

THE EFFECTIVENESS OF ISLAMIC COUNSELING SERVICES WITH THE AL-MUROQABAH TECHNIQUE TO IMPROVE THE MANNERS OF STUDENTS TO TEACHERS

***¹Mawadda Harahap, ²Fauziah Nasution**

***^{1,2} Universitas Islam Negeri Sumatera Utara**

Email: ^{*1}mawaddah303212114@uinsu.ac.id, ²faziahnasution@uinsu.ac.id

Abstract

This study aims to test the effectiveness of Islamic counseling services with the al-muroqabah technique in improving the manners of students to teachers at MTs Negeri 2 Medan. Referring to the phenomenon of declining students' respectful attitudes, this technique is used as a spiritual approach to foster awareness that Allah SWT is always watching human behavior. The research uses a quantitative approach with a one-group pretest-posttest design. The results of the pretest were obtained by 8 students who were indicated to have poor manners. Data were obtained through questionnaires, observations, interviews, and documentation. The results of the Wilcoxon test showed a significant improvement ($p = 0.012$), from the low to high manners category after the intervention. These findings confirm the effectiveness of the al-muroqabah technique in forming a polite, respectful, and obedient attitude in students through spiritual strengthening. Therefore, this technique is recommended to be integrated in Islamic counseling services in madrassas in order to build the character of students as a whole.

Keywords: Adab, Almuroqabah, Teacher, Islamic Counseling, MTs

Abstract

Penelitian ini bertujuan menguji efektivitas layanan konseling Islami dengan teknik al-muroqabah dalam meningkatkan adab murid kepada guru di MTs Negeri 2 Medan. Mengacu pada fenomena menurunnya sikap hormat siswa, teknik ini digunakan sebagai pendekatan spiritual untuk menumbuhkan kesadaran bahwa Allah SWT senantiasa mengawasi perilaku manusia. Penelitian menggunakan pendekatan kuantitatif dengan desain one group pretest-posttest. Hasil dari pemberian pretest-posttes didapatkan 8 siswa yang terindikasi memiliki adab rendah. Data diperoleh melalui angket, observasi, wawancara, dan dokumentasi. Hasil uji Wilcoxon menunjukkan peningkatan signifikan ($p = 0,012$), dari kategori adab rendah ke tinggi setelah intervensi. Temuan ini menegaskan efektivitas teknik al-muroqabah dalam membentuk sikap sopan, hormat, dan taat siswa melalui penguatan spiritual. Oleh karena itu, teknik ini direkomendasikan untuk diintegrasikan dalam layanan konseling Islami di madrasah guna membangun karakter peserta didik secara menyeluruh.

Keywords: Adab, Almuroqabah, Guru, Konseling Islami, MTs

INTRODUCTION

Education not only aims to transfer knowledge but also to shape the character and morals of students. One of the crucial aspects in character formation is the students' manners

towards the teacher, which reflects respect, communication ethics, and awareness of the teacher's position as a moral and intellectual guide. In modernization and the influence of digital culture, the phenomenon of declining students' manners towards teachers is starting to become a serious concern in the world of education, including in Islamic educational institutions such as Madrasah Tsanawiyah. Adab is scientifically understood as a set of norms, ethics, and ethical behavior that reflect moral and spiritual values in an individual's interactions with fellow humans, the environment, and God. In the context of education and character development, adab is an important aspect in personality formation because it includes cognitive, affective, and psychomotor dimensions. According to the Islamic perspective, adab is not only related to outward modesty, but also reflects subtlety of mind, respect for authority, and deep spiritual awareness. Adab serves as a code of conduct that fosters respect, responsibility, and integrity in social and religious life. (Arlina, et al., 2024) (Andy, 2023) (Azizah, Peranginangin, & Kartini, 2023) (Iskandar, 2022) (Purba & Nasution, 2025)

