

IMPLEMENTATION OF GUIDANCE AND COUNSELING BY SCHOOL COUNSELORS IN SHAPING STUDENT DISCIPLINE

Masriani^{1*}

Salsabila Fahira Rahman²

Nur Hayati Simatupang³

^{1,2,3} Universitas Muhammadiyah Sumatera Utara

*Email: masrianisiregar@gmail.com

Abstract: *The implementation of Islamic guidance and counseling is a systematic process aimed at helping students resolve various problems they face. In the context of discipline, this service is crucial because unresolved problems can lead to indiscipline, such as infrequent school attendance, late arrival, leaving class during class hours, improper dress code, and bringing mobile phones to school. Based on field findings, the Islamic guidance and counseling process begins with an assessment by the guidance counselor to identify the factors causing student indiscipline. The most frequently identified factors include a lack of family attention, the influence of the social environment, and the impact of living away from home. Once the causal factors are identified, the guidance counselor provides specific guidance through guidance, a religious approach, and motivation to help students improve their behavior. These findings demonstrate that the implementation of Islamic guidance and counseling plays a crucial role in fostering student discipline through assessment, understanding the causal factors, and providing interventions based on Islamic values.*

Keyword: *Islamic Guidance and Counseling, Student Discipline, Islamic Intervention.*

INTRODUCTION

Education serves not only as a means of transferring knowledge but also as a process of shaping the personality and character of students. Every human being is endowed by God Almighty with potential, both in their relationships with the Creator and with other human beings. This potential needs to be guided to develop in a balanced manner through appropriate guidance, one of which is through guidance and counseling services in the school environment.

Guidance and counseling are an integral part of education, aimed at helping students understand themselves and their environment, and make informed decisions throughout their lives. Through these services, students are expected to develop optimal attitudes, behaviors, and academic potential. However, in reality, student development is often hampered by various physical, social, and psychological environmental influences. Rapid social change, the

development of information technology, shifting family values, and negative environmental influences can create behavioral gaps in students. Phenomena such as brawls, misuse of technology, smoking, violations of school rules, and moral deviations are concrete examples of current educational challenges.

In response to these conditions, guidance and counseling services in schools are required to be not merely reactive but also proactive in fostering student personality. This is where the Islamic guidance and counseling approach becomes relevant. This approach integrates Islamic values into the development process, so that students are not only guided to understand school rules but also to realize their existence as servants of God who must behave according to Islamic law.

Results of a preliminary study at the school indicated that many students still commit disciplinary violations, such as skipping class, being late to school, smoking, and neglecting the obligation to pray in congregation. Although guidance and counseling services have been provided through guidance, weekly khalaqah (study groups), religious sermons, and case management by guidance counselors and homeroom teachers, some students continue to exhibit behavior inconsistent with school norms and Islamic values. This situation indicates the need for a more in-depth evaluation of the implementation of Islamic guidance and counseling, particularly in addressing student discipline issues.

Based on this background, this article aims to examine the implementation of Islamic guidance and counseling in addressing disciplinary violations in schools. It also seeks to describe the extent of the role of guidance and counseling teachers in helping students resolve their problems and how an Islamic approach can be a solution in fostering student discipline.

LITERATURE REVIEW

1. Education and Human Resource Development

Many experts emphasize that education is a conscious process for cultivating and developing human qualities. Djamarah (2005) defines education as a conscious effort to develop human qualities in a targeted manner. Hamalik (2012) emphasizes that education is an integral part of development and cannot be separated from efforts to advance human life. Thus, education is understood as a strategic tool for a nation to improve the quality of human resources and face the challenges of scientific and technological developments.

2. The Role of Teachers in the Educational Process

The quality of education is largely determined by the integration of teacher and student activities. Teachers act not only as instructors but also as guides, coaches, and role models. Teachers are expected to guide student development through instructional and personal approaches, so that students can learn optimally. Teachers must also understand students' psychological conditions, learning abilities, and behavioral characteristics to support their development.

