

Implementation of Islamic Counseling Guidance in Forming Student Character in Madrasah

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ABSTRACT

This study investigates the scope of counseling and guidance services available in Madrasahs, focusing on their relationship with character formation among students. Utilizing a descriptive qualitative approach with a case study model, the research aims to understand the dynamics of counseling and guidance services in shaping the character of students at Madrasah Tsanawiyah Al Anwar. Data were gathered from school principals, guidance and counseling teachers, and students through interviews, observations, and documentation. Analysis of the data involved data reduction, presentation, verification, and drawing conclusions. The findings reveal several key points: (1) Madrasahs offer various forms of counseling services encompassing orientation, individual, group, classical, learning, consultation, placement, content mastery, and career guidance; (2) there exists a strong correlation between counseling guidance and character development, with each reinforcing the other; (3) steps involved in using counseling and guidance services for character formation include group counseling, planning, execution, evaluation, and parental involvement; and (4) the effectiveness of counseling and guidance services in addressing issues and fostering character development in Madrasahs is evident through successful problem resolution. These findings underscore the active role played by counseling and guidance services in shaping student character through service provision activities.

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1. INTRODUCTION

Education is essential for improving individuals' quality of life and enabling their participation in societal activities. Djamarah (2005) describes education as a deliberate effort to cultivate human potential. Additionally, Ambarsari, Hadiwinarto, and Herawati (2021) view education as a means to nurture future generations. Hidayat et al. (2020) emphasize education's role in personal development, asserting that it expands scientific knowledge and individual capabilities. As a goal-oriented process, education must be continuous across all levels to achieve its objectives, entailing the cultivation of students' inherent potential. Furthermore, it necessitates a collective commitment from each societal component to fulfill its distinct roles and responsibilities.

Research conducted by Piaget and Lawrence has been instrumental in shaping the understanding of psychological development, specifically focusing on the moral development from childhood to adulthood. Their studies employed longitudinal methods to observe changes in moral reasoning over time, revealing that moral principles evolve through distinct stages as an individual matures. The findings from their research underscore the profound impact of moral development on societal well-being, suggesting that a robust moral foundation is crucial for the advancement and prosperity of a nation. According to Barida and Prasetyawan (2018), these moral foundations are not only pivotal for maintaining social order but are also integral to the ethical progress of both the nation and the state. The implications of this work extend beyond theoretical psychology, offering valuable insights for educational strategies and policy-making aimed at fostering moral and ethical growth.

Increasing students' ability to learn can effectively be achieved through guidance and counseling, applied both individually and in group settings. These interventions are crucial as they provide tailored support to address the unique needs of each student, enhancing both academic and non-academic outcomes. The teacher's role as a facilitator in this guidance process is pivotal in steering the direction of student development within the school environment. This includes fostering not only educational achievements but also desirable social behaviors and interpersonal skills. Teachers, acting as both educators and mentors, can engage in integrated activities aimed at maximizing the effectiveness of these interventions. Such activities are designed to encourage students to engage fully and benefit maximally from the educational opportunities available to them. Furthermore, in an effort to optimize and enhance the disciplinary character of students, the specific role of a guidance and counseling teacher becomes indispensable. This specialized role involves implementing structured programs that promote discipline and respect for school norms, ultimately contributing to a positive and conducive learning atmosphere.

The existence of a counseling guidance program really helps teachers deal with student problems, both academic and non-academic. The implementation of guidance and counseling in schools is the shared responsibility of every education person in the school such as the principal, teachers, homeroom teacher and other educational staff such as counselors. According to Danim (2010), guidance and counseling is a support service for students, both individually and in groups so that they can be independent and develop optimally, namely in the form of personal, social, learning and career guidance through various other supporting services and activities based on norms. applicable norms. The role of guidance and counseling teachers in forming students' character in the teaching and learning process at school is highly expected, because guidance and counseling have an important role in the world of education to realize the ideals that students hope for, including in this case the development of character and potential as optimally as possible and increasing students' learning motivation in achieving learning achievements. Character is nothing other than the behavior, personality, or behavioral habits shown by students. Students' poor character cannot be ignored, but must be overcome through the efforts of the guidance and counseling teacher at school.