MTs Negeri 2 Medan, as one of the Islamic educational institutions, has a moral responsibility to nurture its students so that they not only excel in academics, but also have noble character following Islamic values. However, based on initial observations and interviews with counseling guidance teachers, it was found that there was a tendency for impolite behavior, such as not paying attention when the teacher taught, answering in a high tone, and not showing respect in daily interactions. This condition indicates the urgent need to integrate a guidance approach that is not only psychological but also spiritual. One approach that is believed to be effective in this context is Islamic counseling services, which are counseling services that integrate Islamic principles in the aid process. In this case, the Al-Muroqabah technique, which means constant awareness that Allah is always watching over every human behavior, can be a powerful method of spiritual internalization in cultivating disciple manners. This technique invites students to do deep self-reflection with the belief that every action will get a reward from Allah, so that their behavior towards the teacher can be controlled through divine awareness. (Fadilah, Irfani, & Syafrin, 2022) (Nasution & Siregar, 2024) (Kartika & Siregar, 2023)

Although various previous studies have proven that Islamic counseling has a significant contribution in shaping the character and improving the spirituality of students, research that specifically examines the effectiveness of the Al-Muroqabah technique in the context of improving students' manners towards teachers is still very limited. For example, it shows that Islamic counseling is effective in shaping students' religious character through an approach to Qur'anic and hadith values. It also proves that Islamic counseling services can reduce the deviant behavior of adolescents in pesantren-based schools. Meanwhile, studying the tafakkur technique as part of Islamic counseling has succeeded in increasing students' self-awareness of negative behavior. However, there has been no research that explicitly uses the Al-Muroqabah technique, which is the spiritual awareness that Allah is always watching over every human movement (QS. Al-Hadid: 4; QS. Qaf: 16) as a

counseling method aimed at cultivating students' manners to teachers in particular. (Zamani & Al Baqi, 2020) (Ilmi & Nst, 2024) (Dewi & Lubis, 2024)

In fact, in the treasures of classical Islamic education, the manners of students towards teachers are the main foundation of learning success, as emphasized by Al-Ghazali in *Ihya' Ulumuddin*, that knowledge will not enter the hearts of students who do not have respect for their teacher. Therefore, the Al-Muroqabah technique has great potential to be used in Islamic counseling services because it is able to internalize the value of adab through a deep spiritual approach. But unfortunately, this technique has not been systematically explored in the context of guidance and counseling services in formal madrasas. Based on this, this research presents novelty in three main aspects. First, in terms of approach, this study develops an Islamic counseling model based on the Al-Muroqabah technique that emphasizes the dimension of spiritual awareness in the formation of adab. Second, in terms of context, this research was conducted at MTs Negeri 2 Medan, which is a formal Islamic educational institution with a very relevant student background to apply this approach. Third, this research makes a theoretical and practical contribution to the development of Islamic guidance and counseling services that are more integrated with the values of Sufism and Islamic spirituality. Thus, this research is expected to fill the gap in academic literature and become an alternative solution to overcome the problem of declining student manners towards teachers in the madrasah environment. (Bandura, 2020) (Khairani & Hayati, 2024)

METHOD

This study uses a quantitative approach with an experimental type of research, which aims to test the effectiveness of Islamic counseling services with techniques *Al-Muroqabah* in improving the manners of students towards teachers. Experimental research was conducted to determine the effect of a treatment on changes in certain variables. Explained that experimental research is a systematic scientific method to examine the cause-and-effect relationship between independent variables and bound variables through the provision of interventions. In addition, the quantitative approach is based on a positivistic paradigm that emphasizes objective measurement, generalization, and the use of logic and statistical laws. The research design used is a Group Pretest–Posttest Design, which allows researchers to compare the condition of subjects before and after treatment. The design scheme is described as follows: (Hasibuan, 2023) (Creswell, 2020)

Table 1. One Group Pretest–Posttest Research Design

| STAGES | SYMBOL | INFORMATION |
|-----------|----------------|---|
| PRETEST | O ₁ | Initial measurement of students' manners towards teachers |
| TREATMENT | X | Provision of Islamic counseling services with the <i>Al-Muroqabah technique</i> |
| POSTTEST | O ₂ | Remeasurement after treatment |

