



IMPLEMENTATION OF ISLAMIC GUIDANCE IN STUDENT MENTAL DEVELOPMENT

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ABSTRACT

This research aims to describe the implementation of Islamic guidance counseling in the mental development of students at Madrasahs in Tanjung Balai City. This type of research is in the qualitative category with descriptive study methods. Data collection techniques using interviews, observation and document review. Then the data was analyzed using data reduction steps, data exposure, and drawing conclusions. In this case the data is checked using credibility, dependability, confirmability and transferability techniques. The results of this research indicate that the guidance and counseling services at the Tanjung Balai City madrasah in an effort to develop students' mental development are carried out well. This is characterized by (1) the Islamic activity program and mental development of students covering the areas of faith, morals, worship and muamalah; (2) stages of Islamic services in developing students' mental development, namely case identification, diagnosis, prognosis, therapy, evaluation and follow-up; (3) Islamic guidance and counseling services have an impact on students' ability to adapt at school and in society; (4) help students control themselves when hanging out (socially). Likewise, there are several obstacles in implementing Islamic in developing students' mental development, namely the minimum ratio of teachers to students in madrasahs and limited guidance and counseling service facilities. The solution offered is the massive efforts of guidance and counseling teachers to take part in offline and online training and providing guidance and counseling facilities in madrasahs.

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INTRODUCTION

Students are the objects and subjects of education. In the process of development, students are influenced by two factors in achieving success in education, namely innate factors and environmental factors (Dalyono, 2006:260; Miswar, 2017). These two factors greatly influence the changes that students will go through during the educational process. Furthermore, Djamarah (2002: 87) emphasized that students are not just individual creatures



who can solve various life problems on their own. Because, students are also social creatures who need help from other people, including teachers, parents and peers in achieving educational goals.

In line with the above, Prayitno (2014) stated that the source of the problems faced by students usually comes from outside themselves. The attitudes of parents and family members, the situation of the family as a whole, the influence of films, television, videos, the climate of violence and lack of discipline that occurs in society, peer groups that act deviantly and various other negative factors in social life outside of school all support the emergence problems with these students. Furthermore, to overcome various problems students need mental health development as a "shield" for adaptation in socializing (Adityawarman, 2010:91-110; Aswati, 2019).

The guidance and counseling program is an urgent program that must be implemented in madrasa while still referring to the true nature of guidance and counseling in education. Said (2008:72) states that guidance to students must be given consciously in a stable attitude or not angry or tired and the supervisor is able to act in dealing with the problems or issues being faced. In accordance with the SKB of the Minister of Education and Culture and the Head of BAKN No. 0433/P/1993 and No.25 of 1993 concerning Guidelines for the Implementation of Functional Teacher Positions and Credit Scores, it is stated that guidance activities in schools/madrasah are called Guidance and Counseling activities and the implementers are supervising teachers or what are called school counselors/ madrasah (Luddin, 2009:10; Suyitno, 2022).

Guidance and counseling are related to efforts or techniques in guiding. Therefore, every counselor is always required to master the techniques in their implementation, with the aim that the counselor can optimally help solve problems experienced by clients (Amala & Kaltsum, 2021). To be able to carry out this professional role, as required by the profession mentioned above, the main key is of course the counselor himself. This is the main element in being able to achieve brilliant results, meaning that as a counselor you must have a certain weight that can facilitate the implementation of guidance and counseling (Sukardi, 2005: 11).

Based on a preliminary study, the researcher obtained the results of an interview with a guidance and counseling teacher at a madrasah in the Tanjungbalai City area, confirming that



at the madrasah there was a dispute, which led to fights between students. Students also lack discipline, are often late for school, have little respect for teachers so that all the teacher's advice is never listened to. This student's behavior proves that there is a mental disorder in the student so that they do not understand themselves or do not have a good self-concept and this behavior of course really disrupts order and the teaching and learning process at school.

The facts above prove the importance of guidance and counseling teachers using a multicultural counseling approach in understanding and solving student problems. These student problems certainly cannot be left alone because they can hinder development and maturity, both in the school environment and the social environment in general (Rianty, 2018). Therefore, guidance and counseling teachers or school counselors also play a very important role in developing students' potential. Based on the description above, it is necessary to carry out research to find out the actual conditions that occur in students' mental development through the implementation of Islamic counseling in madrasa, thus determining the research title, "Implementation of Islamic Counseling in Students' Mental Development in Madrasa".

METHOD

The type of research is qualitative research, where this research has the characteristic that the data is stated in a natural state as it is (Nawawi, 2006:174; Assingkily, 2021). Strauss & Corbin (2003:69) suggest that qualitative research is a type of research that produces discoveries that cannot be achieved using statistical procedures or other means of quantification. Furthermore, based on the research approach model, this research includes field research, namely research that studies phenomenology in a natural environment (Mulyana, 2004: 160). The implementation of this research uses a phenomenological qualitative research method, namely uncovering the problems that occur so as to find and understand what is hidden behind the problems that occur. Carrying out qualitative phenomenological research aims to understand and interpret various problems that exist or occur in reality as a characteristic of qualitative research.

