

IMPLEMENTATION OF ISLAMIC GUIDANCE AND COUNSELING IN ADDRESSING ADOLESCENT ISSUES IN HIGH SCHOOLS

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Abstract

This study aims to analyze the implementation of Islamic Guidance and Counseling in addressing adolescent problems in secondary schools, focusing on the role of guidance and counseling (BK) teachers in fostering students' Islamic character. The research employed a descriptive qualitative approach, with data collected through in-depth interviews, participatory observation, and documentation. The subjects consisted of BK teachers, school principals, and students at MA Muhammadiyah Salaka, Takalar Regency. The findings reveal that the Islamic guidance and counseling program is implemented through two main forms: Islamic guidance, emphasizing religious activities such as Qur'an learning and congregational prayers, and Islamic counseling, conducted in both group and individual settings. The program positively contributes to improving students' moral awareness, discipline, and sense of responsibility. However, several challenges remain, including limited counseling facilities, the lack of professional counselors, and negative perceptions of BK services among students. The study concludes that the success of Islamic guidance and counseling depends largely on teachers' exemplary conduct, school support, and parental involvement in character development. Therefore, it is recommended that schools enhance professional training for BK teachers, improve counseling facilities, and strengthen collaboration among schools, parents, and communities to create a conducive educational environment for nurturing students' Islamic values and moral integrity.

Keywords: Islamic Guidance and Counseling, BK Teacher, Adolescents, Secondary School

Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi bimbingan dan konseling Islam dalam mengatasi berbagai masalah remaja di sekolah menengah, dengan fokus pada peran guru Bimbingan dan Konseling (BK) dalam membentuk karakter Islami siswa. Pendekatan penelitian yang digunakan adalah kualitatif deskriptif, dengan teknik pengumpulan data melalui wawancara mendalam, observasi partisipatif, dan dokumentasi. Subjek penelitian meliputi guru BK, kepala sekolah, dan siswa di MA Muhammadiyah Salaka, Kabupaten Takalar. Hasil penelitian menunjukkan bahwa program bimbingan dan konseling Islam diterapkan melalui dua bentuk utama, yaitu bimbingan Islami yang menekankan kegiatan keagamaan seperti pembelajaran Al-Qur'an dan shalat berjamaah, serta konseling Islami baik secara kelompok maupun individual. Program ini berkontribusi positif dalam meningkatkan kesadaran moral,

kedisiplinan, dan tanggung jawab siswa. Namun demikian, masih terdapat kendala berupa keterbatasan fasilitas, kurangnya konselor profesional, serta persepsi negatif terhadap layanan BK. Simpulan penelitian ini menegaskan bahwa keberhasilan bimbingan dan konseling Islam bergantung pada keteladanan guru, dukungan sekolah, serta keterlibatan orang tua dalam pembinaan karakter siswa. Oleh karena itu, disarankan agar sekolah meningkatkan pelatihan profesional bagi guru BK, memperbaiki sarana konseling, dan memperkuat kerja sama antara pihak sekolah, orang tua, dan masyarakat guna menciptakan lingkungan pendidikan yang kondusif bagi pembentukan akhlak Islami remaja.

Kata kunci: *Bimbingan dan Konseling Islam, Guru BK, Remaja, Sekolah Menengah*

INTRODUCTION

Education is a conscious effort undertaken by students through careful planning to become individuals of Islamic character in a society whose values are increasingly eroded by the changing times, so schools are expected to be fully prepared to address behavior that does not align with educational values. Islamic schools and guidance and counseling are inseparable, because within educational institutions, guidance and counseling are essential for resolving the problems students face at school. Guidance and counseling serve as support services for students—both individually and in groups—that guide them toward independence and optimal development, through direct guidance, social guidance, academic guidance, and career guidance via various types of services and activities provided by teachers. The role of guidance and counseling teachers is essential given the serious issues among students; therefore, schools must support the implementation of guidance and counseling services to foster an understanding of personality.