The population in this study is all students of class VIII-K at MTs Negeri 2 Medan, which totals 30 people. The sample was taken by purposive sampling based on the results of

filling out the initial questionnaire, namely, 8 students who showed low scores on the adab indicator for teachers. The sample selection criteria were based on the identification of disrespectful behavior, not paying attention when the teacher taught, and low respect in communication. To analyze the data, the Wilcoxon Signed-Rank Test was used because the data was ordinal and the sample was less than 30. The results of the Wilcoxon test showed a significant difference in pretest and posttest scores, indicating the influence of the treatment given. However, to strengthen the interpretation, this study also calculated the effect size with the formula: (Sugiyono, 2022)

$$r = \frac{Z}{\sqrt{N}}$$

The *effect size* value provides information about how much influence Islamic counseling services have on improving students' manners. Interpretation based on Cohen (1988): $r = 0.1$ (small), $r = 0.3$ (medium), and $r = 0.5$ (large). To clarify the trend of increasing students' adab scores, visualizations are presented in the form of a bar chart. In addition, the analysis results table will be equipped with complete information about the interpretation of grades and percentage intervals as follows:

Table 2. Adab Pretest Data for Teachers

| INTERVAL PERCENTAGE | CATEGORY ADAB |
|---------------------|---------------|
| 81%–100% | Excellent |
| 61%–80% | Good |
| 41%–60% | Enough |
| 21%–40% | Less |
| 0%–20% | Very Less |

With this improvement, the research method not only explains the experimental process technically, but also goes deep into analysis and interpretation, as well as paying attention to the visualization aspect and the strength of the effects of the given intervention.

RESULTS AND DISCUSSION

This research began with the implementation of initial measurements through the provision of a pretest questionnaire to all students of grades VIII-K at MTs Negeri 2 Medan, which amounted to 30 people. The purpose of this initial measurement is to identify students who show a relatively low level of manners towards teachers. The instrument used was a questionnaire of manners for teachers, which was compiled based on indicators of respect, obedience, politeness in interacting, and not objecting to teachers. The results of the analysis of the pretest data showed that there were 8 students with the lowest scores, which were then used as the main sample in this study. The pretest score obtained ranges from 65 to 70, with a percentage interval between 54% to 58%, which, according to the interpretation criteria, is in the "low" category. This category refers to the classification guidelines for measurement results based on percentage intervals, as shown in Table 3.

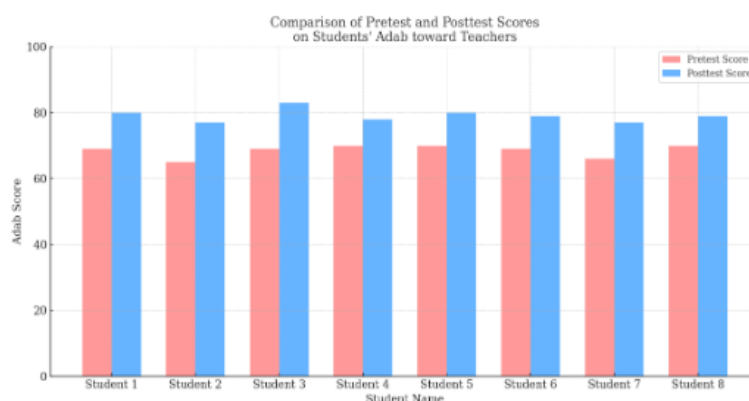
Table 3. Adab Pretest Data for Teachers

| PERCENTAGE INTERVAL | CATEGORY ADAB |
|---------------------|---------------|
| 81%–100% | Excellent |
| 61%–80% | Good |
| 41%–60% | Enough |
| 21%–40% | Less |
| 0%–20% | Very Less |

(N = 8 students with low adab category, interval 54%–58%)

