

Development of Islamic Counseling Models To Improve Student's Discipline

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Abstract: The purpose of this study is to find out (1) the analysis of the needs of the Islamic counseling model. (2) Developing an Islamic counseling model to improve student discipline. This study uses a modified Borg & Gall model of research and development (R&D) methods, with data collection techniques through interviews and student discipline questionnaires. The results of this study indicate that (1) SMA Negeri 8 Makassar students based on observations and interviews with counselors, the Islamic counseling model to improve student discipline is urgently needed in schools. (2) Producing an Islamic counseling model as guidance for counseling services for counselors to improve student discipline that is useful, decent, appropriate, and acceptable material for students in SMA Negeri 8 Makassar.

Keywords: Counseling Model, Islamic Counseling, Student Discipline, Developing Model

Abstrak: Tujuan penelitian ini untuk mengetahui (1) analisis kebutuhan model konseling islami. (2) mengembangkan model konseling islami untuk meningkatkan kedisiplinan siswa. Penelitian ini menggunakan metode penelitian dan pengembangan (*R&D*) model Borg & Gall yang telah dimodifikasi, dengan teknik pengambilan data melalui wawancara dan angket kedisiplinan siswa. Hasil penelitian ini menunjukkan bahwa (1) Siswa SMA Negeri 8 Makassar berdasarkan observasi dan wawancara dengan guru BK maka model konseling islami untuk meningkatkan kedisiplinan siswa, sangat dibutuhkan di sekolah. (2) Menghasilkan suatu model konseling islami sebagai panduan layanan konseling bagi konselor dalam upaya meningkatkan kedisiplinan siswa yang berguna, layak, tepatm dan materi yang berterima di SMA Negeri 8 Makassar.

Kata kunci: Model Konseling, Konseling Islami, Kedisiplinan Siswa, Pengembangan Model.



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INTRODUCTION

The development of moral values is one of the efforts that can prevent negative behavior among students. Students are expected to grow and develop into good teenagers. In this development, it is also expected that adolescents

will be able to become strong individuals and have competent, skilled, committed, personal, disciplined, and spirit of competing in all aspects of life so that positive behaviors will form in students. One form of developing moral values that can shape positive behavior in students is to instill discipline as explained Hadianti, (2017) that education as an activity to

develop attitudes and mentality that will determine a person's behavior, therefore to maintain that behavior, an educator must maintain it with one of the educational tools, namely discipline. Individuals who are disciplined can carry out tasks regularly by applicable regulations that will make their lives orderly.

Rohman, (2018) aid discipline can help a student grow with good self-confidence and self-control, which is demanded by a good awareness of himself and his life as well as good feelings about himself and a feeling of responsibility and care for his environment. Haryono, (2016) also added that in the teaching and learning process, the discipline of the rules is very important to apply, because if a school does not have rules, the teaching and learning process will not run effectively. Creating student discipline aims to educate students to be able to regulate themselves. Someone disciplined will show attitude or act of discipline as a habit no longer as a burden. The values of obedience have become part of his life. Discipline in essence will grow from the results of human consciousness (Fawaid, 2017).

Schools as educational institutions have certain policies outlined in the form of regulations. The form of the school rules is called the school rules. In school rules, students are required to obey these rules so that students are disciplined and responsible. The importance of school rules is made to educate students' sense of discipline. It is expected that this can influence, encourage, control, change, foster, and shape student behavior following the expected values in students.

They will bring about the value of discipline in students in the school environment, both in the family and in the wider social environment, as explained by Berutu, (2018) that with the school rules, it can educate students to be kind and obey the rules to reduce violations in school. Therefore, schools must conduct discipline consistently both teachers and students. So, it can be able to improve the quality of student discipline. Ideally, school rules governing students to be disciplined and it is hoped that all students must consciously obey them. Thus, the process of teaching and learning activities in schools will be conducted orderly, effectively, and efficiently. If the regulation is conducted well, the teachers will feel comfortable when teaching inside and outside the classroom. Also, Students will experience

calmly when they study in the class and get the satisfying academic achievement. High school students are teenagers who will experience the process of finding an identity and actualizing themselves in various fields. So, sometimes students violate the rules, norms, and regulations in the school environment.

SMA Negeri 8 Makassar is a school that implements regulations through disciplined methods. However, based on the results of initial observations and interviews with school counselors. It shows that some students have low discipline, which seen from various types of violations particularly, by students in class XI IPS. The violations are overdue, skipping class time, and delayed on assigning homework, also and not doing from the teachers.

