

## **DEVELOPMENT OF AN ISLAMIC COUNSELING MODEL BASED ON ISLAMIC PSYCHOLOGY AT SMP SAHABATQU ISLAMIC BOARDING SCHOOL**

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### **ABSTRACT**

*The application of Islamic psychology intervention in the boarding school environment is still rarely done. Therefore, the researcher designed an Islamic counseling development model based on Islamic Psychology. This development model is carried out as an actual response to the needs of students in the boarding school environment, especially in dealing with emotional, social, spiritual, and learning motivation problems. The development of the Islamic Counseling model based on Islamic psychology is carried out by integrating the values of the Qur'an including compassion (Rahmah), brotherhood (ukhuwah), and leadership (khalifah) with the principles of Islamic psychology. This research method uses a qualitative method. The approach used is research and Development (R&D) with the Analysis, Design, Development, Implementation, and Evaluation model. The data collection method is carried out through interviews, observations, and questionnaires with students, BK teachers, dormitory managers (Mushrif), and educators. The results of this study indicate that the development of an Islamic counseling model based on Islamic psychology is effective and can be applied at SMP Sahabatqu boarding school, and can provide a positive impact on emotional well-being, students' social relations, spirituality, and learning motivation.*

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**Keywords:** *Islamic Counseling, Islamic Psychology, intervention, Boarding School.*

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## **1. INTRODUCTION**

Islamic boarding schools are part of Islamic educational institutions that have long developed in Indonesia. The development of Islamic boarding schools has now begun to respond to future challenges by integrating formal schools with informal schools. These Islamic boarding schools are identical to modern ones (Neliwati, 2021). SMP Sahabatqu is a Modern Islamic boarding school with special challenges in fostering and educating students. These challenges are not only in the cognitive aspect but also in the affective and spiritual aspects of students. Therefore, in a school environment based on an Islamic boarding school, the role of counselors or counseling guidance is very strategic in assisting the development of students amidst the density of learning activities. However, in its implementation in the field, fundamental problems are still found that hinder the effectiveness of counseling services in modern Islamic boarding school-based schools, especially at SMP Sahabatqu.

First, among teachers and dormitory administrators, many still do not understand the function and role of counseling guidance so the treatment given by counselors does not go well. On the other hand, visible problems are perceived by teachers and dormitory administrators to be immediately handed over to counselors without looking at the psychological problems

experienced by students. Second, the lack of understanding of teachers and dormitory administrators at the age of child development results in the communication process in children not running well. Third, the instillation of religious values in the modern Islamic boarding school education environment, especially SMP Sahabatqu, is not transformative but tends to be textual and repressive. This makes children's awareness of religious values less reflective. The biggest impact is that there is a psychospiritual imbalance in students. Fourth, there are limitations in the ability of guidance and counseling teachers to deal with various student problems at school, so the method used is more on the teacher's intuitive approach. On the other hand, in implementing guidance and counseling, guidance and counseling teachers tend to ignore the Islamic psychology approach as the right way, even though it is a characteristic of Islamic Education. This assumption arises because they have the perception that students are in a pesantren environment every day.

Based on the above problems, it is necessary to develop an Islamic counseling model based on Islamic psychology, which is a characteristic of the service at SMP Sahabatqu. The development of counseling services based on Islamic psychology is also considered close to the values that exist in the Islamic boarding school environment. Thus, the development of a counseling model based on Islamic psychology is expected to be able to provide a more contextual and integrative positive impact.

## **2. REVIEW OF LITERATURE**

Geldard and Geldard (2008) stated that counseling is a behavior that helps someone to solve their problems by developing various more positive ways to deal with life. In the development of counseling theory and practice, there is an Islamic counseling approach. Aisyah (2019) Islamic counseling in its process integrates the values of Islamic teachings to achieve peace and meaning in life for a client. Several studies related to counseling are as follows.