These preliminary findings indicate that there are some students who experience gaps in the internalization of adab values towards teachers, which has the potential to disrupt the learning process and interpersonal relationships in the school environment. Therefore, an intervention in the form of Islamic counseling services with *the Al-Muroqabah* technique is considered relevant and urgent to be applied to the group, in the hope that it can help increase spiritual awareness and reshape their attitude and behavior of respect for teachers. After all participants had participated in Islamic counseling services that integrated the *Al-Muroqabah technique*, they were asked to fill out the same questionnaire again in the posttest stage. The purpose of this study is to evaluate the change in the level of students' manners towards teachers after the intervention. The *Al-Muroqabah technique* applied emphasizes the spiritual awareness that every human behavior is always under the supervision of Allah SWT, so it is expected to foster respectful, obedient, and polite behavior towards teachers intrinsically.

The posttest results showed a significant and consistent increase in scores in all participants. The scores achieved ranged from 77 to 83, with percentages ranging from 64% to 69%, which, according to the interval classification, falls into the "high" category. This improvement shows that *Al-Muroqabah-based Islamic counseling services* are able to have a positive effect on changes in participants' behavior, especially in terms of manners to teachers.

Figure 1. Comparison Chart of Pretest and Posttest Scores of Students' Manners to Teachers

These findings are reinforced by the visual representation shown in Figure 1, which shows a comparison graph of pretest and posttest scores. The graph shows an even pattern of

improvement in all participants, with no decrease in scores in any of the respondents. This indicates that the interventions provided are not only statistically effective, but also practically have a positive impact on the formation of students' Islamic character. This visualization is supporting evidence that a counseling approach based on Islamic spiritual values can be a strategic alternative in overcoming the problems of student behavior and character in the formal education environment, especially madrasas.

Statistical Test

Normality Test

After Islamic counseling services with *the Al-Muroqabah technique* were given to eight students who were identified as having a low level of manners, all participants filled out the same questionnaire again at the posttest stage. The purpose of this stage is to measure the extent of the effectiveness of the intervention on improving students' manners towards teachers. *The Al-Muroqabah technique* is a spiritual approach in the Islamic tradition that instills the awareness that every human deed is always under the supervision of Allah SWT. This technique, when applied in the context of counseling, not only touches on behavioral aspects, but also touches on the moral and spiritual dimensions of students' moral and spiritual awareness. The posttest results showed that there was a significant increase in scores in all participants. The score range is from 77 to 83, with percentages ranging from 64% to 69%, which categorically falls into the "High" category based on pre-set percentage interval criteria. This improvement shows that Islamic counseling services with *the Al-Muroqabah technique* are able to internalize the values of adab in students effectively. The following is a recapitulation of the posttest results obtained from each respondent:

Table 4. Posttest Data on Adab for Teachers after the Application of Al-Muroqabah Technique

| NO | STUDENT INITIALS | TOTAL SCORE | PERCENTAGE (%) | CATEGORY |
|----|------------------|-------------|----------------|----------|
| 1 | ON | 80 | 67% | Tall |
| 2 | AN | 77 | 64% | Tall |
| 3 | AFS | 83 | 69% | Tall |
| 4 | FROM | 78 | 65% | Tall |
| 5 | KA | 80 | 67% | Tall |
| 6 | MAP | 79 | 66% | Tall |
| 7 | MMZ | 77 | 64% | Tall |
| 8 | SAN | 79 | 66% | Tall |

The analysis of Table 4 shows that all students experienced an increase in scores from the "Low" category at the pretest to the "High" category at the posttest. This not only demonstrates the effectiveness of *the Al-Muroqabah technique* as an approach to Islamic counseling, but also indicates that a change in students' manners can be achieved through an approach that is integrated with spiritual awareness and religious values. Thus, these results make an important contribution to the development of Islamic guidance and

counseling service models that are not only corrective but also transformative in shaping the character of students.