Guidance and counseling teachers state that they must provide services to students covering four areas—personal, social, academic, and career—which are integrated into a comprehensive whole within classroom-based services. This is because teachers are the heart of education, tasked with the duty, function, and responsibility to convey, disseminate, and teach Islamic values to students, as well as to safeguard, provide, and filter out negative influences for the students' future well-being. In addition to serving as educators, mentors, advisors, and role models, they also play a role in shaping students' faith, piety, and character. Teachers have a strategic role in shaping students' character through the teaching of religious values, setting a good example, moral guidance, and positive interactions through guidance and counseling. This is because teachers are not only responsible for teaching religious knowledge to students but also have a significant opportunity to instill religious values—such as morality, etiquette, and compassion—in students' daily lives. Guidance and counseling (BK) teachers must fulfill their roles, duties, and responsibilities as trusted individuals in transforming students' mindsets through various guidance and counseling approaches grounded in Islamic values, such as basic guidance and counseling, individual planning, responsive support, and systemic support. A development-oriented guidance and counseling approach aims to help students develop academic, social, and emotional skills so that they are better prepared to face various challenges in learning. However, it cannot be denied that the problems caused by

students are becoming increasingly varied and inconsistent with the vision, mission, and goals of education—such as fighting, bullying, and issues with discipline and compliance in carrying out tasks assigned by teachers— all of which occur due to a decline in students' behavior, attitudes, and character. This study aims to analyze and examine the implementation of Islamic guidance and counseling in addressing adolescent problems in secondary schools. The primary focus of this study is to identify the types of guidance and counseling implemented by guidance and counseling teachers. Through a qualitative approach, it is hoped that this study will be able to describe the guidance and counseling services provided by teachers to students.

METHOD

This study used a descriptive qualitative approach aimed at gaining an in-depth understanding of Islamic guidance and counseling as implemented by guidance and counseling teachers. **Research Location and Subjects:** This study was conducted at MA Muhammadiyah Salaka, located in Salaka, Pattalassang Subdistrict, Takalar Regency. The location was selected through purposive sampling because the school has active guidance and counseling teachers and offers student guidance and character-building programs. The subjects of the study were the guidance and counseling teachers. **Data Collection Techniques:** Data were collected through in-depth interviews with guidance and counseling teachers, the principal, and several students to explore the role of guidance and counseling services provided by these teachers. Participatory observation was used to observe the guidance and counseling processes carried out by teachers toward students who are adolescents with behavioral issues. **Research Instruments:** The researcher served as the primary instrument (human instrument) with the aid of an open-ended interview guide developed based on a framework aligned with the research focus. Data validity was tested through source triangulation and methodological triangulation. **Data Analysis Techniques:** Data were analyzed using the Miles and Huberman model, which comprises three stages: data reduction, data presentation, and drawing conclusions, while ensuring the validity of meaning through re-verification with the subjects.

RESULTS AND DISCUSSION

The results of the study show that the Islamic Guidance and Counseling program is implemented in two main forms: guidance and counseling based on Islamic teachings. Islamic guidance focuses on religious practices such as memorizing the Qur'an and Hadith, as well as performing obligatory (fardhu), recommended (sunnah), and funeral (jenazah) prayers. Educators with expertise in their respective fields are responsible for this program. Islamic counseling is conducted in two forms: group counseling and individual counseling. Group counseling is provided before class by all teachers in the form of religious lectures or guidance sessions. Individual counseling, on the other hand, is very rarely conducted and is only provided to students identified as engaging in deviant behavior, such as school fights or promiscuity. This Islamic counseling guidance encompasses all services oriented toward Islamic teachings. Students have varied

responses to this program. Some feel happy and supported, but others feel insecure or withdraw due to emotional issues such as shame, awkwardness, and emotional instability. Nevertheless, the program is considered successful, particularly in helping students recognize deviant behavior following counseling sessions. The availability of caring educators, the principal's involvement, adequate facilities and resources, and parental participation all contribute to the program's success. However, there are several challenges. Some of these include a lack of space for individual counseling, a negative perception of guidance and counseling teachers, and students' continued lack of awareness regarding guidance and counseling services. Due to the absence of professional counselors specializing in guidance and counseling, program evaluation is conducted informally and periodically through ongoing counseling activities. However, this evaluation has not yet been systematically documented.

