

SOCIAL SCIENCE AND EDUCATION | RESEARCH ARTICLE

Islamic Counseling Approach in Developing Students' Morals at MTs Negeri 1 Ternate

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This study aims to analyze the implementation and effectiveness of the Islamic counseling approach in fostering students' morals at the State Islamic Junior High School 1 Ternate. The increasingly complex problems of adolescent morals in the digital era demand a holistic and integrative approach, particularly in Islamic schools as Islamic educational institutions. This study used a qualitative approach with descriptive research. The research subjects consisted of the Madrasah Principal, Guidance and Counseling teachers, Islamic Religious Education teachers, and students selected by purposive sampling. Data were collected through observation, in-depth interviews, and documentation, and then analyzed using the Miles, Huberman, and Saldaña model with the stages of data condensation, data presentation, and conclusion drawing. Data validity was ensured through triangulation of sources, techniques, and time, as well as member checking. The results of the study indicate that the implementation of Islamic counseling at MTsN 1 Ternate was carried out systematically through individual counseling services, group counseling, and classical guidance with the methods of muhasabah, advice (mau'izhah), exemplary stories (qashash), habituation (ta'widiyah), role models (uswah hasanah), and a spiritual approach through dhikr and prayer. Islamic counseling has proven effective in increasing students' spiritual awareness, strengthening self-control, improving social interactions, and increasing discipline. Supporting factors include the commitment of madrasah management, the competence of guidance and counseling teachers, and the religious environment of the school. Obstacles included the lack of awareness among some students, the limited number of counselors, and the negative influence of the external environment. This study recommends the addition of competent counselors, increased coordination between stakeholders, the development of systematic and measurable programs, and strengthening religious activities to optimize the development of students' morals.

Keywords: Islamic Counseling, Moral Development, Madrasah Tsanawiyah Students.

I. Introduction

The development of information and communication technology in the digital era has brought about fundamental transformations in various aspects of society, including the behavioral patterns and character formation of younger generations. The digital era, marked by the massive penetration of social media, the Internet, and advanced technological devices, has created new challenges in fostering adolescent morality. The phenomenon of moral degradation among adolescents is a serious concern that requires special



attention from various parties, especially educational institutions. Moral degradation among adolescents is a negative impact of rapid technological development (Hidayat & Subando, 2024). This condition is exacerbated by easy access to information that does not always align with moral and religious values, potentially shaping adolescent characters far from Islamic norms. Research shows that uncontrolled social media use can influence adolescent character formation through various negative impacts, such as the spread of pornographic content and the rise of violence among adolescents.

The problem of adolescent morality in the digital era is not limited to moral aspects alone; it also touches on complex spiritual, social, and psychological dimensions. Juvenile delinquency encompasses behaviors that deviate from criminal law norms and involves complex internal and external factors (Adiyana Adam & Noviyanti Soleman, 2022). This phenomenon is characterized by increasing cases of cyberbullying, the spread of negative content, hoaxes, hate speech, and online exploitation, which are increasingly prevalent among junior high school students. More than 30% of violence involving children and adolescents occurs in the digital space, demonstrating the urgency of addressing moral issues in educational settings. This situation requires a holistic and integrative approach to fostering students' morals, particularly in Islamic schools (madrasas), which have the dual responsibility of shaping both the intellectual and Islamic character of students (Agus et al., 2023).

Madrasas, as Islamic educational institutions, play a strategic role in fostering students' morals. Unlike public schools, madrasas have the advantage of integrating Islamic values into all aspects of learning and school life. Moral development in madrasas is not solely the responsibility of Islamic religious education teachers but is a shared responsibility of all educational components. Madrasas undertake various efforts through extracurricular activities, habituation, role models, and fostering student relationships to instill moral values (Kholik et al., 2024). Systematic and programmed efforts in moral development are urgently needed to shape a generation of Muslims who are knowledgeable, virtuous, and capable of facing the challenges of the times. Research at MTs Al-Ikhlâs Alang-Alang Caruban shows that moral development through various structured programs can significantly contribute to student character development.