Variance Homogeneity Test

Before testing the effectiveness of the intervention, the researcher first conducted a variance homogeneity test as one of the prerequisites for statistical analysis. The purpose of this test is to find out whether the data variance from the pretest and posttest groups is similar (homogeneous) or not. Similarity of variance is important to ensure the validity of comparative data between before and after the intervention. The test was conducted using Levene's Test of Equality of Variances, which tests whether two data groups have equal variance. The test results showed that the significance value (Sig.) on all bases of calculation based on the mean, median, trimmed mean, and median with adjusted df was all above 0.05. The highest significance value is 0.920, and the lowest is 0.861. Thus, it can be concluded that there is no significant difference in variance between pretest and posttest data. This conclusion provides statistical support that the pretest and posttest data come from a population that is homogeneous in variance, making it possible to proceed to the next stage of testing, such as the Wilcoxon test or treatment effectiveness analysis.

Table 5. Results of the Variance Homogeneity Test between Pretest and Posttest Scores

| BASIS OF CALCULATION | LEVENE STATISTIC | DF1 | DF2 | ITSELF. |
|------------------------------------|---------------------|-----|--------|---------|
| BASED ON MEAN | 0,026 | 1 | 14 | 0,875 |
| BASED ON MEDIAN | 0,032 | 1 | 14 | 0,861 |
| BASED ON MEDIAN AND ADJUSTED DF | 0,032 | 1 | 13,759 | 0,861 |
| BASED ON TRIMMED MEAN | 0,010 | 1 | 14 | 0,920 |

Interpretation: Since the total *Sig.* Value > 0.05, the variance of pretest and posttest data can be considered homogeneous. This strengthens the validity of using a non-parametric statistical approach that will be used in the next stage of testing.

Uji Wilcoxon Signed Ranks Test

To test the effectiveness of Islamic counseling services with *the Al-Muroqabah* technique in improving students' manners towards teachers, a non-parametric statistical test Wilcoxon Signed Ranks Test, was used. This test is used because the pretest data is not normally distributed, while the posttest is normally distributed, so a non-parametric approach is the right choice to find out the difference in scores before and after the intervention in the same group. The results of the Wilcoxon test showed that all study participants (N = 8) experienced an increase in the teacher's manners score from pretest to posttest. This is shown by the test results that recorded all data in positive ranks, without negative ranks or ties. The Z value is -2,527 and Asymp. A sig. (2-tailed) of 0.012 (< 0.05) indicates that the difference between pretest and posttest scores is statistically significant. In other words, interventions in the form of Islamic counseling services with *the Al-Muroqabah* technique have been statistically proven to have a real and positive influence on improving students' manners and behavior to teachers. These findings

strengthen the argument that Islamic counseling approaches are not only value-relevant but also empirically effective in shaping students' character.

Table 6. Wilcoxon Signed Ranks Test Test Student Manners Score to Teacher

| RANK TYPE | N | MEAN RANK | SUM OF RANKS |
|----------------|---|-----------|--------------|
| NEGATIVE RANKS | 0 | 0,00 | 0,00 |
| POSITIVE RANKS | 8 | 4,50 | 36,00 |
| TIES | 0 | — | — |
| TOTAL | 8 | — | — |

Table 7. Statistik Wilcoxon Signed Ranks Test

| TEST STATISTICS | VALUE |
|------------------------|------------------------|
| WITH | -2.527 |
| ASYMP. SIG. (2-TAILED) | 0.012 |
| INTERPRETASI | Significant (p < 0.05) |

Interpretation: Because of *the value of Asymp. Sig.* of $0.012 < 0.05$, then there is a statistically significant difference between pretest and posttest scores. All students experienced an increase in scores, which strengthens the conclusion that *the Al-Muroqabah technique* is effective in improving students' manners to teachers.

