



The Implementation of Islamic Counseling for Students' Mental Development in Madrasah

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi bimbingan konseling (BK) Islami dalam pembinaan mental siswa di madrasah Kota Tanjung Balai. Adapun jenis penelitian ini kategori kualitatif dengan metode studi deskriptif. Teknik pengumpulan data dengan menggunakan wawancara, observasi, dan kajian dokumen. Kemudian data dianalisis dengan langkah reduksi data, pemaparan data, dan penarikan kesimpulan. Dalam hal ini data diperiksa dengan teknik *kredibilitas*, *dependabilitas*, *konfirmasiabilitas*, dan *transferabilitas*. Hasil penelitian ini menunjukkan bahwa pelayanan BK di madrasah Kota Tanjung Balai dalam upaya pembinaan mental siswa terlaksana dengan baik. Hal ini ditandai dengan (1) program kegiatan BK Islami dan pembinaan mental siswa meliputi bidang akidah, akhlak, ibadah, dan muamalah; (2) tahapan pelayanan BK Islami dalam pembinaan mental siswa, yaitu identifikasi kasus, diagnosa, prognosa, terapi, evaluasi, dan *follow up*; (3) pelayanan BK Islami memberi dampak berupa kemampuan siswa dalam beradaptasi di sekolah maupun di masyarakat; (4) membantu siswa dalam pengendalian diri ketika bergaul (bersosial). Begitupun, terdapat beberapa hambatan dalam pelaksanaan BK Islami dalam pembinaan mental siswa, yaitu minimnya jumlah rasio guru BK dibanding siswa di madrasah dan keterbatasan fasilitas pelayanan BK. Adapun solusi yang ditawarkan yaitu upaya masif guru BK untuk mengikuti pelatihan luring maupun daring dan pengadaan fasilitas BK di madrasah.

Kata Kunci: Bimbingan konseling Islami, Pembinaan mental siswa.

Abstract

This study aims to describe the implementation of Islamic counseling (BK) for students' mental development at the Tanjung Balai City Madrasah. This type of research is a qualitative category with a descriptive study method. Data collection techniques using interviews, observation, and document review. Then the data were analyzed by data reduction steps, data exposure, and drawing conclusions. In this case, the data were checked by using credibility, dependability, confirmability, and transferability techniques. The results of this study indicate that BK services at the Tanjung Balai City Madrasah in an effort to develop students' mentality are carried out well. This is indicated by (1) Islamic BK activity programs and mental development of students covering the fields of faith, morals, worship, and muamalah; (2) stages of Islamic BK services in students' mental development, namely case identification, diagnosis, prognosis, therapy, evaluation, and follow-up; (3) Islamic counseling services have an impact in the form of students' ability to adapt at school and in the community; (4) assisting students in self-control when socializing. Likewise, there are several obstacles in the implementation of Islamic BK in the mental development of students, namely the minimum ratio of BK teachers compared to students in madrasahs and limited BK service facilities. The solutions offered are the massive efforts of BK teachers to participate in offline and online training and the provision of BK facilities in madrasah.

Keywords: Islamic counseling guidance, mental development of students.

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INTRODUCTION

Students are 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 are very influential on the changes that will be passed by students during the education process. Furthermore, Djamarah (2002:87) asserts that students are not limited to individual beings who can solve various problems of life on their own. Because, students are also social beings who need the help of others, including teachers, parents, and peers in achieving educational goals.

In line with the above, Prayitno (2014) suggests that the source of the problems faced by students usually comes from outside themselves. Attitudes of parents and family members, family circumstances as a whole, the influence of films, television, videos, the violence and lack of discipline that take place in society, peer groups who act defiantly, and various other negative factors in social life outside of school all contribute to the emergence of problems for the students. Furthermore, to overcome various problems students need mental health coaching as a "shield" for adaptation in socializing (Adityawarman, 2010:91-110; Aswati, 2019).

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

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

Based on the preliminary study, the researcher obtained the results of an interview with one of the counseling teachers at the Madrasah area of Tanjungbalai City confirming that in the madrasah there was a dispute that caused fights between students. Students also lack discipline, are often late for school, lack respect for teachers so that all teacher advice is never listened to. This student behavior proves that there is a mental disorder in students so that they do not understand themselves or do not have a good self-concept and this behavior is certainly very disturbing order and the teaching and learning process in schools.