The importance of moral development in madrasas is further emphasized when considering that adolescence is a critical phase in the formation of moral and spiritual identity. Madrasah Tsanawiyah (MTs) students aged 12-15 are experiencing a transition period from childhood to adolescence, characterized by the search for identity, the desire to be accepted in peer groups, and vulnerability to environmental influences. (Oktaviani et al., 2023) The formation of students' morals in the era of disruption based on Islamic religious education is very important to face the challenges of the times (Attaqwa et al., 2025). This period is a golden momentum to instill noble moral values that will become the foundation of their character in the future. Without proper and continuous guidance, MTs students are at risk of falling into various forms of juvenile delinquency, which can hinder the optimal development of their potential.

In the context of students moral development, a counseling approach is an effective method for addressing various behavioral problems and developing positive character. Islamic counseling, which integrates modern psychological principles with Islamic values, offers a comprehensive solution to adolescent problems. Islamic counseling helps students develop strong character traits, such as integrity, responsibility, and work ethic, through a deep understanding of Islamic teachings (Junaedi et al., 2024). This approach focuses not only on resolving psychological problems but also on developing spiritual awareness and instilling moral values derived from the Quran and Hadith. With a holistic approach, Islamic counseling can fully address the heart, mind, and soul of students, thereby transforming their behavior and character.

The urgency of implementing Islamic counseling in student moral development is further strengthened by various research findings that demonstrate its effectiveness. Islamic counseling has been proven to increase spiritual awareness, strengthen self-control, and develop students' social skills through methods based on Islamic values. Islamic counseling training is designed in response to challenges faced by adolescents, such as moral crises, negative environmental influences, and a lack of character development

based on Islamic values (Hayati et al., 2024). This approach combines modern counseling techniques, such as client-centered therapy, cognitive restructuring, and reality therapy, with Islamic principles, such as muhasabah (self-introspection), taubat (repentance), and tazkiyatun nafs (purification of the soul). The integration of Western counseling theory and Islamic values creates a guidance model that is not only scientific and humanistic, but also transcendental and in accordance with human nature as a creature of Allah SWT.

The implementation of Islamic counseling in the context of moral development in madrasas requires planned, organized, and measurable management to be effective and sustainable. Islamic counseling management includes planning, organizing, implementing, and evaluating processes based on Islamic and pedagogical principles (Harsantik et al., 2025). A sound management process will ensure that counseling services are not merely reactive to student problems but also preventive and curative in improving their moral quality. This includes systematic program planning, optimal resource organization, professional service implementation, and regular evaluation to measure the program's effectiveness. With good management, moral development through Islamic counseling can have a long-term impact on students' character development (Ishlakhatu Sa'idah & Moh. Ziyadul Haq Annajih, 2024).

Although Islamic counseling offers a promising approach to moral development, gaps in the literature require further study. Most previous research has focused on the theoretical and conceptual aspects of Islamic counseling, but empirical studies examining its implementation and effectiveness in the specific context of madrasas are still limited. Research that in-depth explores implementation strategies, methods used, supporting and inhibiting factors, and the actual impact of Islamic counseling on behavioral change in students in madrasas is still rare. However, each educational institution has unique characteristics, culture, and context that require a tailored approach. Therefore, comprehensive empirical research is needed to fill this gap and provide practical contributions to the development of moral development programs in madrasas in Indonesia. In the context of State Islamic Junior High School (MTsN) 1 Ternate, moral development is a top priority in achieving its vision of creating a generation of faith, piety, and noble character. As one of the leading state Islamic schools in Ternate City, MTsN 1 Ternate has a significant responsibility for shaping students' character, not only to excel academically but also to possess a strong Islamic personality. However, like other Islamic schools, MTsN 1 Ternate faces various challenges in developing students' morals in this digital era. The phenomenon of violations of rules, indiscipline, and the emergence of behaviors inconsistent with Islamic values among students demonstrates the need for a more effective and comprehensive guidance approach. Islamic counseling is expected to address these issues and optimize students moral development at this school.

