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***Management of Islamic Religious Education Counseling in
Developing Exemplary Morals of Students at An-Nur Nusa Kahu
Islamic High School, Bone District***

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Abstract

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District*

The purpose of this research is to determine the Management of Islamic Religious Education Counseling in Developing Students' Exemplary Morals at An-Nur Nusa Kahu Islamic High School, Bone District. This research method is qualitative research using field research.

The research results indicate that the Management of Islamic Religious Education Counseling in Developing Students' Exemplary Morals at An-Nur Nusa Kahu Islamic High School has been implemented as best as possible since 2021 and was realized in 2022 and 2023, although it is far from perfect. The strategies of Islamic Religious Education Counseling management include planning, implementation, and evaluation. In the development of students' exemplary morals, the approach focuses on three aspects of morals: 1) Morals towards Allah, 2) Morals towards oneself, and 3) Morals towards others. Therefore, the results of implementing the Management of Islamic Religious Education Counseling in developing students' exemplary morals include 1) Increased understanding of religion, 2) Improved morals, 3) Development of social attachment, 4) Problem-solving skills, 5) and self-confidence. The supporting factors include conducive educational environment, adequate facilities and infrastructure, and solid collaboration. On the other hand, the hindering factors include negative environment, mass media technology, lack of parental appreciation, and lack of openness from students.

INTRODUCTION

Essentially, education plays a crucial role in determining the existence and development of students' lives, as it is a medium of life that is always filled with various satisfactions, problems, and even challenges. In education, it is important not only to impart knowledge to students but also to pay attention to their moral activities, attitudes, and behaviors. Therefore, in every educational process, there should be activities related to moral education and the development of a healthy personality (Muh. Roqib, 2009:13).

Madrasah Aliyah An-Nur Nusa Kahu has produced many students with various potential achievements in the fields of education, arts, and sports. The characteristics of the students are diverse, ranging from diligent, obedient, polite, quiet, active, to lazy. There are also students who have less dynamic characters, preferring to be alone and facing difficulties in interacting with others.

Based on the initial observations made by the researcher through a conversation with Mrs. Nurlina, the counseling teacher, on May 22, 2023, it is found that bullying among peers and teenage delinquency outside of school hours, such as involvement in motorcycle gangs, are common issues among the students of MA An-Nur Nusa Kahu. These issues have caused concerns among the surrounding community. Moreover, what sparked the researcher's interest in conducting the study at MA An-Nur Nusa Kahu was the intriguing comment made by Mrs. Nurlina, also known as Bu Lina. She mentioned that she has begun redesigning the guidance and counseling system using the "Islamic Services and Behavior" approach, where the counseling teacher collaborates with the Islamic Religious Education (PAI) teacher as a support in providing counseling services (Nurlina, interview on May 22, 2023).

METHODS

This research methodology is a type of field research, with the specific location being Madrasah Aliyah An-Nur Nusa Kahu, Bone Regency. In this study, a qualitative approach is employed. Based on this, qualitative research aims to understand, delve into, and penetrate deeply into phenomena, and then interpret and draw conclusions about these phenomena according to their context (Aminuddin, 1998:47).

This research is conducted at Madrasah Aliyah An-Nur Nusa Kahu, Bone Regency, precisely located on Jl. Poros Sinjai-Makassar, Nusa Village, Kahu Sub-district, Bone Regency. The focus of the research is on two concepts, namely the Management of Islamic Religious Education Counseling and the Development of Exemplary Morals, where the school principal, PAI/Counseling teachers, and students of Madrasah Aliyah An-Nur Nusa Kahu are the main informants in this

study. Primary data consists of individual or group subjects' opinions and is up to date. The informants in this study are the school principal, class teachers, PAI/Counseling teachers, and students of Madrasah Aliyah An-Nur Nusa Kahu, Bone Regency. Secondary data sources refer to relevant literature that can support this research, such as books, magazines, newspapers, the internet, recording devices, photos, and other supplementary data sources (Hadari Nawawi, 2011:117). Research instruments are used to collect the necessary data for this study, including observation guidelines, interview guidelines, and documentation notes.