Effect Size

In addition to relying on statistical significance through the Wilcoxon Signed Ranks Test, this study also calculates effect size to find out how much influence or real impact the intervention carried out on improving students' manners has on teachers. It is important to assess the strength of the effects of the intervention in practical terms, not just statistically significant differences. The calculation of effect size is carried out using the following formula:

$$r = \frac{Z}{\sqrt{N}} = \frac{2.527}{\sqrt{8}} \approx 0.893$$

Based on this formula, an effect size value of 0.893 was obtained, which, according to the category of Cohen (1988), is included in the category of very large effects. Cohen sets the limits of effect size interpretation as follows:

0.10 = small effect

0.30 = medium effect

0.50 = large effect

> 0.80 = very large effect

This value shows that intervention in the form of Islamic counseling services with *the Al-Muroqabah technique* has a very strong influence on improving students' manners towards teachers. These findings not only show that the changes that occurred are statistically significant, but also practically and substantively meaningful in the context of Islamic character education.

Table 8. Effect Size Wilcoxon Signed Ranks Test Results

| COMPONENT | VALUE | CATEGORY COHEN |
|-----------------|--------------|--------------------------|
| WITH | 2.527 | — |
| N | 8 | — |
| \sqrt{N} | 2.828 | — |
| EFFECT SIZE (R) | 0.893 | Very Large Effect |

The value of $r = 0.893$ shows that Islamic counseling services with *the Al-Muroqabah technique* have a very large effect in improving students' manners towards teachers. This supports the sustainability and replication of spirituality-based counseling programs in Islamic educational institutions as part of strengthening the character and morality of students.

Meaning and Implications Analysis

The results of this study not only show the statistical effectiveness of the intervention, but also contain a deep substantive meaning in the context of Islamic character education. The consistent improvement in the teacher's adab score in all participants confirms that the Islamic counseling service based on *the Al-Muroqabah technique* has succeeded in internalizing moral and spiritual values into the real behavior of students. *The Al-Muroqabah technique*, which is rooted in the teachings of Sufism and Islamic psychology, focuses on the formation of self-awareness that every human action is always under the supervision of Allah SWT. This kind of spiritual awareness has been proven to be able to encourage students to improve attitudes, foster respect, and increase discipline in interacting with teachers. Therefore, the improvement of the student's manners is not only artificial or situational, but is driven by a deeper change in inner awareness.

The implications of these findings are quite broad in the context of the development of guidance and counseling services in Islamic schools. *The Al-Muroqabah technique* can be used as a strategic approach in responding to various moral crises that occur in the educational environment, especially related to the degradation of students' manners towards teachers, which is often a concern. By integrating spiritual values in the counseling process, educators and counselors act not only as academic advisors but also as facilitators of the formation of a whole Islamic character. Furthermore, the results of this study support the urgency of revitalizing adab education in madrassas and other formal Islamic educational institutions. Interventions like this can also be further developed to be applied to various aspects of students' lives, such as manners towards parents, peers, and the wider community. Therefore, approaches based on Islamic spirituality, such as *the Al-Muroqabah technique*, have great potential to be a conceptual foundation in the development of a contextual and transformative Islamic guidance and counseling curriculum.

The findings in this study provide strong evidence that Islamic counseling services with *the Al-Muroqabah technique* are an effective and applicable approach in improving students' manners towards teachers. The interventions performed not only demonstrated statistical success, as demonstrated by a significant increase in pretest scores to posttest

scores and Wilcoxon test results, but also reflected meaningful and spiritually transformative behavioral changes. The increase in scores from "low" (54%–58%) to "high" (64%–69%) after participating in *Al-Muroqabah*-based counseling services shows that this approach has succeeded in touching the deepest aspects of students, namely moral and spiritual awareness. *Al-Muroqabah*, which comes from the concept of Islamic Sufism, teaches the importance of self-supervision, which comes from the belief that Allah SWT always supervises every human action. This concept is in line with the value of *ihsan* in Islam, which is to worship Allah as if we see Him, and if we are not able, then be assured that Allah sees us (HR. Bukhari-Muslim).