Research on the Islamic counseling approach to student moral development at MTsN 1 Ternate is crucial for uncovering best practices, identifying challenges, and formulating recommendations for future program improvement. This empirical study provides a concrete picture of how Islamic counseling is implemented in a madrasah setting, the methods used, students' responses to the counseling program, and its effectiveness in developing students' noble character. The findings of this study are expected to benefit MTsN 1 Ternate in optimizing its moral development program and serve as a reference for other madrasahs with similar characteristics and challenges in developing effective and sustainable moral development models.

Based on the background outlined, this study seeks to answer crucial questions regarding the implementation and effectiveness of the Islamic counseling approach in fostering student moral development at MTsN 1 Ternate. This research question covers several important aspects: how the process of implementing Islamic counseling in moral development is carried out, the methods and techniques used in counseling practice, the factors that support and hinder the implementation of Islamic counseling, and the concrete impact of this approach on behavioral change and character development among students. By comprehensively examining these aspects, this study aims to provide a deeper understanding of Islamic

counseling practices in the context of moral development in madrasas and their contribution to the character development of the younger generation of Muslims.

The primary objective of this study is to conduct an in-depth analysis of the implementation and effectiveness of the Islamic counseling approach in fostering moral development among students at Madrasah Tsanawiyah Negeri 1 Ternate. Specifically, this study aims to identify and describe the implementation process of Islamic counseling carried out by guidance counselors and Islamic religious education teachers in fostering moral development in students; analyze the Islamic counseling methods and techniques applied and their suitability to Islamic principles and student needs; explore supporting and inhibiting factors in the implementation of Islamic counseling; and evaluate the effectiveness of the Islamic counseling approach in shaping changes in student behavior and character. The results of this study are expected to provide theoretical contributions to the development of Islamic guidance and counseling science, as well as practical contributions to the improvement and development of moral development programs in madrasas, specifically at MTsN 1 Ternate and other madrasas. With a comprehensive understanding of effective Islamic counseling practices, it is hoped that a systematic, measurable, and sustainable moral development model can be formulated to create a generation of Muslims with noble morals and ready to face the challenges of the times.

II. Literature Review and Hypothesis Development

Islamic counseling is a guidance and counseling approach that integrates the principles of modern psychology with the values of Islamic teachings to help individuals overcome various life problems by touching the spiritual dimension as the core of Muslim identity. Islamic counseling focuses on five main concepts: muhasabah (self-reflection), taubah (repentance), sabr (patience), syukur (gratitude), and tazkiyatun nafs (purification of the soul), which have been proven to produce significant psychological and spiritual transformations (Ekanata et al., 2025). Islamic counseling theory is heavily influenced by Imam Al-Ghazali's thoughts on moral education, which emphasizes that morality is not merely knowledge of good and bad, but rather a stable state of the soul that encourages the emergence of actions without requiring prior consideration (Akhmad et al., 2021). The principles of Islamic counseling include monotheism, welfare, spiritual and physical balance, role modeling, confidentiality, patience, and openness. Various methods are used, such as self-reflection, advice (mau'izhah), stories (qashash), habituation (ta'widiyah), role modeling (uswah hasanah), dhikr (remembrance of Allah), and prayer, which can be tailored to the client's needs.