Assertive Training Techniques in the Behaviorist Approach and Its Application to Group Counseling: A Conceptual Review. This research was written by Azmi and Nurjannah (2022), which was published in the Journal of Contemporary Islamic Counseling. The focus of the research above is to describe assertive training techniques in group counseling with a behaviorist approach. In the research above, the counseling model used still uses a behaviorist approach and does not integrate Islamic values in the practice of using assertive techniques.

Dwi and Yeni (2021) The Relationship between Fatherlessness and Social Adjustment of Adolescents: Implementation of Guidance and Counseling Services in Schools. This research was published in the Indonesian Journal of Guidance and Counseling. This study uses a quantitative method, with the results of the study being that there is a relationship between fatherlessness and adolescent adjustment. This study is intended to test a theory for counseling services so that it is different from the research conducted by the author, which focuses more on developing a counseling model based on an Islamic psychology approach.

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Sholihah et al. (2021) Islamic Counseling with Dhikr of Qadiriyyah Naqsabandiyah Order: Overcoming Mental and Spiritual Anxiety. This research was published in the Al Afkar journal for Islamic Studies. This research uses the literature review method. The results of this study are that Dhikr of the Qadiriyyah Naqsabandiyah Order can calm the soul. This research is different from the research conducted by the author. The research conducted by the author focuses on the development of a counseling model based on Islamic psychology, with the research subjects being students.

Pratiwi et al. (2023) Clinical psychology counseling methods in dealing with victims of violence against women and children. This study was published by the Mercusuar journal. This study revealed that success in dealing with victims of violence against children is characterized by openness and cooperation from children in providing information to counselors. The method used in the counseling uses the CAT (Children Apperception Test) or TAT (Thematic Apperception Test). The difference between this study and the researcher lies in the counseling method applied. The researcher uses several counseling models based on Islamic psychology.

Anzhali (2024) Application of Various Guidance and Counseling Techniques to the Psychology of Broken Home Adolescents Victims of Parental Divorce. The results of his research revealed that in broken-home adolescents who are victims of parental divorce, it has a negative impact on psychological conditions because it requires various guidance and counseling techniques to overcome it. The difference between this study and the researcher lies in the counseling model provided. The

researcher focuses on the counseling model based on Islamic psychology in practice.

Based on several previous studies above, there are differences in research conducted by researchers. Researchers focus on developing a counseling model based on Islamic psychology for students in a modern Islamic boarding school environment with the *Sahabatqu* boarding school.

### **3. RESEARCH METHODOLOGY**

#### **3.1 Research Approach and Method**

This research was conducted using a qualitative approach and research and development (R&D) method. Sugiyono (2016) stated that research and development (R&D) is a method that is focused on producing products and testing the effectiveness of these products. The products developed can be in the form of learning media, learning modules, models, or strategies to solve problems practically in the world of education. Research and Development (R&D) in counseling is used to develop Islamic counseling based on Islamic psychology that is contextual to the modern Islamic boarding school environment with the *Sahabatqu* boarding school junior high school. The model developed in compiling this counseling module uses the ADDIE stages (analysis, design, development, implementation, and evaluation), which are often used in the program development process.

#### **3.2 Subjects and Location of the Study**

The subjects of this study were students of SMP *Sahabatqu*, teachers, and caregivers at the SMP *Sahabatqu* Islamic boarding school. The subjects were chosen because they are the people

who guide and teach students in the SMP *Sahabatqu* Islamic boarding school environment, especially SMP *Sahabatqu*. The location of the study was chosen because the location is an environment that applies Islamic values every day in the process of nurturing and guiding students. Therefore, it is considered a strategic location in the development of an Islamic psychology-based counseling module.

### **3.3 Data Collection Techniques**

Data collection techniques were conducted by interviewing BK teachers, students, teachers, and dormitory supervisors. Observation and documentation of the work program of guidance and counseling teachers.

