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The Relationship between Islamic Guidance and Counseling Services and Students' Academic Achievement at MAN 1 Tabalong

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Abstract

This research is motivated by the importance of Islamic guidance and counseling services in helping students overcome learning problems and improve academic achievement. At MAN 1 Tabalong, students are still found to have low learning motivation and suboptimal achievement, so the role of Islamic guidance and counseling services is needed as a coaching effort that integrates academic and spiritual aspects. Therefore, this study aims to determine the relationship between Islamic guidance and counseling services and student achievement. This study uses a qualitative approach with a field research type. Data collection techniques were carried out through interviews, observation, and documentation. The research subjects included the principal, guidance and counseling teachers, Islamic Religious Education teachers, and students. Data were analyzed through the stages of data reduction, data presentation, and conclusion drawing, and their validity was tested through triangulation of sources and techniques. The results of the study indicate that Islamic guidance and counseling services at MAN 1 Tabalong have a positive relationship with student achievement. This service is able to increase students' learning motivation, discipline, and spiritual awareness in learning. This shows a change in student behavior towards being more active and responsible in the learning process. In addition, there is an increase in academic grades and student attendance after participating in guidance and counseling services. Islamic guidance and counseling services play a crucial role as a supporting factor in improving student achievement.
Keyword: Relationship, Islamic Guidance and Counseling Services, Student Achievement.

Abstrak

Penelitian ini dilatarbelakangi oleh pentingnya layanan bimbingan konseling Islam dalam membantu siswa mengatasi permasalahan belajar serta meningkatkan prestasi akademik. Di MAN 1 Tabalong, masih ditemukan siswa dengan motivasi belajar rendah dan prestasi yang belum optimal, sehingga diperlukan peran layanan bimbingan konseling Islam sebagai upaya pembinaan yang mengintegrasikan aspek akademik dan spiritual. Oleh karena itu, penelitian ini bertujuan untuk mengetahui hubungan antara layanan bimbingan konseling Islam dengan prestasi belajar siswa. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian lapangan. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Subjek penelitian meliputi kepala sekolah, guru bimbingan konseling, guru PAI, dan siswa. Data dianalisis melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan, serta diuji keabsahannya melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa layanan bimbingan konseling Islam di MAN 1 Tabalong memiliki

hubungan yang positif dengan prestasi belajar siswa. Layanan ini mampu meningkatkan motivasi belajar, kedisiplinan, serta kesadaran spiritual siswa dalam belajar. Hal tersebut memperlihatkan adanya perubahan perilaku siswa ke arah yang lebih aktif dan bertanggung jawab dalam proses pembelajaran. Selain itu juga, adanya peningkatan nilai akademik dan kehadiran siswa setelah mengikuti layanan bimbingan konseling. Layanan bimbingan konseling Islam berperan penting sebagai faktor pendukung dalam meningkatkan prestasi belajar siswa.
Kata Kunci: *Hubungan, Layanan Bimbingan Konseling Islam, dan Prestasi Belajar Siswa.*

A. Introduction

Education is a process aimed at optimally developing students' potential, including cognitive, affective, and psychomotor skills. In the context of Islamic education, this process is not solely focused on academic achievement but also on developing morals and personality in accordance with Islamic values (Dani and Indri Rahmi, 2023). Therefore, the existence of Islamic guidance and counseling services in educational institutions plays a crucial role in helping students overcome various challenges and develop their potential holistically.

Islamic guidance and counseling services are a process of providing assistance to individuals to understand themselves, guide themselves, and solve problems based on the values of the Quran and Hadith. These services serve not only as a curative effort, but also as a preventive and developmental one. In practice, Islamic guidance and counseling services include individual guidance, group guidance, and consultations aimed at improving students' motivation, attitudes, and learning behavior. These services are expected to shape students' personalities, not only intellectually but also spiritually and emotionally (Rahman and Nurramadhan, 2019).