FINDING AND DISCUSSIONS

1. Strategies for the Management of Islamic Religious Education Counseling at An-Nur Nusa Kahu Islamic High School, Bone District.

The strategies for the management of Islamic Religious Education Counseling through policy development, decision-making, and counseling implementation at An-Nur Nusa Kahu Islamic High School, Bone District, are based on the implementation of the Islamic Religious Education Counseling Management as follows:

a. Planning Phase of Islamic Religious Education Counseling Management at An-Nur Nusa Kahu Islamic High School, Bone District.

Based on the information provided, there are several stages in the planning phase of Islamic Religious Education Counseling (PAI) Management at An-Nur Nusa Kahu Islamic High School, Bone District. These stages include: (Interview, Monday, May 22, 2023)

- 1) Preparation of Counseling Program This stage involves a meeting among the Counseling Teachers, PAI Teachers, and the Headmaster to discuss the development of the counseling program in the school. During this stage, counseling programs are planned and documented in annual and semester programs. Evaluation of previously developed programs is conducted, goals and objectives are reviewed, and program effectiveness is evaluated.
- 2) Provision of Facilities and Infrastructure This stage involves preparing the necessary facilities and infrastructure to support the implementation of the counseling program. This includes arranging counseling rooms, acquiring counseling materials, and providing other required resources.
- 3) Determination of Guidance In this stage, the type of guidance to be provided to students, both individually and in groups, is determined. Based on the problems faced by students, guidance can cover various aspects such as personal, social, learning, career, family, and religious issues.
- 4) Supporting Activities This stage includes activities that support the implementation of the counseling program. These activities can include discussions, workshops, training sessions, or other relevant activities that help students achieve optimal development in various aspects of life.

b. Implementation of PAI Counseling Management at An-Nur Nusa Kahu Islamic High School, Bone District.

1) Individual Guidance and Counseling

Based on the information provided by Mrs. Dra. Nisbah, Mrs. Suriani, and Mrs. Nurlina (Interview Results, May 22-23, 2023), it can be concluded that An-Nur Nusa Kahu Islamic High School implements individual guidance and counseling as one form of counseling service to students. Individual guidance and counseling are conducted between a counselor or BK teacher and an individual student, providing an opportunity for students to interact directly with the counselor or BK teacher. In individual guidance and counseling sessions, students have the opportunity to express their individual problems or concerns. They can discuss personal issues they face, develop problem-solving strategies, identify their strengths and weaknesses, and plan relevant actions. The goal of individual guidance and counseling is to provide specific attention and guidance tailored to the needs of each student.

2) Group Guidance and Counseling

Based on the information provided by Mrs. Nurlina and Mrs. Suriani in separate interviews, as well as Mrs. Dra. Nisbah, it is known that An-Nur Nusa Kahu Islamic High School also provides group guidance and counseling services to students. Group guidance and counseling involve a group of students who have similar or related needs or issues. The goal of group counseling services is to build togetherness, enhance social skills, develop empathy, and strengthen support among students. These services also aim to improve self-confidence, help students manage their emotions, and develop healthy relationships with others. An-Nur Nusa Kahu Islamic High School is committed to providing space for students to support each other and grow together in a safe and structured environment. With the availability of group guidance and counseling services, it is expected that students can benefit significantly in their personal and socio-emotional development at An-Nur Nusa Kahu Islamic High School, Bone District (Interview Results, May 22-23, 2023).

3) Collaboration between BK and PAI Teachers

According to Mrs. Nurlina S.Pd and Mrs. Suriani S.Pd, the collaboration between BK (counselor) and PAI teachers has important benefits in student development at An-Nur Nusa Kahu Islamic High School. Mrs. Nurlina stated that a counselor needs to collaborate with PAI teachers to obtain information about students, help solve problems, and identify guidance aspects that can be addressed by subject teachers. This collaboration helps create a conducive socio-emotional climate in the classroom, understand the unique characteristics of students, and identify students who may be experiencing difficulties (Nurlina, May 22, 2023). The collaboration between BK and PAI teachers provides significant benefits in assisting student development, including in terms of information, problem-solving, teaching religious values, and holistic character development.