The above facts prove that it is important for counseling teachers to use a multicultural counseling approach in understanding and solving student problems. This student problem, of course, cannot be left alone because it can hinder development and maturity, both in the school environment and the social environment in general (Rianty, 2018). Therefore, counseling teachers or school counselors also play a very important role in developing the potential of students. Based on the description above, it is necessary to conduct research to find out the actual conditions that occur in the mental development of students through the implementation of Islamic counseling in madrasahs, thus setting the title of the research, "Implementation of Islamic Counseling in Mental Development of Students in Madrasahs".

METHOD

The type of research is qualitative research, where this research has the characteristic that the data is stated in a reasonable condition as it is (Nawawi, 2006:174; Assingkiy, 2021). Strauss & Corbin (2003:69) argues

that qualitative research is a type of research that produces findings that cannot be achieved using statistical procedures or other means of quantification. Furthermore, based on a 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 phenomenological qualitative research methods, namely uncovering the problems that occur to find and understand what is hidden behind the problems that occur. The implementation of this qualitative phenomenological research aims to understand and interpret various problems that exist or occur in reality as a characteristic of qualitative research.

In particular, the phenomenology in this study is related to the problem of implementing Islamic counseling carried out in madrasahs in the Tanjungbalai City area. The problems studied were Islamic counseling programs, Islamic counseling services, techniques for implementing Islamic counseling on students' mental development, obstacles faced by counselors in implementing Islamic counseling on students' mental development, and what efforts were made by counselors to overcome obstacles in the implementation of Islamic counseling on the mental development of students.

Research Subjects and Objects

The subject is considered as a person or individual who can provide information or data needed in conducting research. Efendi (2002:52) explains that the research subjects are informants or data sources, namely people who answer research questions. As the subject of the research, there are several parties related to the implementation of Islamic counseling in the madrasah area of Tanjungbalai City, namely: the head of the madrasah, counselors, and madrasah students. Furthermore, the object of research is the implementation of Islamic counseling in the mental development of madrasah students in the Tanjungbalai City area.

Data collection technique

Data collection in this study was carried out with 3 (three) techniques commonly used in qualitative research, namely interviews with informants including the head of the madrasah, counselors, and students at the madrasah (Moleong, 2008:135), observing several activities, including competency development activities of counselors in madrasahs, the implementation of Islamic BK activities to foster student mentality, as well as the obstacles experienced in the Islamic BK service process (Bungin, 2010:138), and reviewing documents in the form of guidelines and madrasah work programs, guidebooks for coaching counselor training in madrasahs, and a teacher's manual on the implementation of Islamic BK in madrasahs (Moleong, 2008:161). Furthermore, to analyze the data, of course, it is done using reduction techniques, data presentation, and verification (drawing conclusions). Sugiyono (2008:337) suggests that activities in qualitative data analysis are carried out interactively and take place continuously until complete.

RESULTS AND DISCUSSION

Islamic Counseling Activities Program in Madrasah

1. Annual Program

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

The preparation of the annual program is of course adjusted to the previous curriculum. An annual program is drawn up for each class. The annual program contains areas of counseling, types of services, and support activities. The annual program of Islamic counseling is given to madrasah students in the Tanjungbalai City area includes all activities carried out for one year for each class level and existing department.

2. Semester Program

The semester program is a description of the annual program which includes all activities that will be carried out during one semester. The largest unit of time in the semester used in education today is the month. In the semester program, all activities are distributed in units of the month. Therefore, in the semester program, activities that will be carried out every month for one semester are displayed. The semester program of Islamic counseling provided to Madrasah students in the Tanjungbalai City area includes the types of services and support activities that will be carried out every month in one semester.

3. Monthly Program

The monthly program is a description of the semester program which includes all activities that will be carried out for one month. The largest unit of time in months used in education today is the week. In the semester program, all activities are distributed in units of the week. Therefore, the monthly program shows the activities that will be carried out every week for one month. The monthly program of Islamic counseling provided to Madrasah students in the Tanjungbalai City area includes the types of services and support activities that will be carried out every week in one month.

4. Weekly Program

The weekly program is a description of the monthly program which includes all activities that will be carried out for 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 in units of time of day. Therefore, the weekly program displays activities that will be carried out every day for one week. The weekly program of Islamic counseling provided to Madrasah students in the Tanjungbalai City area includes the types of services and support activities that will be carried out every day of the week.

5. Daily Program

The daily program is a description of the weekly program which includes all activities that will be carried out for one day. The largest unit of time of day used in education today is lesson hours. In the daily program, all activities are distributed into units of lesson time. Therefore, the daily program shows the activities that will be carried out in each lesson for one day.