Student learning achievement is one indicator of the success of the educational process. Learning achievement reflects the results students attain after going through the learning process, whether in the form of grades, attitudes, or skills. Learning achievement is influenced not only by intellectual ability, but also by internal factors such as motivation, interests, and talents, as well as external factors such as the family environment, school, and the educational services received by students (Shayidah et al., 2024). Therefore, optimal support from various parties, including guidance and counseling services, is needed to improve student learning achievement.

Theoretically, there is a close relationship between Islamic guidance and

counseling services and student achievement (Thahir, 2017). Guidance and counseling services can help students overcome learning difficulties, increase motivation, and foster discipline and responsibility. Research shows a significant relationship between Islamic guidance and counseling and student achievement, contributing to optimal learning outcomes (Zuhri et al., 2021). Furthermore, the presence of guidance and counseling teachers plays a crucial role in improving student discipline and academic success at school (Salsabila, 2020).

In the Islamic perspective, the importance of guidance and development for humans is explained in the Quran, including in the words of Allah SWT:

اُدْعُ اِلٰى سَبِيْلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِيْ هِيَ اَحْسَنُۗ اِنَّ رَبَّكَ هُوَ اَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيْلِه وَهُوَ اَعْلَمُ بِالْمُهْتَدِيْنَ

Meaning: "Invite (people) to the way of your Lord with wisdom and good instruction and argue with them in a way that is better. Indeed, your Lord knows best who has strayed from His path and He knows best who is guided." (Q.S. An-Nahl: 125)

This verse emphasizes that the process of guiding and giving advice must be done in a wise and prudent manner, which is in line with the concept of Islamic counseling guidance in helping individuals achieve goodness and success in life, including in the field of education.

Based on the phenomena occurring at MAN 1 Tabalong, Islamic guidance and counseling services have been implemented as part of the school program. However, in practice, several problems are still found, such as students lacking motivation to learn, low discipline, and suboptimal utilization of guidance and counseling services by students. On the other hand, there are also students who show improved academic achievement after receiving guidance and counseling services, both through individual and group guidance. This indicates an indication of a relationship between Islamic guidance and counseling services and student achievement, although the extent of this influence still requires further in-depth research.

Based on the description above, the researcher wishes to conduct a more in-depth study of Islamic guidance and counseling services and student academic

achievement. Therefore, the researcher presents the research in the title**"The Relationship between Islamic Guidance and Counseling Services and Student Learning Achievement at MAN 1 Tabalong".**

B. Theoretical Basis

Islamic Guidance and Counseling Services

Islamic counseling is the process of providing assistance to individuals to understand themselves, overcome problems, and develop their potential based on Islamic values derived from the Qur'an and Hadith (Arifin, 2018). According to Musnamar, Islamic counseling is an effort to help individuals live in harmony with the provisions of Allah SWT, thereby achieving happiness in this world and the hereafter (Musnamar, 2017).

Islamic guidance and counseling services have characteristics that distinguish them from general counseling, namely their orientation toward spiritual, moral, and ethical values. In practice, these services encompass several functions (Dahlan, 2020), including:

1. Preventive function, namely preventing problems from arising in students
2. Curative function, namely helping to solve problems faced by students
3. Developmental function, namely developing students' potential optimally

In addition, Islamic guidance and counseling services also include various forms of services such as individual guidance, group guidance, information services, and consultations aimed at improving the quality of students' lives, both academically and non-academically.

From an Islamic perspective, the concept of guidance and counseling is closely related to the command to advise one another in goodness, as stated in the words of Allah SWT:

وَالْعَصْرِۙ

اِنَّ الْاِنْسَانَ لَفِيْ خُسْرٍۙ

اِلَّا الَّذِيْنَ اٰمَنُوْا وَعَمِلُوا الصّٰلِحٰتِ وَتَوَاصَوْا بِالْحَقِّ ەۙ وَتَوَاصَوْا بِالصَّبْرِ

Meaning: "By time. Indeed, mankind is truly in loss, except those who believe

and do good deeds and advise one another to truth and patience." (Q.S. Al-'Asr: 1–3)

This verse emphasizes the importance of the guidance process through good advice as part of individual development.