4) Home Visits

Both Mrs. Nurlina and Mrs. Suriani agree that home visits can provide benefits in understanding students' conditions more comprehensively, obtaining

additional information about the home environment and family dynamics, and strengthening the collaboration between counselors, students, and parents.

c. Evaluation of PAI Counseling Management at An-Nur Nusa Kahu Islamic High School, Bone District.

Based on the researcher's interviews, it can be concluded that evaluations conducted in the PAI counseling management at An-Nur Nusa Kahu Islamic High School are based on the following aspects: (Suriani, Monday, May 22, 2023.)

- 1) Objectives and Targets: Evaluation is carried out to assess the extent to which the objectives and targets of PAI counseling guidance have been achieved.
- 2) Planning and Program Development: Evaluation is conducted to assess the planning and development of PAI counseling guidance programs.
- 3) Program Implementation: Evaluation is conducted to assess the implementation of PAI counseling guidance programs at the school.
- 4) Student Participation: Evaluation is conducted to measure the level of student participation in the PAI counseling guidance programs.
- 5) Impact and Effectiveness: Evaluation is conducted to assess the impact and effectiveness of PAI counseling guidance programs on students.
- 6) Quality of Service: Evaluation is conducted to assess the quality of PAI counseling services provided by BK teachers. This includes assessing the competence and skills of BK teachers in providing services, the suitability of the methods used, and the satisfaction of students with the services provided.

2. Development of Exemplary Morals for Students at An-Nur Nusa Kahu Islamic High School, Bone District.

a) Morals Towards Allah

From the interviews with stakeholders at An-Nur Nusa Kahu Islamic High School, Bone District, the following important points related to the cultivation of morals towards Allah have emerged:

The students at An-Nur Nusa Kahu Islamic High School have demonstrated good morals towards Allah, such as reliance (tawakkal), patience (bersabar), repentance (bertaubat), and gratitude (bersyukur). Despite facing problems and challenges in their search for self-identity, the students continue to fulfill their obligations to Allah, such as performing the five daily prayers. The Islamic Religious Education (PAI) teachers play a role in cultivating morals towards Allah through effective advice, attention, supervision, and appropriate disciplinary measures. The implementation of these methods in PAI lessons has successfully improved the students' understanding and practice of worship, such as overcoming laziness in prayers and addressing bullying behavior.

b) Morals Towards Oneself

From the interviews with stakeholders at An-Nur Nusa Kahu Islamic High School, Bone District, it is evident that morals towards oneself are inherent in every individual and reflect their commitment and responsibility towards goodness and the preservation of the soul. Some important points that emerged from the interviews include:

1) Sidiq (Honesty)

The students at An-Nur Nusa Kahu Islamic High School, Bone District, have demonstrated unquestionable honesty, especially in their speech without any element of falsehood. They face exams with integrity and optimism, without resorting to actions such as cheating or assisting others in dishonest ways.

2) Amanah (Trustworthiness)

The students are respected for their trustworthiness, as they uphold their responsibilities and strive to fulfill the tasks assigned by their teachers. For example, during their daily duty assignments, the students always adhere to the schedule and carry out their tasks with self-awareness.

3) Tawadhu (Humility)

The students acknowledge that what they have is a gift from Allah and needs to be appreciated. They avoid arrogance and continue to support their peers and share experiences with others. Initially, when they first entered An-Nur Nusa Kahu Islamic High School, Bone District, the students had some bad habits such as using vulgar language and lacking respect for others, influenced by their environment and the lack of firmness from their parents. However, over time, they have been able to develop good moral qualities towards themselves and others.

c) Morality Towards Others

The method of fostering good morality towards others at MA An-Nur Nusa Kahu, Kab. Bone is based on three commonly used methods: advisory method, attention and supervision method, and punishment method. Here is a brief explanation of these three methods:

1. Advisory Method

This method involves giving advice, guidance, and explanations to students regarding good behavior and expected morals. Teachers and school staff provide guidance and advice to students in various situations, both directly and through lectures, religious studies, or spiritual development programs. The aim of this method is to provide students with a good understanding of the importance of behaving well towards others.

