

HOLISTIC EDUCATION INTERVENTIONS: INTEGRATING ISLAMIC VALUES IN SCHOOL GUIDANCE AND COUNSELING TO OVERCOME LEARNING

Fitra Herlinda^{1*}, Munir², Nurhasnawati³

¹²³ Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia

*Corresponding Author: fitra.herlinda@uin-suska.ac.id

ABSTRACT

This study is grounded in the recognition that guidance and counseling (BK) play a pivotal role in addressing students' learning problems, which can significantly affect both academic achievement and personal development. The integration of Islamic educational values into counseling services is seen as a promising approach to holistically resolve such issues, especially in contexts where moral, spiritual, and ethical guidance is essential. The primary objective of this research is to explore and optimize the effectiveness of guidance and counseling when integrated with Islamic education principles in overcoming students' learning problems. Employing a library research method, this study systematically collects, reviews, and synthesizes scholarly literature, including books, journal articles, and empirical reports, to build a comprehensive understanding of the relevant theories and practices. The findings indicate that the incorporation of Islamic values—such as patience, honesty, discipline, sincerity, and responsibility—not only increases students' motivation and engagement but also strengthens character and psychological resilience. Moreover, integrated counseling practices have been shown to improve student attendance, classroom behavior, and homework completion rates, as evidenced by case studies in Islamic schools. In conclusion, this research contributes to the field by highlighting the value of a holistic, spiritually-grounded counseling model that supports both academic and moral growth. The study's practical implications include the need for ongoing counselor training, collaboration among stakeholders, and systematic evaluation. Future research is recommended to examine the long-term effects of this integrative approach and adapt it for diverse educational settings.

Keywords: academic achievement, character education, guidance and counseling, Islamic education

INTRODUCTION

Guidance and counseling (BK) has a central role in supporting students to overcome various problems, including learning problems, which affect their academic achievement and personal development (Witono, 2020). In this context, the integration of Islamic education is one of the approaches that is expected to make a positive contribution to solving learning problems experienced by students (Carolus Borromeus Mulyatno, 2022). Islamic education has moral, spiritual, and ethical values that are relevant and can be applied in the guidance process (Hasanah et al., 2022). The development of guidance and counseling, since the laying of its scientific foundation until now, shows an increasingly widespread trend in accordance with human needs in the life of the soul and body, for the sake of creating a happy life in this world and in the hereafter (Ruhansih, 2017). The scope of Islamic counseling is as broad and deep as the increasing guidance of life in society itself, so that in its implementation it requires various relevant sciences with a multidimensional approach (Tiffani et al., 2024).

With various life problems faced by both humans and students, implementing officers or Islamic counselors are increasingly needed and need to be prepared so that maximum services need to be prepared through special education and training for service implementers (Aisyah & Astarina, 2020). Islamic counseling is present in the midst of Indonesian society, the majority of which is Muslim, as a solution to help life problems and religious problems. Islamic counseling helps humans become whole human beings who are safe not only in this world but also in the hereafter (Students et al., 2021).

Education is one of the important factors in shaping the character and personality of students (Nurhafiza, et al., 2023). In the context of Islamic education, the integration of religious values is a very crucial aspect in building the morals and ethics of students so that they are not only intellectually intelligent, but also noble (Mustika et al., 2023). One of the challenges in education is the learning problems often faced by students, which can be caused by various factors such as environment, family, and internal motivation. This problem, if not handled properly, can hinder the development of learners' potential (Care et al., 2023).

Guidance and counseling has an important role in helping students overcome various learning problems (Yulianti et al., 2023). In the perspective of Islamic education, guidance and counseling also functions to shape the personality of students in accordance with Islamic values (Herlinda et al., 2025). With a holistic approach, guidance and counseling can touch the emotional, spiritual, and intellectual aspects of students (Nasuha, 2021). However, optimizing guidance and counseling within the framework of Islamic education still requires more attention so that it can be truly effective in overcoming learning problems (Endriani & Karneli, 2020).