Student Learning Achievement

Learning achievement is the result achieved by students after participating in the learning process over a certain period of time (Prayitno and Erman Amti, 2016). According to Slameto, learning achievement is the level of student mastery of subject matter, expressed in the form of a value or score. Learning achievement reflects not only cognitive abilities but also affective and psychomotor aspects (Slameto, 2015).

Factors that influence learning achievement can be divided into two (Sardiman, 2019), namely:

1. Internal factors, including motivation, interests, talents, physical and psychological conditions of students
2. External factors, including family environment, school, peers, and learning facilities

Academic achievement is a crucial indicator for assessing educational success. Therefore, various efforts are made to improve student achievement, including through guidance and counseling services.

The Relationship between Islamic Guidance and Counseling Services and Student Learning Achievement

Theoretically, Islamic guidance and counseling services are closely linked to student achievement. These services play a role in helping students overcome various issues that can hinder the learning process, such as low motivation, lack of discipline, and personal and social problems (Yusuf, 2018).

Islamic guidance and counseling also functions to increase students' spiritual awareness, which in turn can form positive attitudes towards learning, such as honesty, responsibility, and perseverance. With this service, students are expected to be able to develop their potential optimally, thus having an impact on improving learning achievement.

According to behaviorist and humanistic theories, a conducive environment and psychological support significantly influence learning success. In this regard, Islamic guidance and counseling services are one external factor that can create these conditions (Zainuddin, 2021).

Apart from that, Islam also emphasizes the importance of knowledge and effort in achieving it, as stated by Allah SWT:

يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوْٓا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجٰلِسِ فَافْسَحُوْا يَفْسَحِ اللّٰهُ لَكُمْۚ وَاِذَا قِيْلَ انْشُزُوْا فَانْشُزُوْا يَرْفَعِ اللّٰهُ الَّذِيْنَ اٰمَنُوْا مِنْكُمْۙ وَالَّذِيْنَ اُوْتُوا الْعِلْمَ دَرَجٰتٍۗ وَاللّٰهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ

Meaning: "O you who believe, when it is said to you, "Make room in the gatherings," make room, and Allah will make room for you. When it is said, "Stand up," (you) stand up. Allah will raise those who believe among you and those who have been given knowledge in degrees. Allah is Aware of what you do." (Q.S. Al-Mujadalah: 11)

This verse shows that the achievement of knowledge (learning achievement) has a high position, and the guidance process is one of the means to achieve it.

C. Method

Types and Approaches of Research

This research uses a descriptive qualitative approach with a case study approach. Qualitative research aims to deeply understand the meanings, perspectives, and experiences of participants within a natural context. In this context, the researcher seeks to explore and understand the relationship between Islamic guidance and counseling services and student achievement at MAN 1 Tabalong. The case study approach was chosen because the research problem is specific and in-depth, focusing on the practice of Islamic guidance and counseling services in a specific school setting. According to Moleong, a qualitative approach is used to interpret social phenomena based on the perspectives of participants and to depict reality in a natural and contextual manner (Moleong, 2019). Therefore, this research emphasizes subjective meaning and processes, rather than simply numbers or statistics. This type of research allows researchers to capture the nuances, interactions, and patterns of Islamic guidance and counseling services that influence students' psychological well-being, particularly in terms of student achievement.

Subjects and Objects of Research

The subjects in this study were those directly or indirectly involved in the

implementation of Islamic guidance and counseling services at MAN 1 Tabalong. The primary subjects included guidance and counseling teachers (school counselors), homeroom teachers, and several students at MAN 1 Tabalong. Subjects were selected purposively, based on specific considerations and data requirements. The object of this study was the relationship between Islamic guidance and counseling services and student achievement at MAN 1 Tabalong. According to Sugiyono, the selection of subjects and objects in qualitative research is not determined statistically, but rather based on the relevance and depth of the information (Sugiyono, 2021).