Therefore, efforts to improve student discipline in Makassar 8 High School need to be done to shape student character. To achieve this, efforts are needed from all stakeholders in the school, particularly school counselors. Various guidance and counseling approaches that have been carried out by school counselors at SMA Negeri 8 Makassar, but the results are not optimal. One contributing factor is the lack of student self-awareness related to the importance of disciplinary behavior. So the effort to solve this problem is to provide a model of counseling with Islamic methods to build self-awareness. The approach of spiritual counseling (Islamic) is a method of counseling that adopts the teachings of Islam by the Prophet Muhammad.

The Islamic education system developed by Rasulullah SAW is seen as a spiritual education system where God Almighty gives guidance for people who want the guidance (Ramayulis & Mulyadi, 2016). Islamic counseling is a process of providing ongoing and systematic assistance to individuals or groups of people who are experiencing physical and mental difficulties. This counseling aims to make the counselee understand himself and solve his problem independently. So that they can live in harmony following the provisions and instructions of Allah SWT and His Rasul to achieve world and hereafter happiness (Rufaedah, 2015).

Various approaches in Islamic counseling become choices for school counselors in helping students get peace of mind through Islamic therapy Zakaria & Akhir, (2017) has conducted Islamic counseling research by applying Islamic theories and modules such as Islamic behavioral counseling,

Al-Ghazali counseling theory, cognitive ad-deen, KBJ, prophetic counseling, and Asmaul Husna counseling therapy. The purpose of this research is to look for peace of mind in living everyday life. Other studies conducted by Razak, (2014), Maulana, (2016) and Hikmawati, (2015), explained that Islamic counseling was effective in increasing social intelligence, thinking, self-confidence, and religious commitment based on the Qur'an and Hadith.

Guantanamo, (2015) added that the aim of Islamic counseling is for individuals to return to the condition of nature that is given by Allah SWT, so that they become personal kaaffah, and actualize what they believe in daily life, also appearing in the form of obedience to the laws of Allah SWT in carrying out their duties caliphate on earth, and obedience in worship by obeying all His commands and avoiding all His prohibitions. In other words, the purpose of this model counseling is to increase the faith, and the efforts of the individual are guided to become a whole person. So, in the end, it is hoped that they will be able to live happily in this world and the hereafter.

If it is compared with the Western counseling approach, the cognitive domain which is the main target in changing human behavior, also the behavioristic approach which emphasizes more on the changes in human behavior that are apparent and observable. Whereas, in the Islamic counseling approach, within humans, there is something more primary that should be the main target object in building human self-awareness to have a useful character that is heart or soul.

According to Islamic counseling, it is very important to touch the human soul in a holistic direction. Then the implementation of Islamic counseling is assumed to be able to build self-awareness of humans. this is because, in the concept of Islamic psychology, the main target for shaping one's self-awareness consists of 3 aspects namely mind / cognitive, heart, and lust. So that the process of forming self-awareness through purification of the soul needs to be done by way of remembrance. The purpose of this activity is to calm the heart/heart. Tausiyah as an effort to build a mindset of human thinking, and prayer as an effort to reduce lust and forgiveness for all sins to Allah SWT.

METHOD

This research was conducted using the Borg and Gall Development Research approach. The strategy used in this study was to modify the Borg and Gall research stages into 8 steps of development, namely: (1) needs analysis; (2) preliminary research & information gathering; (3) development planning; (4) initial product development; (5) initial field test (expert validation); (6) revision I; (7) small group test; and (8) revision II (Borg & Gall, 2003).

This research and development were conducted in class XI IPS students of SMA Negeri 8 Makassar. The sample selection technique is done by purposive sampling. The type of data obtained in the development of this Islamic counseling model in the form of qualitative data and quantitative data. Data collection instruments used in this study were interviews and student discipline questionnaires used when collecting initial data, then acceptability assessment questionnaires were given to 3 experts, and questionnaire responses from students who had been provided with Islamic counseling model services.

In this expert validation stage, the researchers tested the Islamic counseling model guide products to three experts such as (1) experts in guidance and counseling, (2) experts in the field of Islamic counseling or Islamic psychology, (3) field practitioners or teachers of SMA Negeri 8 Makassar.

RESULT AND DISCUSSION

The need analysis of the Islamic counseling model is conducted through observation and interviews with school counselors in SMA Negeri 8 Makassar related to the level of student discipline, then obtained data and information about the level of discipline among the students which consisted of :

- a. Many students are not disciplined both in school and outside of school, especially regarding the discipline of time in learning, students often come late to school, students often skip classes during class hours, and rarely even do the assignments (homework) given by the subject teacher
- b. Students only receive information from the counseling teacher for a few minutes and do not implement the Islamic counseling model.