According to Lickona (1991), effective character education hinges on the integration of knowledge, emotions, and behaviors. Without these three foundational elements, character education programs cannot be successfully implemented. They require a systematic and continuous approach to truly embed character values within the educational environment. Character education encompasses a framework that instills virtues through the active engagement of various school components. This includes the curriculum content, learning methodologies, evaluation processes, classroom management, overall school governance, and the implementation of co-curricular activities. Additionally, the infrastructure's utilization, financial support, and the work ethics of everyone within the school community are crucial. Nurochim (2013) expands on this by defining character education as the embodiment of core values by all school stakeholders in every aspect of educational delivery. This approach ensures that character development is woven through the very fabric of the educational experience, preparing students not just academically but also as morally responsible individuals.

Apart from that, character education is a comprehensive teaching program designed to foster students' personal growth by internalizing core values and beliefs that act as a moral compass in their

lives. This program focuses on cultivating qualities such as honesty, trust, discipline, and cooperation, primarily engaging the affective domain (feelings or attitudes) while simultaneously nurturing the cognitive domain (rational thinking) and skills domain. The latter includes competencies such as data processing, expressing opinions effectively, and collaborating with others. Therefore, schools, as formal educational institutions, play a critical role in these efforts by providing structured environments where these values can be systematically infused into the daily educational experience. According to Zubaedi (2011), this strategic incorporation of character education equips students not only with academic knowledge but also prepares them to become responsible, well-rounded members of society. Through such programs, schools help in the holistic development of children, ensuring they emerge as individuals who are capable of contributing positively to the community and making ethical decisions throughout their lives.

Research in the field of counseling guidance has been extensively conducted, focusing on various aspects such as the influence of school counselors on student character education (Musseeni, 2019; Ar Noya & Salamor, 2020), the impact of counseling guidance on early childhood character formation (Prasetiawan, 2016; Lestari, 2014; Prasetya & Putri, 2018; Alfanani & Suwandi, 2022; Rahayu, 2022), and its role in character development among children with special needs (Mustika & Neviyarni, 2023). Additionally, the management of counseling guidance for character education (Hidayat et al., 2020; Syahdana & Nurlala, 2020; Fitriana, 2021; Suroso & Salehudin, 2021; Nida & Usiono, 2023; Dwidarmanto, Pratiwi & Widyati, 2023) and its ability to motivate students (Jumari & Suwandi, 2019; Rochmah, Mareza, & Muslim, 2020) have been subjects of study. Furthermore, research has addressed how guidance and counseling services foster discipline (Rosyid, Sugiharto, & Wibowo, 2020; Amala & Kaltsum, 2021; Harita, Laila, & Zagoto, 2022), honesty, responsibility (Mahsun & Suwandi, 2019; Septiani, 2022; Silvia & Purwaningrum, 2022; Siagian & Tambusasi, 2023), and religious characters (Humaira & Prasteya, 2022) among students.

The aforementioned studies primarily examine the role of counseling in shaping student character at school, primarily through secular guidance approaches. This research, however, aims to introduce an Islamic perspective to guidance and counseling, proposing a novel approach to address student issues in schools. Additionally, it seeks to explore the impact of counseling on student character development, the efficacy of character education programs, and the role of schools in nurturing positive character traits in students.

2. METHODS

The approach in this research is descriptive qualitative. Qualitative research is used when a researcher wants to understand how humans deal with the real world (Yin, 2016). Apart from that, the appeal of using a qualitative approach is that it allows researchers to carry out in-depth studies on a topic of interest and great freedom in choosing an interesting topic because it is not bound by certain limitations like other types of research. This opinion is in line with what Moleong (2014) explained, that qualitative research aims to understand a phenomenon that occurs in research subjects, for example behavior, communication patterns, perceptions, language, and behavior by describing it in the form of words. Apart from that, this type of research is descriptive because it presents the findings in narrative form. The aim of qualitative research with a descriptive nature is to provide a complete and detailed description of the phenomenon being studied (Denzin & Lincoln, 2017). Because this research is descriptive, the case study type was chosen as part of the descriptive qualitative research model. Case study type research aims to describe a phenomenon (case) in a real-world context and answer research questions that centre on the "how" type of question in a situation.