3. Guidance and Counseling in Education

Guidance and Counseling (BK) is seen as an important effort in helping students achieve optimal development. According to Danim (2010), Guidance and Counseling (BK) is a support service for students through various services to help them become independent and develop in personal, social, academic, and career areas. Hikmawati (2011) emphasized that BK is an educational program aimed at optimizing student development through various support services and activities.

Guidance and counseling are conducted through face-to-face relationships that are confidential, empathetic, and accepting. Walgito (in Soetjipto & Kosasi, 2009) views counseling as assistance in solving problems through interviews using techniques appropriate to the client's condition. This approach enables students to identify themselves, overcome problems, and develop social adaptation skills.

4. Purpose of Guidance and Counseling

The general purpose of BK is to help individuals develop optimally according to their potential, basic abilities, family background, and environmental demands (Prayitno & Amti in Hikmawati, 2011). The specific purpose of BK in schools relates to resolving student problems, whether academic, social, or personal.

5. Character Education and Discipline

Character education is an educational effort to shape positive values, attitudes, and behavior in students. Philip (in Mu'in, 2012) defines character as the values that shape a person's mindset, attitudes, and actions.

Mulyasa (2009) explains that discipline is a state of order when someone obeys rules consciously and willingly. In the context of students, discipline is reflected in adherence to rules, a conscious attitude toward learning, punctuality, and responsibility for assignments.

Character education presents itself as a critique of the current weakness of moral education. Syam (in Jalaludin & Abdullah, 2014) emphasizes that education must produce students who are not only academically intelligent but also morally and have character.

6. The Role of Guidance and Counseling Teachers in Building Student Discipline

Guidance and Counseling teachers play a strategic role in influencing student behavior and discipline. They not only address problems but also prevent negative behaviors through personal and character development.

This personal approach allows guidance and counseling teachers to better understand students, making it easier to provide solutions. In the context of developing discipline, guidance and counseling teachers help students understand the importance of time, responsibility, and consistency in learning.

7. Student Discipline Problems

Field findings indicate that many students do not demonstrate good discipline. Some forms of undisciplined behavior include:

- being late to class,
- playing during class time,
- truancy,
- not completing assignments,
- ineffective use of time.

These problems can be caused by a less harmonious relationship between students and teachers, inappropriate teacher approaches, a lack of personal attention to students, or family environmental factors.

8. The Urgent Role of Guidance and Counseling Teachers in Addressing Discipline

Guidance and counseling teachers are essential to providing increased attention to students, especially those lacking discipline. A humanistic approach, understanding the background of the problem, and developing students' potential are key to success.

Therefore, guidance and counseling teachers play a crucial role in:

- guiding students to become disciplined,
- helping students identify the causes of problems,
- creating a conducive learning environment,
- increasing learning motivation.

METHOD

This research uses a qualitative approach, which aims to uncover phenomena holistically and contextually (in a comprehensive manner and in accordance with existing conditions) through data collection from the natural environment as the primary source, using the research instrument itself as the primary instrument. Qualitative research is grounded in an inductive mindset, grounded in objective and participatory observation of a social phenomenon. According to Miles and Huberman, qualitative research starts from reality with the basic assumption that human behavior has meaning for individuals within a specific context (Ahmad Tanzeh, 2011). Qualitative research aims to understand social phenomena from the perspectives of participants. Participants are individuals invited to be interviewed, observed, or asked to provide data, opinions, thoughts, and perceptions. This understanding is gained through an analysis of the various relationships between participants and through an explanation of the "meanings given by participants" to certain situations and events. These meanings include feelings, beliefs, ideas, thoughts, and activities undertaken by participants. Some qualitative research focuses not only on understanding phenomena but also on developing theory. The type of research used is field survey research with a qualitative approach. This approach involves exploiting data in the field using descriptive analysis methods, aiming to provide a quick and accurate picture of how the implementation of guidance and counseling management can improve student discipline in schools.

RESULT AND DISCUSSION

Based on theoretical studies, discipline is understood as a state of order and adherence to applicable rules. The Indonesian Dictionary (KBBI) defines discipline as order and adherence to regulations, especially in formal settings such as schools and military institutions. This definition emphasizes that discipline is the foundation for establishing orderly behavior in individuals within a given environment.