- c. School counselors are more focused on solving administrative problems than counseling services for students in the class.
- d. the duration of counseling services is very limited
- e. The implementation of the Islamic counseling model as a teacher's guide to improving student discipline in schools is needed.
- f. Islamic counseling model guides can facilitate the supervising teacher to improve student discipline at school, so hopefully, students can become good personal at school.
- g. The obstacle in carrying out Islamic counseling is time. Not all students at SMA Negeri 8 Makassar are Muslim so this needs to be a common concern for the smooth implementation of the Islamic counseling model to improve student discipline in schools.

The BK teacher revealed that Islamic counseling needs to be given to build student awareness, especially regarding student discipline issues at school. This is because Islamic material is only obtained by students through Islamic religious education teachers, however, it does not change significantly related to student behavior becoming more disciplined.

The development plans that were built in the Islamic counseling model are: (1) Doing the Dhikr together. The main objective in the implementation of the dhikr is as a process of stabilizing the soul human (QS. Ar-Rad:28 & QS. As Syams 9-10). Rofiqah, (2017) explains "dhikr therapy contains an effective psychotherapeutic element not only from the point of health but also physical health and dhikr is the inculcation of Tauhidiah values in a person"; (2) Tausiyah aims to develop the

horizons of thinking for students in living life both within the family, school and in the community. The psychological effect of Tausiyah is to provide motivation, calm the soul, and reduce stress. Decreased stress conditions will prevent stroke (Upoyo, 2016); (3) Counseling process as an effort to reveal and resolve problems related to the lack of counselee discipline through group counseling involving 9 clients. Prayitno & Amti, (2015:311) "explained that group counseling is individual counseling carried out in a group setting. The activity consists of disclosure and understanding of the problem, tracking the causes of client problems, problem-solving efforts, evaluation activities, and follow-up "; (4) Islamic counseling activities ended with praying together. This aims so that what is desired in the implementation of counseling can be granted by Allah SWT. Basofi, (2017) "explain that praying is interpreted not only as a cause for the achievement of a wish or desire from humans, but an obligation that must be carried out by someone in any condition that holds the position as a servant who is weak and needy. In the view of Sufism, there is far more important to understand than the expression of one's prayer, but the etiquette of the heart when facing prayer to Allah SWT".

Expert validation is carried out through expert assessments in the areas of guidance and counseling as experts 1, Islamic / psychology counseling as experts 2, and field practitioners as experts 3 which are carried out through acceptability tests which include; the usefulness, feasibility, accuracy, and content of the guidance material for Islamic counseling models to improve student discipline in schools. The following acceptability results given by experts can be seen in table 1:

Table 1: Results of Assessment of Islamic Counseling Utility Tests by experts 1, 2, and 3.

Statement Items	Level of Utility			Σ	%
	Expert 1	Expert 2	Expert 3		
1	3	4	4	11	91,66
2	4	4	3	11	91,66
3	4	4	4	12	100
4	3	4	4	11	91,66
5	3	4	3	10	83,33
6	3	4	4	11	91,66
7	3	4	4	11	91,66
Total	23	28	26	77	
%	82,14	100	92,85	-	91,66

Table 1 of the results of the fitness test shows that from the 7 items of acceptability statements to assess the usefulness of the Islamic counseling model which was assessed by all three experts. Judgments are given by the three experts on the Islamic counseling model trial questionnaire generally show expert 1 with a value of 23 or 82.14%, expert 2 with a value of

28 or 100%, and expert 3 with a value of 26 or 92.85% with the overall percentage 91.66% (very good category). So it can be seen that the Islamic counseling model designed by researchers is considered useful (utility) to be used by supervisors/counselors in improving student discipline at school.

Table 2: Results of Assessment of Islamic Counseling Feasibility Tests by experts 1. 2, and 3.

Statements	Level of feasibility			Σ	%
	Expert 1	Expert 2	Expert 3		
1	3	4	3	10	83,33
2	4	4	4	12	100
3	3	4	3	10	83,33
4	3	4	3	10	83,33
5	3	4	3	10	83,33
6	3	4	3	10	83,33
Total	19	24	19	62	
%	79,16	100	79,16	-	86,11

Table 2 Results of the feasibility test assessed by the three experts. There are 6 items of acceptability statements for the feasibility of the Islamic counseling model, each of which is given a scale of 1-4. The results of the assessment given by experts indicate the assessment on a scale of 3 and 4, where expert 1 with an average value of 19 or 79.16%, expert 2

with an average score of 24 or 100%, and expert 3 with an average value of 19 or 79.16% with an overall percentage of 86.11% (good category). Based on the results of the experts' assessment it can be concluded that the model in the form of an Islamic counseling guide has a high level of Feasibility for both the counselor and students at school.

Table 3: Results of Assessment of Islamic Counseling Accuracy Tests by experts 1. 2, and 3.