In the context of modern Islamic education, these findings are particularly relevant. Education today is not only faced with cognitive challenges, but also with a crisis of character and manners. Many previous studies have underscored the importance of integrating spiritual values in education. For example, studies state that learning that internalizes the values of manners and spirituality consistently improves the quality of relationships between students and teachers. This is in line with research that emphasizes that a spiritual approach based on divine consciousness is effective in improving the behavior of adolescents who tend to experience moral disorientation due to the influence of digital culture. (Putra, Mawazi, & Hifza, 2023) (Dewi & Lubis, 2024)

The results of this study enriched the literature with empirical evidence that *Al-Muroqabah* is able to be a bridge between strengthening religious values and developing positive social behavior, especially in the relationship between students and teachers. Islamic counseling does not only function as a corrective process against negative behavior, but also as a vehicle for character development that comes from within (intrinsic), not solely because of external control. Furthermore, the effect size test results of 0.893, which are included in the category of "very large effect," show that the influence of this service is very strong practically. This suggests that the intervention. (Aprila, Nasution, & Hidayat, 2024)*Al-Muroqabah* It does not only works technically within the counseling space, but is rooted in the transformation of the student's spiritual consciousness. This effect is very important in the midst of the conditions of contemporary Islamic education, which often experiences a gap between the Islamic knowledge taught and the implementation of values in the daily lives of students.

This approach also supports social learning theory, where behavior is formed through observation, internalization of values, and reinforcement of the environment. In this case, (Mahmud & Samsuri, 2025)*Al-Muroqabah* is a form of internal reinforcement that directs students to continue to evaluate themselves through the lens of piety and shame towards Allah, not just because of punishment or rules. Practically, this service can be recommended to be applied more widely in guidance and counseling programs in madrasas, especially to overcome the problem of degradation of manners, which is a national issue in education. The Islamic guidance and counseling curriculum needs to adopt spiritual methods such as *Al-Muroqabah* as part of a preventive and promotive approach, not just curative.

This finding also provides room for innovation in the development of a counseling model that is integrated with the Islamic Religious Education (PAI) curriculum, so that there is no dichotomy between academic education and moral development. BK teachers and PAI teachers need to collaborate in creating a learning ecosystem that not only focuses on cognitive achievement but also the affective and spiritual dimensions of students. Thus, the results of this study not only answer the problem of student behavior micro in MTs Negeri 2 Medan, but also make an important contribution to the discourse of Islamic character education reform based on divine consciousness and contextual psychospiritual approaches.

CONCLUSION

This study concludes that Islamic counseling services with *the Al-Muroqabah* technique are effective in improving students' manners towards teachers. All participants experienced a significant increase from the "low" to "high" category, as evidenced by the Wilcoxon test ($p = 0.012$) and an effect size of 0.893, which showed a very large effect. These findings show that the Islamic spirituality-based counseling approach is able to effectively internalize the values of adab. The *Al-Muroqabah* technique can be used as an alternative strategy in strengthening the Islamic character of students in madrasas. The main limitations of this study lie in the small sample size, the absence of a control group, and short-term measurements, thus reducing the generalization of results and the accuracy of long-term effects. Further research is recommended using experimental designs with control groups, a wider sample, and *follow-up trials* to see the sustainability of the effects of the intervention in the long term.

REFERENCES

- Andy. (2023). Pentingnya Guru Memahami Kondisi Psikologi Siswa (Studi Kasus: SD Tahfiz Rahmatul Aisyi 2 Alahan Panjang). *Jurnal Pendidikan Dan Konseling (JPDK)*, 5(3), 372–378.
- Aprila, H., Nasution, N., & Hidayat, T. (2024). Kolaborasi guru BK dan guru mata pelajaran dalam menangani masalah kedisiplinan siswa. *Jurnal Edukasi dan Konseling Islam*, 10(1), 112–123.
- Arlina, A., Lestari, A., Putri, A., Rambe, A., Elsil, E. A., & Jamilah, J. (2024). Peran Pendidikan Agama Islam dalam Membentuk Karakter Bangsa. *El-Mujtama: Jurnal Pengabdian Masyarakat*, 4(2), 699–709. doi:10.47467/elmujtama.v4i2.999
- Azizah, F. N., Peranginangin, H., & Kartini, K. (2023). Adab Terhadap Guru dalam Persepsi Siswa Kelas 5 MI Ma'had Al-Zaytun Tahun 2023. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 7(4), 1804–1815. doi:10.35931/am.v7i4.2751
- Bandura, A. (2020). *Teori Pembelajaran Sosial: Konsep dan Aplikasi*. Yogyakarta: Penerbit Andi.
- Creswell, J. (2020). *Desain Penelitian: Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran (edisi ke-4)*. Thousand Oaks: CA: Publikasi Sage.