Data Collection Techniques

Data collection in this study was conducted using several main techniques, namely in-depth interviews, observation, and documentation. Interviews were used to gather information about the relationship between Islamic guidance and counseling services and student achievement at MAN 1 Tabalong. The interviews were semi-structured to remain flexible and open to dynamics in the field. Observation techniques were used to directly observe the process of the relationship between Islamic guidance and counseling services and student achievement at MAN 1 Tabalong. Documentation was used to supplement data from records on the relationship between Islamic guidance and counseling services and student achievement at MAN 1 Tabalong. According to Arikunto, data collection techniques in qualitative research aim to capture phenomena comprehensively and in-depth, so that researchers can obtain a complete picture of the conditions in the field (Arikunto, 2018).

Data Processing Techniques

After data collection, the next step is data processing. Data obtained from interviews, observations, and documentation will be systematically compiled into a descriptive narrative. The data processing process includes transcribing interview recordings, recording field observations, and classifying relevant documents. Afterward, the data is organized into specific categories, such as the relationship between Islamic guidance and counseling services and student achievement at MAN 1 Tabalong. According to Satori and Komariah, qualitative data processing is carried out simultaneously from collection to report writing, with the aim of establishing patterns or themes from complex data (Satori, & Aan Komariah, 2021). In this study, each piece of data is grouped and coded to facilitate analysis and tracing, and to support valid and

meaningful conclusions in accordance with the research objectives.

Data Analysis Techniques

The data analysis technique in this study uses the Miles and Huberman analysis model, which includes three main stages: data reduction, data presentation, and conclusion drawing. Data reduction is carried out by sorting relevant data from all collected information, eliminating data that is not directly related to the research focus. The data is then presented in narrative form, tables, or thematic diagrams to facilitate understanding of the relationships between data. The final stage is drawing preliminary or final conclusions, which are continuously verified throughout the research process. Miles and Huberman emphasize that qualitative data analysis is interactive and continues until strong conclusions are reached (Miles and Huberman, 2016). In this context, data analysis was conducted to see how the relationship between Islamic guidance and counseling services and student learning achievement at MAN 1 Tabalong.

Data Validity

The validity of the data in this study utilized several techniques, such as source and technical triangulation, member checking, and increased persistence. Source triangulation was conducted by comparing information from counselors, students, and homeroom teachers. Meanwhile, technical triangulation was conducted by using more than one data collection method (interviews, observation, documentation) to confirm the findings. Member checking was conducted by reconfirming the interview results with informants to ensure that the researcher's interpretation was not deviant. According to Moleong, the validity of data in qualitative research is highly dependent on the researcher's credibility in maintaining objectivity and openness to findings in the field (Moleong, 2019). Therefore, researchers strive to maintain internal validity by recording every change and dynamic in the field, and avoiding excessive subjectivity.

D. Result and Discussion

The results of research conducted at MAN 1 Tabalong indicate that Islamic guidance and counseling services are related to student achievement. Based on interviews with guidance and counseling teachers, it was discovered that Islamic guidance and counseling services have been implemented in a programmed manner

through individual and group guidance, as well as providing advice based on Islamic values. This was reinforced by an interview with the Principal of MAN 1 Tabalong, who stated that the school strongly supports the implementation of Islamic guidance and counseling services as part of efforts to improve the quality of education, both in terms of academics and student moral development. The principal stated that these services are an important strategy in helping students overcome various learning problems that impact their achievement. In addition, the Islamic Religious Education teacher also stated that students who actively participate in guidance and counseling services tend to experience improvements in discipline, responsibility, and learning outcomes.

These findings are also supported by interviews with students who stated that they felt the benefits of Islamic guidance and counseling services. Several students stated that after participating in the guidance, they became more motivated to study, better able to manage their time, and better understood the importance of studying as part of worship. Students also felt that the approach used in Islamic guidance and counseling services was more spiritual, providing a strong internal drive to change for the better. This indicates that the service not only impacts academic aspects but also shapes students' attitudes and character.

The interview results align with field observations, which indicate that the implementation of Islamic guidance and counseling services at MAN 1 Tabalong is proceeding quite well. The guidance and counseling teachers are actively providing guidance and motivation to students, especially those experiencing learning difficulties, and integrating Islamic values such as discipline, honesty, and responsibility into all guidance activities. Students participating in guidance services appear more active in the learning process, have better attendance rates, and demonstrate positive behavioral changes. These conditions indicate that Islamic guidance and counseling services have an impact on improving the quality of student learning.