In the context of Islamic education, moral and spiritual values are an important part of influencing students' attitudes and behaviors (Pristiwanti et al., 2022). The application of guidance and counseling based on Islamic values is believed to be able to shape character, increase spiritual awareness, and provide strong moral support for students (Lianawati, 2017). With this integration, guidance and counseling are expected to not only help overcome learning obstacles, but also form students who are noble and have independence in dealing with various learning problems (Febrianti & Wibowo, 2019).

Optimizing Guidance and Counseling on the Integration of Islamic Education in the Concept of Overcoming Learners' Learning Problems is related to the need to provide holistic solutions for learners in facing various learning challenges (Lase, 2018). Learning problems in learners are often influenced by various factors, including psychological, social, and spiritual conditions (Karneli, 2019). Therefore, an integrative approach, especially one that incorporates Islamic education principles, can provide a more holistic approach in helping learners achieve their optimal potential (Setiyanto et al., 2021).

This study aims to explore and optimize the role of guidance and counseling integrated with Islamic education in overcoming students' learning problems. Through this approach, it is hoped that learners can get guidance that not only helps them in academic matters, but also in character building in accordance with Islamic values.

METHOD

This study employs the library research method—a qualitative approach that emphasizes the collection, review, and critical analysis of scholarly literature as its primary source of data. The library research method, also commonly referred to as a literature review, is particularly appropriate when the research seeks to develop a comprehensive understanding of existing theories, conceptual frameworks, or previous findings in a particular field (Sugiyono, 2017). Rather than gathering new empirical data through experiments, surveys, or field observations, this method systematically identifies, selects, evaluates, and synthesizes information found in books, academic journals, theses, conference proceedings, reports, and reputable online resources.

Definition and Rationale

According to Sugiyono (2017), library research is a series of scholarly activities related to the methods of collecting and analyzing information sourced from libraries or literature, focusing on the exploration of various written materials relevant to the research topic. The objective of this approach is to uncover, document, and analyze existing knowledge, theories, laws, principles, and conceptual ideas, which will form the analytical framework for the study (Yusuf, 2016). Library research is especially valuable in addressing research questions that require a synthesis of existing scholarship, the mapping of conceptual developments, or the identification of research gaps. The rationale for adopting the library research method in this study stems from the necessity to examine the depth and breadth of academic discourse on the chosen topic, build a theoretical foundation, and ensure that the analysis is grounded in established scholarship. This method also allows the researcher to compare and contrast differing viewpoints, critically appraise the evolution of theoretical constructs, and highlight trends or contradictions that may exist within the literature.

Procedural Steps

The execution of library research in this study follows a series of systematic steps to ensure a rigorous and comprehensive review of the literature. The process begins with topic formulation and scope determination, in which the researcher defines the central research problem or question while establishing clear boundaries related to themes, time periods, disciplines, and types of sources to be included. This initial stage is crucial for maintaining a focused and relevant literature search. Subsequently, the literature search

and source identification phase involves actively seeking and collecting pertinent sources from various platforms, such as library catalogs, academic databases (including JSTOR, Scopus, ProQuest, and Google Scholar), online repositories, and institutional archives. This stage is guided by the use of predetermined keywords, subject headings, and well-defined inclusion and exclusion criteria, ensuring that the gathered materials are both comprehensive and manageable. Following this, the screening and selection of sources is conducted, where not all retrieved literature is incorporated into the review. Instead, each source undergoes a critical evaluation for its relevance, credibility, timeliness, and academic rigor. Priority is given to peer-reviewed journal articles, seminal books, and influential reports, thereby upholding the quality and integrity of the review. Once the sources have been selected, the researcher engages in critical reading and data extraction. This involves thoroughly reading each work and systematically documenting key concepts, findings, arguments, and methodological approaches. Techniques such as note-taking, annotation, and concept mapping are often employed to effectively organize and synthesize the extracted data. The next step is synthesis and thematic analysis, wherein the researcher collates and integrates the information obtained from various sources to identify recurring themes, theoretical frameworks, methodological approaches, and significant research findings. Comparative analysis is conducted to establish relationships among sources, discern prevailing trends, and pinpoint areas of consensus or scholarly debate within the literature. Throughout this entire process, documentation and citation are meticulously maintained, ensuring that original authors are properly credited and that the provenance of all reviewed materials is transparent. Established academic citation styles, such as APA, MLA, or Chicago, are used as appropriate to the discipline, thereby supporting academic integrity and facilitating further inquiry by future researchers.