### **3.4 Data Analysis Techniques**

Data analysis was conducted in accordance with thematic techniques using standard qualitative research procedures with the following steps: data reduction, data display, and drawing conclusions. The results of the analysis were used to compile a counseling model design based on Islamic psychology at SMP *Sahabatqu*.

### **3.5 Data Validity Test**

The data that has been collected needs to be validated and credible. Therefore, this study uses the source triangulation technique. This technique is carried out by checking and confirming the results of interviews obtained from various research subjects such as teachers, students, counseling guidance, and caretakers of Islamic boarding schools. Moleong (2017) states that source triangulation is the process of

comparing and checking information obtained through research subjects at different times or various documents relevant to the study. Validity testing is also carried out with expert judgment from Islamic psychology experts and Islamic boarding school leaders so that the development of Islamic-based counseling modules is inseparable from Islamic values and the context of life in the *Sahabatqu* Islamic boarding school.

#### **4. DISCUSSION**

This research was conducted to develop an Islamic counseling model based on Islamic psychology that is contextual to the environment of modern Islamic boarding schools with formal schools, SMP *Sahabatqu*. The development process was carried out through a qualitative approach with the Research and Development (R&D) Method using the ADDIE concept (Analysis, Design, Development, Implementation, and Evaluation).

##### **4.1 Module Design and Development Stages**

The module design and development stages were carried out by analyzing the results of data obtained through interviews with students, guidance and counseling teachers, teachers, and caregivers in the dormitory. This analysis was carried out using a qualitative thematic technique approach with the following results.



Table 1. Qualitative Thematic Analysis

Main Theme	Sub-Findings	Source
Lack of understanding of the role and function of guidance and counseling teachers	<ul style="list-style-type: none"> <li>- Guidance and counseling teachers are only perceived as teachers who solve student problems.</li> <li>- Many teachers and dormitory caretakers do not understand the role of the Guidance Teacher</li> <li>- Students do not understand the role and function of BK teachers</li> </ul>	Guidance and Counseling Teachers, Students and Dormitory Caretakers
The performance of BK teachers tends to be less professional	<ul style="list-style-type: none"> <li>- Slow response of BK teachers in dealing with problematic students</li> <li>- Waiting for reports before acting to resolve students.</li> <li>- Female BK teachers do not have a specific schedule for counseling services, so they act spontaneously if there is a problem.</li> <li>-</li> </ul>	BK Teacher, and Teacher
The competence of BK teachers in child psychology and counseling tends to be low	<ul style="list-style-type: none"> <li>- BK teachers do not have an understanding of children's developmental tasks</li> <li>- Not able to create psychological dynamics in students</li> <li>- Not understanding the types of disorders</li> </ul>	BK Teacher and Dormitory Caretaker

	experienced by students - Not able to provide appropriate treatment	
Preventive psychoeducational and spiritual programs that do not yet exist.	- The BK teacher does not have an interesting program - The BK teacher does not develop students' interests and talents - The BK teacher never provides suggestions to the homeroom teacher	Teachers and caretakers of the dormitory.
Collaboration limitations	- Teachers do not receive much information from BK teachers - Dormitory caretakers do not understand much about psychology so that the treatment given is only based on Islamic values without a psychological approach.	Teachers and caretakers of the dormitory.

Source: The Author(s) own work.

Based on the findings above, the first result is that the role and function of counseling teachers are not fully understood by the school environment, so it requires a redefinition of the role and function of counseling in accordance with Islamic values and the principles of child development psychology. Second, the competence of counselor psychology is still minimal, so structured training based on Islamic psychology is needed to improve understanding of the psychospiritual dynamics of students in boarding schools or modern Islamic boarding

schools. Third, there are still not many psychoeducational and spiritual preventive programs that build students' personalities. Fourth, it is necessary to eliminate the stigma of guidance and counseling services as punishers towards educational-cognitive and spiritual-transformative services so that they become a comfortable place for students in boarding schools.