Apart from that, case studies are used in this research as a comprehensive explanation relating to various aspects of a person, group, organization, program, or social situation being researched to be explored and studied as deeply as possible. To begin a case study, the researcher will identify the problem and question to be researched and develop an idea of why the case study method is used in

this research. The purpose of a case study is to try to find meaning and real facts, investigate the process, and then gain a deep and complete understanding of a particular individual, group or event. Case studies were chosen as this research method because case studies allow data collection using more diverse data collection techniques, including documents, artifacts, interviews and observations. (Yin, 2014)

Based on the explanation of the case study above, the researcher felt it was appropriate to use a holistic single case study research method or, according to Yin (2014), referred to as research that places a case as the focus of the research. The reason the researcher chose the holistic single case study method is that research using the case study model seeks to describe the lives and actions of humans specifically in a particular location, only focusing on one case, with the main problem examining how Islamic counseling is implemented in forming character in Madrasah Tsanawiyah Al Anwar.

The selection of participants or informants in this research used purposive sampling. According to Yin (2016), purposive sampling is used when research requires specific instances, namely instances with high relevance and data availability for the topic being studied. The selection of instances as sources are those who have a wide range of information and a broad perspective regarding the research subject so that data can be collected optimally. The selection of instances also needs to consist of parties with different backgrounds to avoid bias and prejudice.

The data collection technique in this research was carried out through in-depth interviews using a semi-structured model. According to Yin (2014), interviews are one of the most important data collection techniques for case study data sources. This research uses an in-depth or focused type of interview, namely a semi-structured interview that follows a case study protocol that has been designed, namely a list of sources, a list of questions, as well as the time and place of the interview. This research also uses observation as a data collection technique. Observation is a data collection technique by making direct observations of selected cases. The sources or informants in this research were the school principal, guidance and counseling teacher, and students. Researchers chose these informants because they play an important role in the implementation of Islamic counseling in shaping student character.

Data analysis techniques are adapted to the methods used by researchers. According to Yin (2014), data analysis is used to connect data findings from case studies with interesting concepts and how these concepts provide direction in analyzing data. This research uses pattern matching data analysis techniques. The pattern-matching process is a data analysis technique for comparing data with empirically based patterns (Yin, 2014). Analysis of research data is carried out by reducing data, presenting data, verifying data, and then after that, the researcher makes conclusions that will answer the research questions of this study. Researchers must confirm and sharpen conclusions into a final conclusion that is appropriate to the symptoms and events to be studied.

3. FINDINGS AND DISCUSSION

3.1. Form of Guidance and Counseling Services

In implementing the counseling guidance service program at the school, the counseling guidance teacher applies several forms of services provided at the school in order to achieve the vision and mission of counselling guidance. In this regard, they implement these forms of service, among others, as a form of contribution to the achievement of school goals through counseling guidance services. The sources explained that several services were held at the school. They enthusiastically give all their energy, thoughts, time, and responsibilities as counselors to be active in providing the best services and guidance in school counselling.

The forms of services provided at schools based on data from researchers' interviews can be summarized as follows (a) Tutoring, relating to learning problems faced by students; (b) Personal/individual guidance, regarding students' personal problems, family problems and so on; (c) Social/group guidance; (d) Orientation services upon first entry; (e) Placement or distribution; (f) Content services; (g) Consultation; (h) Classical services, providing special information; and (i) Career

guidance, regarding services related to career or work and this guidance is the most competent guidance in schools.

From the research results above, it can be explained that several forms of services provided to students are carried out to assist them so that they can participate in learning well. Apart from that, it is also future-oriented, namely after graduating and entering the world of work. In the counseling guidance process, counselors work together with each teacher to solve every problem that occurs to students. In practice, each counselor has different counseling times, but if they find a problem that is really difficult for them to solve, then they hold a joint discussion to solve the problem the student has faced and how to proceed with it.

Guidance and counseling are a form of service provided in schools and play a very active role in the development of education. Apart from that, counseling guidance can also contribute to several services provided to students so that their desired hopes can be realized. Guidance counseling can also shape student behavior from bad to good. Improvement in academics, ethics and culture. In its implementation, counseling provides maximum service to students with the aim of supporting the achievement of the vision and mission that the institution wishes to achieve.