Cultural development in Islam is an educational process aimed at developing a Muslim personality with noble morals in accordance with the Qur'an and Sunnah, encompassing all aspects of human behavior in relation to Allah, fellow humans, oneself, and the environment. Efforts to foster morality in madrasas are carried out through the teaching of faith and morals, the practice of worship, extracurricular religious activities, and teacher role models using exemplary behavior (qudwah hasanah), habituation, advice (mau'izhah), exemplary stories, educational punishment, and targhib tarhib, which are applied simultaneously and systematically (Khoirunisa & Hidayat, 2017). The factors influencing the formation of students' morals are complex, encompassing internal factors such as innate potential, spiritual intelligence, and self-motivation, as well as external factors such as family, school, and community environments, and the increasingly widespread influence of mass media in the digital era. Teachers play a crucial role in moral development because they function not only as instructors but also as guides, motivators, facilitators, and role models for students. Teachers with strong personal and social competencies can significantly influence the formation of students' morals (Tambak et al., 2020).

The integration of Islamic counseling in student moral development provides a more personalized and effective approach through complementary individual, group, and class services, especially for MTs students in early adolescence, who are characterized by searching for self-identity and are vulnerable to

environmental influences (Hadi & Lilik Sumarni, 2023). Management of an Islamic counseling program requires careful planning through identifying student needs, establishing measurable goals, developing appropriate materials and methods, and implementing systematic services, including orientation, information, placement, learning, individual and group counseling, as well as periodic evaluations to measure effectiveness. program and make the necessary improvements (Panjaitan et al., 2025).

Although previous studies have demonstrated the effectiveness of Islamic counseling in increasing spiritual awareness, self-control, and positive character development, there remains a research gap regarding empirical studies examining the implementation and effectiveness of Islamic counseling in the specific context of madrasas, implementation strategies, challenges faced, and long-term impacts on student character development, which require more comprehensive studies.

III. Research Method

This study employed a qualitative approach with a descriptive approach (Miles and Huberman, 1994). This study aimed to describe and analyze the implementation and effectiveness of the Islamic counseling approach in fostering student morality at State Islamic Junior High School 1 Ternate. The qualitative research design employed a research approach that did not utilize statistical procedures or calculations but rather aimed to uncover phenomena holistically and contextually, collecting data from natural settings and utilizing the researcher as the key instrument. The study subjects were selected using purposive sampling, consisting of the Madrasah Principal (1 person), Guidance and Counseling teachers (2 people), Islamic Religious Education teachers (2 people), and students (8 people). Data collection techniques included participant observation to observe the counseling and moral development process, semi-structured in-depth interviews to gather information from informants, and documentation to collect relevant documents such as the Madrasah profile, the Guidance and Counseling work program, service implementation plans, and student case records. Data analysis used the interactive analysis model by Miles and Huberman (Miles, M., and Huberman, 1994), which consists of three main components: data condensation, data presentation, conclusion drawing, and verification. These processes were conducted interactively and continuously until data saturation was reached. Qualitative data analysis is a systematic process for generating meaningful findings and a comprehensive understanding of research phenomena through data reduction, presentation, and conclusion drawing. To ensure data validity, this study employed triangulation techniques, including source triangulation by checking data from various informants, technical triangulation by comparing observation, interview, and documentation results, and time triangulation by checking data at different points in time. Triangulation was used to test the credibility of the data by seeking and verifying data from the same source using different techniques (Sugiyono, 2017). Furthermore, member checking was conducted by confirming the interview transcripts and analysis results with informants to ensure that the data aligned with the informants' intentions.

IV. Result and Discussion

The research findings indicate that Islamic counseling has been systematically implemented to foster student morality at State Islamic Junior High School 1 Ternate through various structured and sustainable programs. The Islamic guidance and counseling management process begins with planning by the guidance and counseling teacher through the creation of a Service Implementation Plan (RPL). The principal then develops a reporting policy based on the planning, and the guidance and counseling teacher conducts classroom guidance for students, with the final stage being a quarterly evaluation to report the work results. The moral development program includes individual counseling services to address specific student issues, group counseling that allows students to learn from their peers' experiences, and classroom guidance that

provides a general understanding of moral values. The guidance materials provided include morality towards Allah SWT through improving the quality of worship, morality towards others through developing empathy and social awareness, and morality towards oneself through instilling discipline and responsibility. These findings indicate that the madrasah has integrated an Islamic counseling approach as an integral part of a holistic character-education system. The Islamic counseling method implemented at MTsN 1 Ternate combines modern counseling techniques with Islamic spiritual values, creating a unique and effective approach to student mental health. Studies have shown that effective moral development strategies include teacher role models, instilling moral values in daily life, reinforcing spiritual practices such as dhikr (remembrance of God) and prayer, and building a warm emotional bond between educators and students (C.R. Rogers, 1957).