The implications of the results of the research data above are that researchers follow up by designing and developing an Islamic counseling module based on Islamic psychology using the ADDIE stages (analysis, design, development, implementation, and evaluation).

Table 2. ADDIE (Analysis, Design, Development, Implementation and Evaluation)

Stages	Objectives	Targets	Main Activities	Implementation
Analysis	Identifying needs and problems at SMP <i>Sahabatqu</i>	Counseling Teacher & Teacher	- Observation and Interview - Literature Study of Islamic Psychology and the values of the Qur'an.	Identifying the understanding of the role of BK teachers.
Design	Designing a counseling program structure based on Islamic psychology	Teacher  Student	- Socialization/education  - Counseling program based on Islamic psychology	Introducing the role of BK teachers from an Islamic Psychology perspective Designing several counseling activity sessions based on Islamic psychology: cultivating nature, building the role as a caliph, implementing <i>tazkiyatun nafs</i> , cultivating brotherhood and self-evaluation.
Development	Develop real products in the form of modules or guides	Teacher Student	- Material - Expert validation (Islamic psychology experts and teachers at Islamic boarding schools)	Formation of the "Islamic Psychology-Based Counseling" Module
Implementation	Implementing programs contained in modules with a limited number of subjects	Teacher  Student	- Islamic psychology-based counseling program. - Implementation of the counseling program process by BK teachers. - Observation of student behavior and responses	Teachers undergo a one-week program to foster understanding of the role of BK. Students undergo a two-week program for 5 counseling sessions.

Evaluation	Assess the success of the counseling program and make revisions if necessary	Student	- Reflective discussion with students regarding satisfaction with Islamic psychology-based counseling program services	Revise the contents of the Module and visualize the verses or values of the Qur'an into the program
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Source: The Author(s) own work.

Based on the results of the analysis conducted by the researcher, the Islamic counseling model based on Islamic psychology is carried out with (1) psychoeducation, which aims to provide an understanding of the nature of humans created by Allah on earth as leaders (caliphs) who must submit to Allah's commands. Psychoeducation is the initial step as a cognitive approach. (2) A spiritual approach to foster the values of compassion (Rahmah) and brotherhood (ukhuwah) through contemplation of verses, dhikr, and stories of the prophet's exemplary behavior. The spiritual approach is a spiritual approach carried out to provide a distinctive feature of Islamic counseling based on Islamic psychology.

#### 4.2 Module Development and Implementation

Tohari (in Geldrad, 2008) stated that counseling is a process of assistance in the form of personal contact between individuals who have difficulty in a problem with a professional officer in terms of problem solving, self-adjustment, and surrender to achieve optimal self-realization. Baharuddin (2007) stated that the purpose of Islamic psychology-based is the development of an Islamic psychology paradigm based on an understanding of the verses of the Qur'an. The paradigm in question is a model of thinking that is adhered to in such a way that it will produce knowledge. Thus, in the development of an Islamic counseling

module based on Islamic psychology, the development of the module is carried out as an effort to help someone who has a problem based on an understanding of the verses of the Qur'an. Based on the results of the thematic analysis, several discussion materials are needed that need to be provided to support the implementation of the role and function of counseling guidance in a modern Islamic boarding school environment with a boarding school system.

Table 3. Design of Islamic Counseling Module Development based on Islamic Psychology

No	Component	Aspect	Objective
1	Psychoeducation about Fitrah and the role of leaders	Cognitive	-Understanding of the nature of humans created by God. -Understanding of the nature of humans as leaders who carry out their professional roles
2	Contemplation of the <i>ayat</i> of the Qur'an and exemplary behavior	Cognitive & Emotion	Integrating <i>ayat</i> from the Qur'an and stories of the prophet's journey to strengthen students' personalities in morals.
3	Spiritual Practice and Self-Reflection	Emotion & Spiritual	Providing counseling services that are characterized by a <i>ta'dib</i> and <i>tazkiyah</i> approach.