Furthermore, documentation from the school shows a structured guidance and counseling program, as well as student grade data that demonstrates improvements in students who actively participate in these services. Student case records also demonstrate that various learning challenges can be addressed through an Islamic counseling approach. Furthermore, student attendance data indicates an improvement

after receiving guidance services. Based on overall data from interviews involving the principal, teachers, and students, and supported by observations and documentation, it can be concluded that there is a positive relationship between Islamic guidance and counseling services and student achievement at MAN 1 Tabalong, where these services play a role in increasing motivation, improving learning behavior, and supporting the achievement of more optimal learning outcomes.

Based on research results obtained through interviews, observations, and documentation, it can be concluded that Islamic guidance and counseling services at MAN 1 Tabalong have a positive relationship with student achievement. Interviews with the principal, teachers, and students indicate that these services are able to improve students' learning motivation, discipline, and spiritual awareness in learning. This is supported by observation results that show changes in student behavior towards being more active and responsible in the learning process. Meanwhile, documentation data shows an increase in academic grades and student attendance after participating in the guidance and counseling services. Islamic guidance and counseling services play an important role as a supporting factor in improving student achievement, although further development is still needed for optimal implementation.

The results of the study indicate that Islamic guidance and counseling services at MAN 1 Tabalong have a positive relationship with student achievement. This finding can be analyzed based on several relevant theories. First, from the perspective of guidance and counseling theory, Prayitno and Erman Amti (2016) stated that guidance and counseling services aim to help individuals achieve optimal development, both in personal, social, learning, and career aspects. In the context of this study, Islamic guidance and counseling services have been proven to be able to help students overcome learning difficulties, increase motivation, and develop discipline, thus impacting academic achievement (Sukardi, 2017).

Slameto (2015) explains that academic achievement is influenced by internal factors such as motivation, interest, and readiness to learn, as well as external factors such as the school environment and educational services. In this study, Islamic guidance and counseling services served as an external factor, providing psychological and spiritual support to students. This aligns with research findings showing that students who participate in guidance services become more motivated, better at

managing their time, and more committed to their studies.

Sardiman (2018) also emphasized that motivation is a key factor driving students to actively learn. In Islamic guidance and counseling services, motivation is not only provided in general terms but also linked to Islamic values, such as learning as a form of worship. This approach has proven more effective in building students' intrinsic motivation because it is based on spiritual awareness, not just external encouragement. This aligns with interview results, which showed that students felt more motivated after receiving religious-influenced guidance.

According to Abraham Maslow's (2017) humanistic psychology perspective, every individual has the potential to develop optimally if their basic needs, including the need for esteem and self-actualization, are met. Islamic guidance and counseling services provide a space for students to express themselves, receive attention, and find solutions to their problems (Yusuf and Nurihsan, 2019). By meeting these needs, students become more confident and are able to improve their academic performance.

Guidance and coaching play a crucial role in shaping an individual's personality and behavior. The values instilled in Islamic guidance and counseling services, such as discipline, responsibility, and honesty, are crucial factors supporting successful learning (Nata, 2019). This aligns with the concept of Islamic education, which emphasizes a balance between intellectual and spiritual aspects.

Based on research findings and supported by various theories, it is understood that Islamic guidance and counseling services serve not only as a means of solving student problems but also as a strategic effort to improve academic achievement by strengthening motivation, building character, and developing students' overall potential. Therefore, the more optimal the implementation of Islamic guidance and counseling services, the greater their contribution to improving student achievement.

Conclusion

Based on the research results above, it can be concluded that Islamic guidance and counseling services at MAN 1 Tabalong have a positive relationship with student achievement. These services can improve students' motivation, discipline, and spiritual awareness in learning. This demonstrates a change in student behavior toward being more active and responsible in the learning process. Furthermore, there has been an increase in academic grades and student attendance after participating in the guidance and counseling services. Islamic guidance and counseling services play a significant role as a supporting factor in improving student achievement.

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