Specifically, the phenomenology in this research is related to the problem of implementing Islamic guidance and counseling carried out in madrasa in the Tanjungbalai City area. The problems studied are Islamic guidance and counseling programs, Islamic guidance



and counseling services, techniques for implementing Islamic guidance and counseling on student mental development, obstacles faced by counselors in implementing Islamic guidance and counseling on student mental development, and what efforts are made by counselors. Overcoming obstacles in the implementation of Islamic guidance and counseling for students' mental development.

Research Subjects and Objects

Subjects are considered people or individuals who can provide information or data needed to carry out research. Efendi (2002:52) explains that research subjects are informants or data sources, namely people who answer research questions. As subjects in the research were several parties related to the implementation of Islamic guidance and counseling in regional madrasa in Tanjungbalai City, namely: madrasa heads, counselors, and madrasa students. Furthermore, the research object is the implementation of Islamic guidance and counseling in the mental development of madrasah students in the Tanjungbalai area.

Data Collection Technique

Data collection in this research was carried out using 3 (three) techniques commonly used in qualitative research, namely interviews with informants including madrasa's heads, counselors and students at the madrasa (Moleong, 2008: 135), observation of several activities, including competency development activities counselors in madrasa, the implementation of Islamic guidance and counseling activities in an effort to develop students' mental development, as well as the obstacles experienced in the Islamic guidance and counseling service process (Bungin, 2010: 138), and the review of documents in the form of madrasa work guidelines and programs, guidebooks for training counselors in madrasa, and a teacher's guidebook regarding the implementation of Islamic in madrasa (Moleong, 2008:161). Furthermore, analyzing the data is of course carried out using reduction techniques, data presentation and verification (drawing conclusions). Sugiyono (2008:337) states that activities in qualitative data analysis are carried out interactively and continue continuously until completion.



FINDING AND DISCUSSION

Islamic Guidance and Counseling Activity Program in Madrasa

1. Annual Program

The annual program is a program that covers all activities that will be carried out during one year. The largest unit of time in the year used in education today is the semester. In the annual program all activities are distributed into semester time units. Therefore, the annual program displays the activities that will be carried out in the odd semester and the activities that will be carried out in the even semester.

The preparation of the annual program is of course adjusted to the previous curriculum. Annual programs are prepared for each class. The annual program contains areas of guidance and counseling, types of services, and supporting activities. The annual Islamic guidance and counseling program provided to madrasah students in the Tanjungbalai City area includes all activities carried out for one year for each class level and major.

2. Semester Program

The semester program is an elaboration of the annual program which includes all activities that will be carried out during one semester. The largest unit of time in a semester used in education today is the month. In the semester program, all activities are distributed into months. Therefore, the semester program displays the activities that will be carried out every month during one semester. The semester-long Islamic guidance and counseling program provided to Madrasah students in the Tanjungbalai City area includes various types of services and supporting activities that will be carried out every month in one semester.

3. Monthly Program

The monthly program is an elaboration of the semester program which includes all activities that will be carried out during one month. The largest unit of time in months used in education today is the week. In the semester program, all activities are distributed into weeks. Therefore, the monthly program displays the activities that will be carried out every week for one month. The monthly Islamic guidance and counseling program provided to Madrasah students in the Tanjungbalai City area includes various types of supporting services and activities that will be carried out every week of the month.

4. Weekly Program



The weekly program is an elaboration of the monthly program which includes all activities that will be carried out during one week. The largest unit of time in the week used in education today is the day. In the weekly program all activities are distributed into daily time units. Therefore, the weekly program displays the activities that will be carried out every day for one week. The weekly Islamic guidance and counseling program provided to Madrasah students in the Tanjungbalai City area includes various types of supporting services and activities that will be carried out every day of the week.

5. Daily Program

The daily program is an elaboration of the weekly program which includes all activities that will be carried out during one day. The largest unit of time in the day used in education today is the class hour. In the daily program all activities are distributed into lesson time units. Therefore, the daily program displays the activities that will be carried out in each class hour for one day.

Implementation of Islamic Counseling Services in Mental Development of Students in Madrasa

The implementation of Islamic guidance and counseling provided to students is assistance provided directly in finding alternatives to solve the problems they face and so that students can be independent so they are able to understand and develop their potential. The Islamic guidance and counseling implemented must truly be able to optimize student development. Therefore, implementing Islamic guidance and counseling services requires implementation stages (Durrotunnisa & Hanita, 2022).