Furthermore, Rahman (2011) explains that the term "discipline" encompasses self-control, the formation of moral character, the imposition of sanctions as a form of behavioral correction, and a set of rules governing one's actions. Thus, discipline is not only related to compliance with rules but also reflects the process of internalizing values, self-control, and personal responsibility.

The results of this theoretical understanding indicate that student discipline is formed through a combination of clear rules, habituation, and character development. Discipline is also closely related to individual awareness in adapting their behavior to applicable norms. Therefore, discipline is a crucial aspect in supporting successful learning and character development in students.

Thus, the essence of discipline is the existence of obedience and compliance with regulations and awareness in carrying out rules and norms, all done with the aim of achieving appropriate standards and achieving desired goals. This conclusion can be drawn from various views that have been expressed, which state that discipline is a state of attitude that includes obedience and compliance with rules, norms, or regulations, and is carried out consciously as part of self-control to achieve appropriate standards and achieve desired goals.

Elements of Discipline According to Elizabeth B. Hurlock

Elizabeth B. Hurlock explains that discipline consists of four basic elements. The absence of any one of these elements can lead to detrimental attitudes and behavior in children that are not in line with expectations. This is because each element plays a vital role in a child's moral development (Hurlock, 1990, pp. 81–89). These four elements are:

1. Rules

Rules are the first element of discipline, containing behavioral patterns that must be followed. These patterns can be established by parents, teachers, or the play environment. Their purpose is to provide behavioral guidelines for children in specific situations. For example, school rules govern what actions are permitted and prohibited in the classroom, hallways, dining room, bathroom, or play area. At home, rules also serve to shape children's understanding of acceptable behavior within the family.

2. Punishment

The second element is punishment, derived from the Latin word "punire," meaning to impose a sanction for violating rules. Punishment is given to individuals who knowingly commit

wrongdoing, that is, those who know their actions are wrong but still do so. Punishment serves as a corrective tool to help individuals understand the consequences of their actions.

3. Rewards

The third element is rewards, given as a form of appreciation for positive results or behavior. Rewards don't always have to be material, but can take the form of praise, a smile, or physical support like a pat on the shoulder. Unlike bribery, which involves the promise of a reward before an action is taken, rewards are given after an achievement has been achieved.

4. Consistency

The final element is consistency, which indicates the level of uniformity in the application of rules, punishments, and rewards. Consistency does not mean that rules never change, but rather refers to the stability in the application of disciplinary principles so that children are not confused about the applicable standards. Consistency must be evident in all aspects of discipline.

Understanding Guidance

Etymologically, the word "guidance" comes from the verb "to guide," which means to show, guide, lead, or assist. Generally, guidance can be defined as the process of providing assistance or guidance. However, not all forms of assistance can be categorized as guidance (Hallen, 2005, p. 3).

Guidance is a continuous and systematic process of providing assistance by a mentor to individuals so that they can achieve self-understanding, self-acceptance, self-direction, and optimal self-realization, as well as adapt to their environment.

Functions of Guidance and Counseling

Guidance and counseling provide services to students to support optimal development, thus developing holistic and independent individuals. The functions of guidance and counseling are as follows:

1. Understanding Function

Helping relevant parties, including students, understand themselves, their environment, and the broader social context.

2. Prevention Function

Anticipating problems that could hinder student development by providing various preventative measures.

3. Alleviation Function

Helping students resolve or overcome current problems through appropriate services.

4. Maintenance and Development Function

Maintaining and developing students' positive potential so that they can develop in a focused, stable, and sustainable manner.

5. Advocacy Function

Protecting and defending students' rights so that their needs can be met.

These functions are realized through various forms of guidance and counseling services and activities implemented in an integrated manner with the support of counselors, principals, teachers, and other school staff.

The Purpose of Guidance and Counseling in Schools

The primary goal of guidance and counseling in schools is to help students achieve their developmental tasks. This includes developing faith and devotion to God Almighty, a positive attitude toward physical and psychological development, and fostering independence in emotional, social, and economic aspects. Furthermore, guidance and counseling also aims to build positive social relationships, improve academic achievement, and assist students in career planning and development (Nasional & Dan, 2004, p. 11; F. Rahman, 2009, p. 29). Thus, guidance and counseling services strive to support the holistic development of students, encompassing personal, social, academic, and career aspects.