The muhasabah (self-reflection) method encourages students to examine their actions and behavior from the perspective of Islamic values. Advice (*mau'izhah*) is delivered by conveying moral messages based on the Quran and Hadith. The exemplary story method (*qashash*) uses stories of prophets and Muslim figures to inspire, and the habituation method trains students to consistently practice good deeds until they become character building. A spiritual approach through dhikr (remembrance of God), prayer, and Quranic recitation is also implemented to calm students' souls and strengthen their spiritual awareness. The integration of modern counseling and Islamic values results in a holistic, humanistic, and transcendental guidance model that not only resolves psychological problems but also fosters students' spiritual awareness. The effectiveness of the Islamic counseling approach in fostering student morality at MTsN 1 Ternate can be seen in various indicators of positive change that occur in students after they consistently participate in the counseling program. The results indicate that Islamic counseling is effective in improving student character, particularly in self-control and social interaction. Students who received Islamic counseling services demonstrated improvements in honesty, responsibility, discipline, and empathy (Author, 2024, <https://journal.arikesi.or.id/index.php/Obsesrvasi>). Students demonstrated increased spiritual awareness, reflected in their active involvement in religious activities and respect for others, increased self-control in the face of temptation and pressure from the environment, improved social interactions with peers and teachers, and increased discipline in carrying out academic and religious obligations. A spiritual approach through Islamic counseling has proven effective in helping students manage their emotions, improve their behavior, and enhance their religious awareness (Burnham et al., 2024). With the approach of dhikr, prayer, *tazkiyatun nafs*, and strengthening the values of patience and *tawakal*, students are able to manage emotions, increase mental resilience, and face academic pressure better.

V. Conclusion

Based on the research results and discussions that have been described, it can be concluded that the implementation of the Islamic counseling approach in fostering student morals at State Islamic Junior High School 1 Ternate has been carried out systematically and structured through various comprehensive programs. The implementation process includes careful planning with the preparation of a Service Implementation Plan (RPL), implementation through individual counseling services, group counseling, and classical guidance, as well as periodic evaluations every three months to measure the effectiveness of the program. The Islamic counseling method applied combines modern counseling techniques with Islamic spiritual values such as muhasabah (self-reflection), advice (*mau'izhah*) based on the Qur'an and Hadith, exemplary stories (*qashash*), habituation (*ta'widiyah*), role models (*uswah hasanah*), as well as a spiritual approach through dhikr, prayer, and reading the Qur'an. This holistic approach has proven effective in shaping students' character comprehensively by addressing the physical, psychological, social, and spiritual dimensions. The effectiveness of Islamic counseling in fostering students' morals can be seen from various indicators of significant positive change, including increased spiritual awareness reflected through active

involvement in religious activities, increased self-control in the face of temptations and environmental pressures, improved social interactions with peers and teachers that are more harmonious and empathetic, and increased discipline in fulfilling academic and religious obligations. Factors supporting the program's success include a strong commitment from madrasah management, adequate competence of guidance and counseling teachers, support from Islamic religious education teachers, and a religious environment. However, several obstacles remain that need to be overcome, such as a lack of awareness among some students about the importance of morals, a limited number of counselors, negative influences from the social environment and media, and limited time for counseling services. To optimize the effectiveness of Islamic counseling in the future, it is necessary to increase the number of competent counselors, improve coordination between all relevant parties, develop more systematic and measurable programs, and strengthen religious activities that support the internalization of moral values in students.

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