Dewi, S. N., & Lubis, S. A. (2024). Peran Guru Bimbingan Konseling dalam Mengatasi Emosi Negatif Anak Broken Home dengan Teknik Modelling dan Konseling Islami. *Jurnal Ilmiah Bimbingan Konseling Undiksha*, 15(1), 19–27.

Fadilah, F., Irfani, F., & Syafrin, N. (2022). Hubungan Pola Asuh Santri Dengan Adab Murid terhadap Guru di Pondok Pesantren Al Falak Pagentongan Bogor. *Tarbiatuna: Journal of Islamic Education Studies*, 2(1), 9–18.

Hasibuan, A. D. (2023). *Metodologi Penelitian (Teori dan Praktik Riset Bimbingan Konseling Pendidikan Islam)*. Medan Sunggal: CV. Merdeka Kreasi Group.

Ilmi, A., & Nst, F. (2024). Penerapan Layanan Bimbingan Kelompok dalam Menanggulangi Tawuran Antar Pelajar. *Didaktika: Jurnal Kependidikan*, 13(2), 2079–2090.

Iskandar, T. (2022). PENDIDIKAN TAUHID TERHADAP MOTIVASI HIDUP DALAM PERSPEKTIF AL-QURAN. *Reflektika*, 17(2), 397-412. doi:10.28944/reflektika.v17i2.986

Kartika, Y. D., & Siregar, A. (2023). Efektivitas Layanan Bimbingan Kelompok dengan Teknik Brainstorming untuk Meningkatkan Kepercayaan Diri pada Siswa Kelas X SMA di Kota Kisaran. *Cetta: Jurnal Ilmu Pendidikan*(6), 348-358. doi:10.37329/cetta.v6i2.2510

Khairani, N., & Hayati, M. (2024). Peran internalisasi adab dalam pembentukan karakter peserta didik. *Jurnal Edukasi dan Integrasi Sosial*, 11(1), 52–60.

Mahmud, M., & Samsuri, S. (2025). Islamic Mindfulness for Teens: digital therapeutic application for Muslim youth. *International Journal on Islamic Applications in Computer Science And Technology*, 13(1), 8–29.

Nasution, A., & Siregar, A. (2024). Efektivitas Layanan Bimbingan Kelompok Dengan Teknik Assertive Training Untuk Meningkatkan Komunikasi Interpersonal Siswa MTsN 1 Medan. *G-Couns: Jurnal Bimbingan dan Konseling*, 8(3), 1653–1664. doi:10.31316/gcouns.v8i

Purba, S. A., & Nasution, F. (2025). Efektivitas Konseling Kelompok Teknik Thought Stopping dalam Mengurangi Academic Burnout Siswa di SMP. *Indonesian Journal of Counseling and Development*, 7(1), 12-24. doi:10.32939/ijcd.v7i1.5328

Putra, P., Mawazi, M., & Hifza, H. (2023). Analysis of Adab Education According to Syed Muhammad Naquib Al-Attas. *International Research-based Education Journal*, 5(1), 140–148.

Sugiyono. (2022). *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Bandung: CV. Alfabeta.

Zamani, A., & Al Baqi, F. (2020). Efektivitas bimbingan konseling Islami dalam menurunkan kenakalan remaja di MA. *Jurnal Psikologi dan Pendidikan Islam*, 8(2), 100–110.