CONCLUSION

Based on theoretical studies, discipline is an attitude of order and adherence to rules that serves as the basis for developing orderly behavior in various environments, including education. The KBBI emphasizes the aspects of obedience and order, while Rahman (2011) adds that discipline also encompasses self-control, the formation of moral character, the application of sanctions, and a set of rules governing individual actions.

Overall, discipline is understood not only as adherence to rules but also as the process of internalizing values and personal responsibility. Student discipline is formed through clear rules, habituation, and character development. Therefore, discipline plays a crucial role in supporting the success of the learning process and the formation of student character.

REFERENCES

- AZLINDA, N. Bimbingan Konseling Berbasis Spiritual Melalui Teknik Hukuman Dan Hukum Dalam Pembentukan Perilaku Disiplin Siswa Di Sekolah Menengah Pertama Nurus Salam.
- Harita, A., Laia, B., & Zagoto, S. F. L. (2022). Peranan guru bimbingan konseling dalam pembentukan karakter disiplin siswa SMP Negeri 3 Onolalu tahun pelajaran 2021/2022. *Counseling For All: Jurnal Bimbingan Dan Konseling*, 2(1), 40-52.
- Hesti, F. (2010). Pelaksanaan bimbingan konseling islami dalam pemecahan masalah disiplin siswa di MTsS YPKS Padangsidimpuan (Doctoral dissertation, IAIN Padangsidimpuan).
- Mallaena, AA, Hasbi, H., & Yusuf, M. (2023). Guru kinerja bimbingan konseling dan penerapan sistem poin pelanggaran terhadap disiplin siswa. *Jurnal Konseling dan Pendidikan*, 11 (3), 183-192.
- Nurfaizi, R., & Haryanto, S. (2024). Peran Bimbingan dan Konseling Islam dalam Meningkatkan Kedisiplinan Siswa Kelas VIII MTS Negeri 1 Wonosobo. *Moral: Jurnal kajian Pendidikan Islam*, 1(4), 01-10.
- Nurfaizi, R., & Haryanto, S. (2024). Peran Bimbingan dan Konseling Islam dalam Meningkatkan Kedisiplinan Siswa Kelas VIII MTS Negeri 1 Wonosobo. *Moral: Jurnal kajian Pendidikan Islam*, 1 (4), 01-10.

- Rahimah, R., Rahmita, E., & Cahyati, E. (2024, December). EFEKTIVITAS LAYANAN BIMBINGAN DAN KONSELING DALAM MEMBENTENGI REMAJA DARI PENGARUH PERGAULAN BEBAS. In Seminar Nasional Hukum, Sosial dan Ekonomi (Vol. 3, No. 1, pp. 415-422).
- Rahimah, R., Selina, N., & Sucita, I. (2024). Pengaruh Konseling Islam Terhadap Tingkat Kecemasan dan Depresi Mahasiswa di Ma'had Abu Ubaidah. *EDU SOCIETY: JURNAL PENDIDIKAN, ILMU SOSIAL DAN PENGABDIAN KEPADA MASYARAKAT*, 4(3), 1830-1838.
- Rahman, A. (2021). Implementasi bimbingan dan konseling islam untuk menangani kedisiplinan siswa kelas XI MA Rahmatullah Al-Hasan NW Kekait Lombok Baat (Disertasi Doktor, UIN Mataram).
- Rahmawati, A. (2025). Strategi Guru Bimbingan Konseling (BK) Dalam Pembentukan Karakter Disiplin Siswa di SMKN 2 Ponorogo (Disertasi Doktor, IAIN Ponorogo).
- Rais, M. (2023). Implementasi pendidikan agama Islam dalam membina karakter disiplin siswa di sekolah menengah kejuruan. *Al-Miskawaih: Jurnal Ilmu Pendidikan*, 2 (2), 255-272