The implementation of counseling guidance in schools is of course not all as expected. Obstacles or challenges always exist, and solutions must be sought. Obstacles or challenges in implementing guidance counseling can come from internal or external factors, such as coming from within the school, for example, from counselors (students), teachers, or parents/guardians. Obstacles or challenges that occur when implementing counseling guidance can be resolved well, namely through various approaches, both individual approaches and group approaches. The implementation of counseling guidance at Madrasah Tsanawiyah Al Anwar has developed quite well over time. Based on data from the research results, it can be concluded that there are several obstacles faced in implementing the counseling guidance program, namely: (a) Lack of synergy between counseling guidance teachers and other parties, such as student leaders and class teachers, (b) Supporting capacity and cooperation of people parents who are less than optimal, (c) the principle of volunteerism which has not been fulfilled, and (d) the principle of honesty which has not been fulfilled.

Guidance counseling at Madrasah Tsanawiyah Al Anwar encompasses a variety of services designed to effect behavioral changes and character development in students. These services are tailored to the individual challenges each student faces. Guidance and counseling educators do not merely provide services; they carefully assess the core issues before offering appropriate support to the students. Particularly for students who seek help voluntarily, the services are customized to meet their specific needs.

The research identifies two primary services provided at Madrasah Tsanawiyah Al Anwar. The first is the Orientation service, which is offered to students upon their entry into the school. This service includes familiarization with the school environment, classrooms, teachers, staff, and all related stakeholders within the school premises. The orientation service aims to cultivate behavior patterns in students that make them sensitive to their surroundings, facilitating smooth adaptation to their new setting. This adaptation process is crucial for students to assimilate well, conform to the school's regulations, and ultimately achieve their academic objectives.

The second type of service is Individual counseling, which becomes available after students have acclimated to the school environment. This personalized service addresses the individual or personal issues students may encounter, whether related to school or external factors. Access to this service is typically initiated in three ways: students may voluntarily approach the counseling office for assistance, referrals may come from teachers or other school staff, or the counseling faculty may proactively reach out to students identified with issues or listed in the DCM (problem record data). The principle of confidentiality is a critical aspect of these services, ensuring that students' privacy is respected and maintained.

"One thing that really needs to be paid attention to is that both the counselee and the counselor must uphold the principle of confidentiality in order to create trust and openness between the two of them."

Fourth, group/social services, these services are provided in group form, for example, students are given guidance about the dangers of smoking. This service is provided in groups as an effort to prevent problems before they occur. Fifth, classical services are provided by providing more specific information or information that students really need, for example, information about various types of universities and their field orientation, usually given in one class. Sixth, learning services are generally provided; for example, if a child is experiencing difficulties in learning, guidance and counseling act as an agent that channels the child's learning difficulties to the teacher who handles that subject. Seventh: Career guidance services, the most important service provided at this school considering that this school is vocational-based, career guidance services are very important to provide to them when they enter the world of work after graduating, when many of them cannot continue their studies to a higher level. Many of them are in a dilemma about this. Career guidance services are very good for providing food for thought when they enter the world of work and apply it.

Eighth, consultation is a service that helps students or other parties gain insight and understanding of methods that must be implemented in dealing with students' conditions and problems. Counselors receive consultation services for teachers, parents, or school/madrasah leaders related to efforts to build a common perception in providing guidance to students, creating a school/madrasah environment that is conducive to student development, making referrals, and improving program quality guidance and counseling. Ninth, placement or distribution, this service is devoted to identifying their needs, introducing their talents and interests for further development. Content mastery services, services provided to get to know learning better. Some of the services above are services provided to students at Madrasah Tsanawiyah AL Anwar, which aims to solve all student problems so that they can form good student characters in the long term.

3.2. The Relationship between Guidance Counseling and Character Formation

Counseling guidance services are provided to address issues faced by students. Additionally, these services aim for long-term behavioral changes, specifically the development of students' character. Schools strive to nurture positive student character, which in turn contributes to the school's progress and development. Counseling guidance, as part of the educational framework, is expected to facilitate positive behavioral changes in students. Although students' character may have innate genetic elements, environmental factors and peer influences also play a significant role. Positive changes in behavior are anticipated following the receipt of counseling services.