The results of observations and documentation of the stages of implementing Islamic guidance and counseling services in the mental development of students in madrasa can be presented in the stages of planning, implementation, using methods and techniques. The methods for implementing Islamic guidance and counseling in the mental development of students in madrasa consist of direct communication methods or direct methods, individual methods, indirect communication methods or indirect methods. The techniques for implementing Islamic guidance and counseling services in the mental development of students in madrasa are physical techniques and spiritual techniques.



The Role of Implementing Islamic Counseling Services in Mental Development of Students in Madrasa

Based on the explanation given by a student above, it can be seen that there are benefits felt by students after participating in Islamic guidance and counseling carried out by Islamic guidance and counseling teachers at madrasa. The benefits obtained by students are that students are able to adjust themselves through the activities they carry out at the madrasah and outside the madrasah.

The explanation by the student above can be understood to mean that the student states that there is an important role in the implementation of Islamic guidance and counseling in the formation of students' personal potential. This is proven by students' statements by their ability to adapt when carrying out activities both with friends in the madrasah environment and activities with friends outside the madrasah environment.

Obstacle Factors and Efforts to Overcome the Implementation of Islamic Counseling in the Mental Development of Students in Madrasa

Regarding efforts to make the implementation of guidance and counseling more effective, especially Islamic counseling, there are still problems. Problems related to the limited ability of guidance and counseling personnel in implementing Islamic guidance and counseling services to students at schools.

1. Internal Barriers

These internal barriers are related to the competence of guidance and counseling teachers. The competence of guidance and counseling teachers includes academic competence and professional competence. The academic competency of guidance and counseling teachers is that of graduates with a bachelor's degree in counseling guidance or a master's degree in counseling guidance and continuing professional education for 1 year. The reality in the field proves that there are still many found in various madrasa, including in the regional madrasa of Tanjungbalai City, non-guidance and counseling teachers, meaning school guidance and counseling teachers who do not have a counseling and guidance education background. They were appointed by the head of the madrasah because they were deemed capable or those who



came from religious degrees. Although scientifically they do not delve into the theories of guidance counseling.

Professional competence is formed through training, seminars, workshops. To become a professional guidance and counseling teacher requires a process and time. Professional guidance and counseling teachers need sufficient flying hours (Lestari, et.al., 2021). Apart from that, it is still found in the field that guidance and counseling management is still in disarray. Guidance and counseling management, guidance and counseling services need to be managed, regulated, driven, controlled, handled, administered, organized, run, implemented and led by people who have expertise, skills, as well as insight and understanding of the direction, goals, functions, activities, strategies and indicators of success.

2. External obstacles

The implementation of Islamic guidance and counseling also experiences external obstacles or obstacles. The implementation of Islamic guidance and counseling experiences obstacles due to several problems in the implementation of Islamic guidance and counseling (Ramadhani, 2020). Externally, several problems found can be stated, namely:

a. The assumption is that guidance is only given to students who have problems

Guidance and counseling teachers exist because there are problems, if they don't exist then guidance and counseling teachers are not needed, and guidance and counseling teachers are only needed to help solve problems. It cannot be denied that one of the main tasks of guidance and counseling is to help solve problems. But actually the role of the guidance and counseling teacher itself is to take preventive action so that problems do not arise and anticipate so that when problems arise at any time they do not develop into big problems.

There are still many assumptions that guidance and counseling are the school police. This is because schools often hand over issues of violations of discipline and other school regulations entirely to guidance and counseling teachers. In fact, many guidance and counseling teachers are given the authority to act as executors for students with problems.

b. Facilities and infrastructure for implementing guidance and counseling



We often find the view that the reliability and greatness of a guidance and counseling teacher is due to the availability of complete and up-to-date facilities and infrastructure. A guidance and counseling teacher whose performance is considered not to be good often reasons that he is not supported by good facilities and infrastructure. On the other hand, counselees are sometimes trapped in the assumption that great guidance and counseling teachers can be seen from the facilities and infrastructure that guidance and counseling teachers have.

CONCLUSIONS

Based on the description above, it can be concluded that the guidance and counseling services at the Tanjung Balai City madrasah in an effort to develop students' mental development are carried out well. This is characterized by (1) the Islamic activity program and mental development of students covering the areas of faith, morals, worship and muamalah; (2) stages of Islamic services in developing students' mental development, namely case identification, diagnosis, prognosis, therapy, evaluation and follow-up; (3) Islamic guidance and counseling services have an impact on students' ability to adapt at school and in society; (4) help students control themselves when hanging out (socially). Likewise, there are several obstacles in implementing Islamic in developing students' mental development, namely the minimum ratio of teachers to students in madrasa and limited guidance and counseling service facilities. The solution offered is the massive efforts of guidance and counseling teachers to take part in offline and online training and providing guidance and counseling facilities in madrasa.

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