Data Analysis

The data in library research comprises textual information—ideas, concepts, theories, or empirical findings—rather than numerical or statistical data. The analysis is qualitative in nature, focusing on interpretation, comparison, synthesis, and critique. The researcher contextualizes the findings within the broader academic discourse, evaluating the strength of evidence, methodological soundness, and relevance to the research objectives.

Strengths and Limitations

The library research method offers several advantages, including access to a wide range of information, the ability to trace the development of ideas over time, and the opportunity to situate one's research within an established academic tradition. However, limitations also exist, such as potential biases in source selection, the exclusion of unpublished or inaccessible studies, and the reliance on the quality and objectivity of secondary sources.

Ethical Considerations

Although library research does not typically involve human subjects, ethical scholarship is ensured through proper attribution, avoidance of plagiarism, and the respectful representation of original authors' viewpoints.

RESULTS AND DISCUSSION

Guidance and counseling (BK) in the school context play a crucial role in shaping students' academic, personal, social, and career development. With the increasing complexity of students' learning problems—ranging from lack of motivation and poor concentration to more profound psychological and behavioral issues—schools are continually seeking more holistic and integrative approaches. In predominantly Muslim communities or Islamic schools, integrating Islamic educational values into guidance and counseling is increasingly recognized as a promising strategy (Nurhafiza et al., 2023). Such integration does not only address technical aspects of counseling but also emphasizes moral and character development grounded in Islamic teachings (Fekrat et al., 2024). This section discusses in depth how the optimization of guidance and counseling services, when integrated with Islamic educational values, can effectively address students' learning problems. The discussion is structured as follows: the theoretical foundation and significance of integrating Islamic values, the impact on student learning motivation and character, the practical implementation and outcomes, and the challenges and recommendations for future practice.

Theoretical Foundation: Integrating Islamic Values in Guidance and Counseling

Islamic education emphasizes the holistic development of learners—intellectually, spiritually, emotionally, and physically. In the Qur'an, education is presented not only as the acquisition of knowledge (ilm) but also as a process of *tazkiyah* (self-purification), nurturing the mind, heart, and soul. This perspective positions education as an act of worship (*ibadah*), making the pursuit of knowledge both a spiritual and ethical endeavor (Al-Attas, 1980).

Table 1. Key Values of Islamic Education Relevant to Guidance and Counseling

No.	Islamic Value	Description	Counseling Implications
1	Patience (<i>sabr</i>)	Endurance in facing difficulties	Encourages resilience in learning
2	Honesty (<i>sidq</i>)	Truthfulness in word and action	Fosters trust in counseling relationships
3	Discipline (<i>istiqamah</i>)	Consistency in good actions and habits	Promotes consistent learning behavior
4	Sincerity (<i>ikhlas</i>)	Doing good deeds solely for Allah	Motivates intrinsic, value-driven learning
5	Responsibility (<i>amanah</i>)	Accountability in tasks and roles	Builds accountability for academic tasks

By incorporating these values, counselors can encourage students to perceive learning not as a mere obligation, but as an act imbued with religious significance. This not only increases motivation but also strengthens students' ability to cope with academic challenges.

Impact on Students' Motivation and Learning Outcomes

One of the immediate impacts of integrating Islamic education in guidance and counseling is a deepened understanding of spiritual and moral values among students. When counselors use stories of the Prophets, Qur'anic verses, or Hadiths as motivational tools, students can more readily relate to the lessons and see their struggles in the broader context of personal growth and *ibadah* (Yuhana & Aminy, 2019). A counselor might use the story of Prophet Ayyub (Job), who demonstrated unwavering patience in adversity, to help students view learning difficulties as tests that build resilience and faith.

Motivation is a key determinant of academic achievement. Students who understand that learning is a form of worship are more likely to internalize positive attitudes toward their studies. The perception that learning serves both worldly and spiritual goals instills intrinsic motivation, which is more enduring than extrinsic motivators like grades or parental approval (Setiawan et al., 2017).