DISCUSSION

Adolescence is a critical phase in an individual's development, marked by various physical, emotional, and social changes. This period is often accompanied by complex challenges, such as the search for identity, pressure from the social environment, and changes in relationships with family and peers. Islamic guidance and counseling offers a holistic approach to addressing adolescent issues. This approach focuses not only on psychological aspects but also takes into account spiritual and moral values that can provide adolescents with better guidance in life. Islamic counseling can help adolescents understand and manage their emotions, strengthen their sense of self, and build more harmonious relationships with others. The importance of Islamic guidance and counseling should be a priority for every school. The implementation of Islamic counseling has been shown to have significant implications for students' development, self-awareness, decision-making, environmental changes, transition support, and education. Islamic guidance and counseling are essential for children because they serve to show, guide, or lead others onto the right path. Through Islamic guidance and counseling, various methods are expected to help students recover from the problems they face, reintegrate into society, and develop their inherent potential

Islamic guidance and counseling in schools is an integral aspect of the education system, helping students overcome academic and personal problems, and supporting their holistic development. This study employs a qualitative method with a literature review approach to explore this social phenomenon. Guidance and counseling services are important because they provide holistic support, foster the development of social and emotional skills, offer career guidance, and help prevent social and behavioral problems. School counselors play a role in helping students understand their interests, talents, and career goals. The role of guidance and counseling in schools is vital for creating an inclusive and supportive learning environment for all students because Islamic guidance and counseling aims to strengthen an individual's faith, intellect, and will so that they may understand and adhere to the teachings of Allah and His Messenger. Thus, individuals facing challenges can gain self-understanding and become capable of resolving the

problems they encounter. Furthermore, Islamic guidance and counseling also direct individuals toward happiness in this world and the hereafter in accordance with Allah's commandments and guidance. In this context, Islamic guidance and counseling are not merely remedial (addressing problems) but also preventive (preventing problems). Through this approach, it is hoped that individuals can live their lives in accordance with the guidance of Islam, thereby attaining happiness in this world and the hereafter. Spiritual awareness serves as the primary foundation for personality development, enabling individuals to face life's various challenges by prioritizing moral values and the teachings of Islam as their guiding principles.

Guidance and counseling provide special attention to each individual to develop their social skills in the area of cooperation through group activities by training communication skills, discussion, playing with peers, and fostering a sense of camaraderie among fellow students. Islamic guidance and counseling serves as an alternative solution to address these issues through an approach grounded in the values of the Qur'an and Hadith. Islamic counseling, based on the values of the Qur'an and Hadith, offers solutions to help students cope with various problems. Using a holistic approach, Islamic counseling aims to help students strengthen a resilient Islamic character and assist them in overcoming social and personal issues. Therefore, this study is important to investigate the extent to which the use of Islamic counseling can influence student character in madrasahs

The Islamic Guidance and Counseling Program at MA Muhammadiyah Salaka reflects the integration of psychopedagogical approaches with elements of religious guidance. According to a qualitative case study, teachers' direct participation in group counseling indicates that the school culture emphasizes religious values as part of a preventive approach to adolescent issues. A systemic approach, in which every teacher functions as a religious counselor, is exemplified by the group counseling model conducted regularly before classes. This approach has its own advantages because it incorporates the guidance process into the daily learning routine. However, the lack of individual counseling sessions indicates that there are no opportunities to address adolescent issues on a personal level. An individual-needs-based counseling approach is, in essence, its primary benefit. The psychosocial development of adolescents can explain the various student reactions, ranging from acceptance to rejection. Adolescents who feel insecure or withdraw from this program state that a more empathetic and personalized counseling approach is crucial. Therefore, having professional counselors specializing in Islamic Religious Guidance is essential to optimize these services. Regarding evaluation, the irregularity and informality of the evaluation process indicate that the program's monitoring system is ineffective. In this case study, structural and cultural barriers include negative stigma toward guidance and counseling teachers, a lack of facilities, and students' lack of understanding regarding the function of guidance and counseling services. Consequently, this discussion underscores that religious guidance and counseling programs depend not only on their implementation but also on a support system comprising staff, facilities, and school culture.

CONCLUSION

This study shows that the implementation of Islamic guidance and counseling in secondary schools, particularly at MA Muhammadiyah Salaka, plays a crucial role in helping adolescents overcome various personal, social, and academic problems. Through an approach grounded in the values of the Qur'an and Hadith, guidance and counseling teachers serve not only as mentors but also as role models in shaping students' Islamic character. This program has proven effective in fostering moral awareness and positive behavior, although it still faces challenges such as limited facilities, a lack of individual counseling, and negative perceptions of guidance and counseling teachers. Therefore, enhancing the professionalism of guidance and counseling teachers, increasing school support, and involving parents are necessary to ensure that Islamic guidance and counseling services can operate more effectively and sustainably.

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