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

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

The results of observations and documentation of the stages of implementing Islamic counseling services in the mental development of students in madrasas can be presented with the stages of planning, implementing, using methods and techniques. The method of implementing Islamic counseling in the mental development of students in madrasas consists of direct communication methods or direct methods, individual methods, indirect methods of communication, or indirect methods. The technique of implementing Islamic counseling services in the mental development of students in madrasas is a physical technique and an inner technique.

The Role of Islamic Counseling Services in the Mental Development of Students in Madrasas

Based on the explanation put forward by a student above, it can be seen that there are benefits that students feel after participating in Islamic counseling carried out by Islamic counseling teachers in madrasas. The benefits obtained by students are that students are able to make adjustments through the activities they do in the madrasa and outside the madrasa.

The explanation by the students above can be understood that students state that there is an important role in the implementation of Islamic counseling in the formation of students' self-potential. This is evidenced by

student statements with their ability to adapt when doing activities both with friends in the madrasa environment and activities with friends outside the madrasa environment.

Barrier Factors and Efforts to Overcome the Implementation of Islamic Counseling in Mental Development of Students in Madrasas

Associated with efforts to streamline the implementation of counseling, especially Islamic counseling guidance is also still experiencing problems. Problems related to the limited ability of counseling personnel in the implementation of Islamic counseling services to students in schools.

1. Internal Barriers

These internal barriers are related to the competence of counseling teachers. The competence of counseling teachers includes academic competence and professional competence. The academic competencies of counseling teachers are graduates of S1 counseling guidance or S2 counseling guidance and continue professional education for 1 year. The reality on the ground proves that there are still many found in various madrasas, including in the madrasah area of Tanjungbalai City, non-counseling counseling teachers, meaning school counseling teachers who do not have a counseling guidance education background. They are appointed by the head of the madrasa because they are considered capable or those who come from religious scholars. Even though they are not scientifically deep in the theories of counseling guidance.

Professional competence is formed through training, seminars, workshops. Becoming a professional counseling teacher requires a process and time. Professional counseling teachers need mature enough flying hours (Lestari, *et.al.*, 2021). In addition, it is still found in the field, the management of counseling is still in shambles. Counseling management, counseling services need to be managed, regulated, driven, controlled, handled, managed, organized, executed, implemented, and led by people who have the expertise, skills, as well as insight and understanding of the directions, goals, functions, activities, strategies, and indicators of success.

2. External Barriers

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

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

Counseling teachers exist because of problems, if not, then counseling teachers are not needed, and counseling teachers are needed to help solve problems only. It is undeniable that one of the main tasks of counseling is to assist in solving problems. But actually, the role of the counseling teacher itself is to take preventive action so that problems do not arise and to anticipate so that when problems arise from time to time they do not develop into big problems.

There are still many people who think that counseling is the school police. This is because the school often hands over the problem of violating discipline and other school regulations completely to the counseling teacher. In fact, many counseling teachers are authorized as the executors for students with problems.

b. Facilities and infrastructure in the implementation of counseling

It is often found that the view that the reliability and greatness of counseling teachers are due to the availability of complete and up-to-date facilities and infrastructure. A counseling teacher who is judged not to have a good performance often argues on the grounds that he is not supported by good facilities and infrastructure. On the other hand, the counselee is sometimes trapped in the assumption that a great counseling teacher can be seen from the facilities and infrastructure owned by the counseling teacher.

CONCLUSION

Based on the description above, it can be concluded that the counseling service at the Madrasah in Tanjung Balai City in an effort to foster students' mentality has been carried out well. This is marked by (1) Islamic BK program activities and mental development of students covering the fields of faith, morals, worship, and muamalah; (2) stages of Islamic BK services in students' mental development, namely case identification, diagnosis, prognosis, therapy, evaluation, and follow-up; (3) Islamic counseling services have an impact in the form of students' ability to adapt at school and in the community; (4) assisting students in self-control when socializing. Likewise, there are several obstacles in the implementation of Islamic BK in the mental development of students, namely the minimum ratio of BK teachers compared to students in madrasahs and limited BK service facilities. The solutions offered are the massive efforts of BK teachers to participate in offline and online training and the provision of BK facilities in madrasahs.

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- 2179 *The Implementation of Islamic Counseling for Students' Mental Development in Madrasah – Herdiansyah Hasibuan, Saiful Akhyar Lubis, Yusnaili Budianti*
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