Statements	Accuracy Level			Σ	%
	Expert 1	Expert 2	Expert 3		
1	4	4	4	12	100
2	4	4	4	12	100
3	3	4	4	11	91,66
4	3	4	3	10	83,33
5	4	4	3	11	91,66
6	3	4	3	10	83,33
Total	21	24	21	66	
%	87,5	100	87,5	-	91,66

Based on the results of the accuracy-test by experts, there are 6 items of acceptability statements for the accuracy of the Islamic counseling model, each of which is given a scale of 1 - 4. Based on table 3, the results of the experts' assessment of the Islamic counseling model are on a scale of 3 and 4. Expert assessment scores 1 an average of 21 or 87.5%,

expert 2 an average of 24 or 100%, and expert 3 an average of 21 or 87.5%. So that the overall percentage reached 91.66% (very good). Based on the results of the assessment it can be concluded that the model in the form of Islamic counseling guidelines has a high level of accuracy (accuracy) for counselors and students at school.

Table 4: Results of Content Validation of Islamic Counseling Accuracy by experts 1, 2, and 3.

Statements	Level of Content Accuracy			Σ	%
	Expert 1	Expert 2	Expert 3		
1	3	4	3	10	83,33
2	3	4	3	10	83,33
3	4	4	4	12	100
4	3	4	3	10	83,33
5	3	4	3	10	83,33
Total	16	20	16	52	
%	80	100	80	-	86,66

Table 4 shows that from the results of the content test there were 5 items of acceptability statements to assess the content of the Islamic counseling model material as assessed by the three experts above. Ratings given by the three experts on the Islamic counseling model trial questionnaire are generally on a scale of 4 and 3, where expert 1 with an average rating of 16 or 80%, expert 2 with an average value of 20 or 100%, and expert 3 with an average value of 16 or 80% so that the overall percentage reached 86.66% (good category). Based on the data, it is known that the Islamic counseling model designed by researchers is considered to have good content for use by counselors in improving student discipline at schools.

Based on the acceptability assessment results related to the usability, appropriateness, accuracy, and content of Islamic counseling manuals, it can be concluded that Islamic counseling guidelines can be used in schools. Revision I was carried out based on the results of data from expert tests. Overall input from the 3 expert validators related to utility, feasibility, accuracy, content from the Islamic counseling guide model namely expert validator 1: (1) in the introduction need to be reiterated the goals and objectives of the Islamic counseling service, (2) there needs to be a description of the rational guidance and activities of Islamic counseling, (3) it needs to be specifically emphasized about the process of group activities so that it looks different in each meeting. Input from expert validator 2: use the basic theory of Tazkiyatun Nafs opinions

Imam Al-Gazali with the concept of *Takhalli*, *Tahalli*, and *Tajalli*. Input from expert validator 3: (1) the cover image needs to show the Islamic counseling process, (2) use a brighter cover color, (3) the content of the Islamic counseling material is made in the form

of a CD /DVD for easy use by BK teachers in the classroom.

Based on the advice of the expert validators, the Islamic counseling manual as a media for increasing the discipline can be applied in schools. The next stage is a small group test. A group test aims to determine the feasibility, acceptability, and usefulness of the guidelines developed and in what cases need to be revised before determining the final product of the research.

The implementation of a small group test involves 9 students. At this stage, students and teachers are given a questionnaire on responses regarding Islamic counseling guidelines as BK media in improving student discipline. Based on the questionnaire responses, data obtained that Islamic counseling guidelines have a high level of eligibility and acceptance for students in SMA Negeri 8 Makassar. While based on the questionnaire responses by BK teachers obtained a total value of 86.66% so it can be concluded that the Islamic counseling guide has a high level of eligibility and acceptance for counselors in SMA Negeri 8 Makassar.

Based on the results of tests on 9 students, it was concluded that the Islamic counseling model can help students in improving discipline in SMA Negeri 8 Makassar. So that the main objective of Islamic counseling will be achieved. The relevant study from Lubis, (2016) shows that Islamic counseling can help students to solve their discipline problem by the guide of the Islamic approach to get happiness in the world and hereafter.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the discussion it can be concluded that: (1) based on observations and interviews with counselors, SMA Negeri 8

Makassar students need an Islamic counseling model, (2) developing an Islamic counseling model as a guidance counseling service for counselors to improve student discipline that is useful, feasible, precise and acceptable content at SMA Negeri 8 Makassar.

Based on the conclusions, the following suggestions can be made: (1) Further research is needed, so that the development of the Islamic counseling model is not only designed to improve student discipline but also solve various problems of students at school. (2) This study uses a small or limited group test. Then it is recommended for further researchers to conduct large group trials /effectiveness tests.

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