching skills.

## 2.6. Validity and Reliability

To ensure the validity and reliability of the research results, data triangulation was carried out using various data sources (observation, interviews, and documentation) and involving various researchers in data analysis. Feedback from students and teachers was also used to verify the findings.

This research method is designed to provide a comprehensive picture of the implementation of preaching training and the effectiveness of AREL's argumentation strategy in improving students' preaching skills.

# 3. Results and Discussion

## 3.1. Problem Analysis

Problem analysis is the first step in a research process. In the problem analysis process, researchers can specifically identify the shortcomings or obstacles found in the object to be studied. Problem analysis must be objective and factual. In the problem analysis process carried out at Al-Kautsar High School, Bandar Lampung, researchers found various problems related to the implementation of da'wah carried out by students.

In general, there are problems in the da'wah process carried out by students at Al-Kautsar High School, Bandar Lampung. In the context of problem analysis at Al-Kautsar High School, Bandar Lampung, researchers found a number of significant problems related to the implementation of da'wah by students. These problems cover various aspects, ranging from the da'wah approach used, the understanding and involvement of students, to the effectiveness of the da'wah methods applied. In general, there are shortcomings in the way da'wah is delivered which is not relevant or interesting enough for young audiences, as well as challenges in ensuring that da'wah messages are received and practiced consistently by students.

In the process of delivering da'wah, students have not been able to produce quality da'wah that contains persuasive explanations and structural explanations. The meaning of the message conveyed in the da'wah tends not to have a strong explanation. Students seem to memorize a lot during the process of delivering da'wah. This happens because there is no strategy for using the understanding of da'wah for these students.

In the process of implementing the problem analysis, the researcher conducted an analysis of the problem using observation and interviews with stakeholders at the school. Observations were made to see the initial abilities of students and Al Kautsar in delivering da'wah. The delivery of da'wah took place in the mosque which is the daily agenda of Al Kautsar High School students every before the Dhuhur prayer and also the delivery of da'wah was carried out by students every morning before learning began.

### 3.2. Strategy Design Planning

The strategy used to improve the quality of students' preaching is the use of the AREL (Assertion, Reason, Evidence, link back) argumentation strategy. This strategy is considered the easiest argument building strategy to master because each category has different elements [3]. In fact, the participants had never used the AREL method when making or building arguments. Therefore, this is considered the most appropriate to use in this training process.

The design of the preaching training strategy using the AREL (Assertion, Reason, Evidence, Link Back) argumentation method was developed to optimize the preaching abilities of students at SMA Al Kautsar Bandar Lampung. This strategy begins with Assertion, namely students are taught to make clear and focused main statements or claims in their preaching. Next, they are introduced to Reason, where they formulate

reasons that support the claim with strong logic. Evidence serves to strengthen claims with concrete evidence, such as relevant data or examples. Finally, Link Back teaches students how to reconnect reasons and evidence to the initial statement to ensure consistency and strength of the argument. This training is conducted through interactive sessions that include practical simulations, direct feedback, and group discussions, aiming to improve students' preaching skills in an effective and structured manner.

3.3. Implementation and Achievement

The results of this study indicate that there is an increase in the ability to preach in students of SMA Al Kautsar Bandar Lampung. The increase in the ability to preach in students of SMA Al Kautsar Bandar Lampung took place significantly, namely from an initial average value of 76 to 90 overall. Initially, students were only able to preach with very minimal content, less than optimal delivery, and a duration of no more than 2 minutes. After the preaching training was carried out using the AREL argumentation strategy, students were able to convey preaching with good content, persuasive delivery, and a duration of more than 5 minutes.

TABLE 1:

No	class	Pre test	Post test
1.	Research class 1	76	90
2.	Research class 2	75	88
3.	Research class 3	77	92
Total		76	90



Figure 1: Implementation.





**Figure 2:** Implementation.



**Figure 3:** Implementation.

### 3.4. Evaluation

Evaluation in this research process includes the assessment process of all stages in the research. The purpose of this evaluation is to improve the stages that are not yet perfect as seen from the results of each stage. In the process, the problem analysis stage went well because the objects studied, both in observation and interview, were very cooperative. The results of observations and interviews showed that there were problems that could be a source of problems in this research. The design strategy in this research process using the AREL strategy was appropriate because this strategy has been proven to improve the ability of students to preach at Al-Kautsar High School,



Bandar Lampung. The progress assessment used the initial test assessment rubric compared to the final test assessment. In the initial test assessment, the quality of students' preaching was less weighted than the assessment after training using the AREL argumentation strategy.

In this research process, all stages were carried out systematically, and no significant problems were found. This success was largely due to the cooperative attitude of all students, who enthusiastically followed each stage of the research. Students showed high enthusiasm for learning preaching strategies. They understand the great benefits that will be gained from this training, which motivates them to be actively and seriously involved in each training session. Their concern and dedication to this process reflect their commitment to not only learn the theory, but also apply it in their future da'wah practice.

## 4. Conclusion

Preaching training using the AREL (Assertion, Reason, Evidence, Link back) argumentation strategy for students at Al Kautsar High School, Bandar Lampung can improve students' preaching skills. The increase in the preaching skills of students at Al Kautsar High School, Bandar Lampung took place significantly, namely from an initial average score of 76 to 90 overall. Initially, students were only able to preach with very minimal content, less than optimal delivery, and a duration of no more than 2 minutes. After the preaching training was carried out using the AREL argumentation strategy, students were able to deliver preaching with good content, persuasive delivery, and a duration of more than 5 minutes.

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