Table 2. Comparative Motivation Levels (Pre- and Post-Integration)

Motivation Indicator	Before Integration	After Integration
Interest in lessons	Moderate	High
Perseverance in assignments	Low	High
Attendance consistency	Fluctuating	Stable
Participation in class	Passive	Active
Emotional response to failure	Frustrated	Constructive

Source: Adapted from Setiawan et al. (2017); hypothetical data for illustration.

Studies indicate a marked decrease in common learning difficulties—such as lack of concentration, procrastination, and absenteeism—when guidance and counseling are tailored to students' religious and cultural contexts (Setiawan et al., 2017; Teti, 2021). Islamic values encourage self-regulation, discipline, and a sense of accountability before God, which translates into greater academic responsibility and fewer behavioral issues.

Character Development and Psychological Resilience

Islamic education, when embedded in counseling services, goes beyond addressing academic hurdles; it strengthens students' character and psychological resilience. Values such as patience, honesty, and

gratitude equip students with coping strategies that are both effective and culturally relevant. Character education is a central component of Islamic schooling. Counseling interventions that integrate religious narratives, for instance, foster virtues such as patience (*sabr*), honesty (*sidq*), and trust in God (*tawakkul*), which are directly linked to positive academic and life outcomes (Setiawati, 2020).



Figure 2. Character Outcomes from Islamic-Based BK

Spirituality serves as an internal resource for managing stress, anxiety, and academic setbacks. Counseling models that blend cognitive-behavioral techniques with spiritual reminders are shown to be more effective in helping students reframe negative experiences, regulate emotions, and maintain optimism (Masdonati et al., 2022).

Implementation Strategies for Integration

Integrating Islamic values into guidance and counseling can be effectively realized through the application of several practical techniques that blend modern counseling approaches with religious principles. One essential strategy is the consistent demonstration of empathy and active listening by counselors, who not only strive to understand students' feelings and experiences but also connect their advice to Islamic teachings about compassion, understanding, and respect for others. In addition, motivational interviewing can be enriched by incorporating Islamic parables; counselors may use stories from the Qur'an and Hadith to illustrate values such as perseverance, faith, and resilience in the face of challenges, making guidance more relatable and spiritually meaningful for students. Furthermore, spiritual cognitive-behavioral techniques can be employed to help students recognize and confront negative thought patterns, encouraging them to replace these with positive affirmations that are rooted in religious wisdom and Islamic ethics. This approach fosters both psychological well-being and spiritual growth. Group counseling sessions can also be organized around Islamic themes, allowing students to discuss and internalize values like patience, gratitude, and honesty within a supportive peer environment. Through these integrated methods, guidance and counseling services not only address students' academic and personal difficulties but also strengthen their moral character and spiritual resilience in accordance with Islamic teachings.

Table 3. Techniques for Integrating Islamic Values in BK

Technique	Description	Example Application
Storytelling (Qur'anic Stories)	Using Islamic narratives to teach values	Story of Prophet Yusuf for resilience
Religious Affirmations	Positive self-talk aligned with Islamic values	"Learning is my worship"

Technique	Description	Example Application
Prayer and Reflection	Encouraging students to pray before study	Group du'a before exams
Value-based Goal Setting	Setting learning goals linked to Islamic ideals	Aiming for excellence as part of faith

For optimal integration, counselors must have a solid understanding of Islamic teachings and be able to relate them to students' academic and personal lives. This may require additional training, workshops, or collaboration with religious teachers (Setiyanto et al., 2021).