2. Attention and Supervision Method

This method involves intensive attention and supervision of students' behavior. Teachers, school staff, and parents actively monitor and observe students' behavior within and outside the school environment. They pay special attention to students' attitudes towards others and provide regular feedback. This method aims to build students' awareness of the importance of good behavior and provide positive encouragement in the formation of good morals.

3. Punishment Method

This method involves giving punishment or sanctions to students who violate rules or behave poorly towards others. The punishments can range from reprimands, physical punishments in accordance with regulations, disciplinary actions such as additional punishments, loss of privileges, or restrictions on certain activities. The aim of this method is to provide clear consequences for inappropriate behavior so that students can understand the consequences of their actions and encourage them to improve their behavior. (Interview, Monday, May 22, 2023)

3. Results of the Implementation of Islamic Religious Education Counseling Management in Overcoming Obstacles, Especially in Fostering Noble Morality (Akhlaqul Karimah) at Madrasah Aliyah An-Nur Nusa Kahu, Kab. Bone.

a. Implementation Results

Here are some interview results that explain the benefits of Islamic religious education counseling management in student development:

1) Increased religious understanding:

Through Islamic religious education counseling management, students can enhance their understanding of religious teachings, worship practices, moral values, and ethics in Islam. This helps students develop a deeper understanding of their religion.

2) Improvement in noble morality (Akhlaqul Karimah):

Counseling management also aims to foster noble morality in students, which involves developing attitudes and behaviors in line with Islamic teachings, such as honesty, patience, humility, and compassion. Through counseling management, students can internalize these values.

3) Development of social skills:

Islamic religious education counseling management helps students in developing social skills, such as effective communication, cooperation, empathy, moderation, and tolerance. This is important in shaping good character and helping students interact with others in a positive manner.

4) Problem-solving and decision-making:

Through counseling management, students learn problem-solving and decision-making skills based on Islamic values. They are taught to understand situations, analyze problems, explore appropriate solutions, and make moral decisions.

5) Development of independence and self-confidence:

Islamic religious education counseling management can also help students develop independence and self-confidence. Through the guidance and support provided, students can feel more prepared to face challenges, overcome obstacles, and reach their full potential.

Table 1: Implementation of Guidance and Counseling (BK)

Hasil Pelaksanaan Manajemen Konseling PAI Pada Siswa						
No	Hasil Pelaksanaan Bk	Hari Tgl/Bln/Thn	Hambatan Masalah	Bentuk Intervensi	Pemecahan Masalah	Ket
1	Bimbingan Konseling Individu	Sabtu 19/08/2022	Malas masuk sekolah dan Bolos	Pemanggilan orang tua	Diskusi bersama orang tua siswa dan siswa sendiri, teguran dan scorsing	Tidak hadir
2	Bimbingan Konseling Individu	Sabtu 26/08/2022	Menggunakan jeans, terlambat masuk	Teguran dari waka siswa	Diskusi dengan siswa	Hadir
3	Bimbingan Konseling Individu	Sabtu 3/09/2022	Tutur kata yang jelek, tidak melaksanakan sholat	Bimbingan Guru BK	Diskusi langsung dan adanya teguran	Hadir

Table 2: Implementation of Guidance and Counseling (BK)

Hasil Pelaksanaan Manajemen Konseling PAI Pada Siswa						
No	Hasil Pelaksanaan Bk	Hari Tgl/bln/thn	Hambatan Masalah	Bentuk Intervensi	Pemecahan Masalah	Ket
1	Konseling Klm	Sabtu 5/03/2023	Geng Motor	Pemanggilan Orang Tua oleh Kepsek dan BK	Diskusi dgn Orang Tua dan Teguran	Hadir sebagian
2	Konseling Klm	Sabtu 12/03/2023	Bullying	Pemanggilan orang Tua	Teguran, diskusi dan adanya scorsing	Hadir sebagian