Behavioral changes are expected after students receive counseling and guidance services. The term "behavior change" is used to evaluate the outcomes of these services. Characters that may initially be perceived as negative can, with ongoing guidance and counseling, gradually improve. Many deviations occur among students within the school environment, which can sometimes extend into their wider social environments. There is concern that such behaviors, undesirable to all parties, may proliferate. Guidance counseling plays a crucial role in mitigating these issues, aiming to transform previously deviant behavior into more positive actions.

Counseling guidance present in the educational realm is expected to be able to contribute to changes in student behavior for the better. Counseling has an influence on the formation of students' character, even though genetically students' character is an innate element, environmental factors, friends and so on are very influential. Guidance counseling provides services that are appropriate to each problem faced by students to obtain a solution and in the end the solution provides opportunities for students to change their behavior, which is manifested in the formation of a unique character or disposition that exists in the individual. Guidance and counseling has a corrective function, namely the function of guidance and counseling which will result in the breakdown or resolution of various problems experienced by students. This is also the same as character formation which also has an improvement function, namely improving students' character which ultimately creates good character and the potential to become dignified students.

3.3. Steps for Guidance and Counseling Services in Shaping Student Character

This section outlines the structured approach employed by Madrasah Tsanawiyah Al Anwar for guidance counseling services aimed at character development among students. The process begins with the identification of observable symptoms that suggest a need for guidance. Counselors prioritize students who require immediate attention, setting the stage for targeted interventions. The program at Madrasah Tsanawiyah Al Anwar includes several specific strategies designed to both prevent and address deviant behaviors, thereby fostering positive character traits in students.

The counseling and guidance efforts consist of several distinct phases: (a) Group counseling is offered as a preventative measure to deter potential deviations before they occur. (b) The planning stage involves the systematic collection of data on student issues, which are documented in the DCM (problem record list). (c) The execution phase involves summoning students identified with issues to provide appropriate guidance services. This includes curative guidance for addressing problems that have already manifested. (d) If necessary, parents are involved to aid in resolving the issues their children face. (e) An evaluation and follow-up process is conducted to monitor the situation and assess the extent to which the problems have been resolved through case studies. (f) Case conferences are convened for severe and complex issues that require broader deliberation and intervention.

3.4. Level of Success of Guidance Counselling in Problem Solving and Character Formation

Guidance and counseling services play an indispensable role in sculpting the character of students, serving as the guiding light in their personal and academic development. At Madrasah Tsanawiyah Al Anwar, the strides made in the advancement of these services are remarkable, reflecting a commitment to nurturing well-rounded individuals. Through dedicated efforts, the counseling team has effectively addressed the myriad challenges students encounter, ensuring that no obstacle impedes their path to success. The prevalence of students unable to pursue higher education is a poignant issue, yet the guidance and counseling program has emerged as a beacon of hope, adeptly steering students towards avenues where their talents can flourish. By identifying and harnessing each student's unique strengths and interests, the counseling team not only aids in academic achievement but also fosters a sense of purpose and fulfillment. This holistic approach not only empowers students to overcome obstacles but also equips them with the resilience and determination to thrive in their chosen paths. As Madrasah Tsanawiyah Al Anwar continues to prioritize the enhancement of its guidance and counseling services, the trajectory of student success is bound to soar even higher, paving the way for a brighter future for generations to come.

4. CONCLUSION

Based on the research conducted at Madrasah Tsanawiyah Al Anwar, it is evident that Islamic guidance and counseling play a pivotal role in nurturing students' personal, social, academic, and career development. This aligns with the foundational principles of parental guidance, emphasizing moral and character development within a supportive community framework. Although the study is limited by its focus on a single institution, the findings reveal the significant influence of comprehensive counseling services within the educational sphere. Future research should broaden its scope to include diverse case studies across various environments, aiming to deepen the understanding of Islamic guidance and counseling's impact on character building. Additionally, examining the implications of these findings for educational policies and practices could lead to a more integrated approach to student development in madrasas and related institutions. This research serves as a catalyst for further exploration and practical enhancements in education, underlining the importance of guidance and counseling in shaping the holistic development of students, particularly within the Islamic educational tradition.

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