4	Psychospiritual development cooperation between guidance and counseling teachers and dormitory caretakers	Cognitive & Behavior	<ul style="list-style-type: none"> <li>- Joint understanding training on Islamic-based mental health</li> <li>- Joint workshop in handling students holistically and with one perception.</li> <li>- Re-arranging the SOP for the role and function of guidance and counseling to be understood together.</li> </ul>
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Source: The Author(s) own work.

The implementation of the Islamic guidance and counseling module was carried out by considering several objectives that were arranged based on psychological aspects. The implementation was carried out on the research subjects of guidance and counseling teachers, teachers, students, and dormitory administrators. The results of the implementation of the Islamic guidance and counseling module are presented in the table below.

Table 4. Implementation of Islamic counseling guidance module based on Islamic psychology

Module Components	Activity Form	Findings Module Implementation Results
Psychoeducation of Nature (Fitrah) and Leadership (Caliph)	<ul style="list-style-type: none"> <li>- Training sessions for BK teachers, teachers, and caregivers on the concept of fitrah and caliphate.</li> <li>- Thematic discussions on the role of humans as leaders in Islam.</li> </ul>	BK teachers, teachers, and caregivers understand the importance of knowledge about the creation of humans as caliphs and are able to implement this role.

Psychoeducation of Child Development Psychology	<ul style="list-style-type: none"> <li>- Workshop on introducing adolescent development stages according to Islamic psychology.</li> <li>-Case studies and intervention simulations.</li> </ul>	All parties understand that understanding developmental psychology is very helpful in student intervention.
Contemplation of Quranic <i>ayat</i> and Exemplary Behavior	<ul style="list-style-type: none"> <li>-Thematic <i>tadabbur</i> activities</li> <li>- Reading of exemplary stories of the Prophet and his companions.</li> </ul>	<ul style="list-style-type: none"> <li>-Students feel motivated to learn because of the messages of the Qur'an.</li> <li>- Students are motivated to behave lovingly and appreciate differences in the modern Islamic boarding school environment</li> </ul>
Spiritual Practice and Self-Reflection	Practice dhikr, reflection, and self-reflection in small groups.	Spiritual activities can motivate and strengthen students' enthusiasm for learning and self-improvement spiritually and emotionally.
Psychospiritual development cooperation between guidance and counseling teachers and dormitory caretakers Psychospiritual Approach	<ul style="list-style-type: none"> <li>-Monthly student coordination forum (collaborative counseling forum).</li> <li>-Role sharing between teachers and caregivers with an Islamic approach</li> </ul>	Teachers and caregivers realize the importance of cooperation in dealing with student problems based on an Islamic psychological approach.

Source: The Author(s) own work.

## 5. CONCLUSION

Based on the research results from the implementation of the development of Islamic counseling modules based on Islamic psychology, it can be concluded that the program compiled in the module has a good impact on improving the understanding and role of guidance and counseling teachers in a modern Islamic boarding school environment with a formal junior high school boarding school. Subject teachers and dormitory caretakers also understand the urgency of the role of guidance and counseling which is not only to overcome problematic students. In the psychoeducational component about human nature and leadership (caliph) is able to foster awareness of spiritual and social responsibility in carrying out their respective roles in the school environment.

The understanding of teachers and dormitory caretakers regarding the psychology of the developmental stages of students' ages has quite a positive impact. This makes them able to provide appropriate interventions and run collaboratively between teachers, dormitory caretakers and guidance and counseling. The role and function of the role of guidance and counseling have also begun to be understood by students not only as a punisher, but as a psychospiritual companion who motivates them to continue learning in the school environment.

In spiritual activities, *tadabbur* al-Qur'an and the example of the prophet are able to have a positive impact in fostering learning motivation and forming a character of compassion in students. On the other hand, the character of cooperation is also formed in teachers and dormitory caretakers in understanding the



psychological conditions of students in the participant's environment using an Islamic psychology approach.

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