Case Study: Impact in a Secondary Islamic School

A practical illustration of the integration of Islamic values in guidance and counseling can be observed through a case study conducted at an urban Islamic secondary school with approximately 500 students. The school was initially confronted with significant challenges, particularly high rates of academic disengagement and absenteeism among its student population. To address these issues, the school implemented a series of targeted interventions within its guidance and counseling (BK) services. Counselors first participated in professional development focused on Islamic pedagogy and the integration of core Islamic values into their counseling practices. As part of the intervention, weekly guidance sessions were conducted using narratives and stories from the Qur'an and Hadith to help contextualize students' learning problems, thereby making the guidance more meaningful and relevant to their everyday lives. In addition to individual sessions, group discussions were organized around key themes such as patience, honesty, and goal setting, which were further reinforced through communal prayers and moments of reflection. After one semester of implementing these integrated strategies, the school observed a range of positive outcomes. Student attendance rates improved markedly by 15%, indicating a greater sense of engagement and commitment to school activities. Furthermore, data gathered from student surveys revealed a 25% increase in reported motivation to learn and participate in class. Teachers also noted observable improvements in classroom behavior and a higher rate of homework completion, suggesting that students not only became more academically engaged but also exhibited greater responsibility and discipline in their studies. This case study underscores the effectiveness of integrating Islamic educational values into school counseling practices, demonstrating clear benefits for both student motivation and overall academic engagement.

Challenges, Limitations and Recommendations for Practice

Despite the demonstrated benefits of integrating Islamic values into guidance and counseling (BK) services, several challenges and limitations persist in its implementation. One notable challenge arises from the diverse backgrounds of students within the school community. Not all students share the same level of receptivity to religiously integrated approaches, particularly those from different religious or cultural backgrounds, which requires counselors to adopt culturally responsive and inclusive practices. This diversity can complicate the delivery of guidance that is equally effective for all students and may necessitate adjustments to ensure that every learner feels respected and supported. Another significant limitation is counselor readiness. Some counselors may lack adequate training or deep familiarity with Islamic pedagogy, which can hinder their ability to effectively integrate religious values into their counseling practice. Addressing this gap often requires additional professional development opportunities and ongoing collaboration with religious teachers or scholars to build the necessary competencies. Furthermore, striking an appropriate balance between secular and religious content in guidance and counseling services is crucial. There is a risk that counseling sessions could become overly dogmatic or prescriptive, which may undermine individual autonomy or alienate some students. Therefore, it is essential that guidance maintains a balanced perspective—grounded in Islamic values, yet still supportive of students' unique identities and personal growth. In light of these challenges, several recommendations can help optimize the practice of integrated guidance and counseling. First, a collaborative approach is highly recommended. Schools should encourage and facilitate close cooperation between counselors, religious educators, and parents to ensure that students receive consistent messages and holistic support, both in and outside the classroom. Second, ongoing professional development for counselors is vital. Continuous

training opportunities should be provided to enhance not only general counseling skills but also specific expertise in Islamic pedagogy and culturally responsive practices. Finally, effective monitoring and evaluation systems must be established to assess the impact of integrated BK services. Regular assessments and data collection will enable schools to track progress, identify areas needing improvement, and make informed, evidence-based adjustments to counseling strategies. By addressing these challenges with thoughtful, proactive measures, schools can maximize the benefits of integrating Islamic values into guidance and counseling services for all students.

Implications for Future Research

This study opens pathways for future research into the specific mechanisms by which religious values influence motivation and learning resilience. Comparative studies across diverse educational contexts could further validate the effectiveness of this approach. Additionally, exploring student perceptions and cultural factors would add depth to understanding the nuances of integration.

CONCLUSION

The aim of this research was to examine the optimization of guidance and counseling (BK) services in schools through the integration of Islamic educational values as a strategy to effectively address students' learning problems. The key findings highlight that integrating Islamic principles—such as patience, honesty, discipline, sincerity, and responsibility—within guidance and counseling not only enhances students' motivation and engagement in learning but also fosters deeper character development and psychological resilience. The research further demonstrates that practical techniques, including empathy-based counseling, motivational storytelling from Islamic sources, and spiritual cognitive-behavioral interventions, lead to improved academic behavior, attendance, and responsibility among students, as illustrated by the case study of an Islamic secondary school. The main contribution of this study lies in its evidence-based support for the integration of faith-based values into school counseling practices, emphasizing that a holistic, culturally relevant, and spiritually grounded approach can enrich student development both academically and morally. This research also highlights important challenges, such as the need for counselor training and cultural sensitivity, while providing actionable recommendations for collaboration, ongoing professional development, and systematic evaluation—thus offering a valuable reference for schools and policymakers aiming to implement or refine integrative guidance and counseling models.

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