Table 3: Implementation of Guidance and Counseling and Moral Development

Hasil Pelaksanaan Manajemen PAI dan Pembinaan Akhlak Pada Siswa						
No	Hasil pelaksanaan bk	Hari Tgl/bln/thn	Kegiatan	Bentuk intervensi	Materi	Ket
1	Kalaborasi Guru BK dan Guru PAI	Sabtu 23/04/2022 Seterusnya	Safari Ramadhan, BK ttg Moderasi Agama, dan Toleransi	Di bimbing oleh Ustadz, Guru PAI, Kepsek, dan BK	Keagamaan, Ceramah, Bimbingan Islami	Hadir semua
2	Kalaborasi Guru BK dan Guru PAI	Sabtu 25/06/2022 Seterusnya	Kegiatan Rohis, Osis, PMR, porseni	Kepsek, waka siswa, Guru Olahraga, Guru PAI dan BK	Megikuti kegiatan	Hadir semua

Table 4: Implementation of Guidance and Counseling (BK)

No	Hasil Pelaksanaan Bk	Hari Tgl/bln/thn	Kegiatan	Bentuk Intervensi	Pelaporan	Ket
1	Kunjungan Rumah	Sabtu 12/12/2022	Kunjungan akibat anak jarang masuk	Guru BK dan Guru Wali kelas	Diskusi tentang Scorsing	Ada

b. Supporting Factors and Obstacles

Table 5: Interview Findings Data

Supporting Factors	Obstacles
1) Conducive Educational Environment (School)	1) Negative Environment
2) Facilities and Infrastructure	2) Technology and Mass Media
3) Collaborative Counseling Services and Solid Moral Development	3) Lack of Parental Involvement
	4) Troubled students being less open and uncontrolled socialization outside of school.

To address these factors, it is important to involve various parties, including schools, parents, and the community, in student development. Collaboration among teachers, counselors, parents, and other relevant stakeholders can help create a positive and supportive environment for students. Comprehensive education on healthy technology use and the importance of parental involvement are also key in overcoming these challenges. (Interview Results, May 22-23, 2023).

CONCLUSION

1. Based on the interview findings, it is important to have collaboration between Guidance Counselors and Islamic Religious Education (PAI) teachers in the counseling management strategy at MA An-Nur Nusa Kahu, Kab. Bone. PAI teachers provide perspectives and contributions in the moral and spiritual development of students, while Guidance Counselors design holistic and effective counseling programs for overall student development.
2. Based on the interviews with stakeholders at MA An-Nur Nusa Kahu, Kab. Bone, several important points regarding the fostering of noble morality (Akhlakul Karimah) at the school can be concluded: 1) Initial stage of Akhlakul Karimah, 2) Fostering of Akhlakul Karimah, 3) Counseling and attention, 4) Inquiry-based learning process, 5) Extracurricular activities, 6) Involvement of classroom teachers, 7) Fostering morality towards Allah, understanding the pillars of faith and Islam, 8) Morality towards oneself, 9) and morality towards others.
3. The conclusion drawn from the interviews with informants is that the implementation of Islamic religious education counseling management at MA An-Nur Nusa Kahu, Kab. Bone is as follows:

- a) Increased religious understanding: Islamic religious education counseling management helps students enhance their understanding of religious teachings, worship practices, moral values, and ethics in Islam.
- b) Improvement in noble morality: Through counseling management, students can develop attitudes and behaviors in line with Islamic teachings, such as honesty, patience, humility, and compassion.
- c) Development of social skills: Islamic religious education counseling management helps students in developing social skills, such as effective communication, cooperation, empathy, moderation, and tolerance.
- d) Problem-solving and decision-making: Students learn problem-solving and decision-making skills based on Islamic values.

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