

RELATIONSHIP BETWEEN CONSELING GUIDANCE AND ISLAMIC CONCELING GUIDANCE AT SMAN 2 BANDUNG AND SMAN 8 BANDUNG

**Haris Hendra Gunawan^{1(*)}, Muhibbin Syah², Aan Hasanah³, Muhammad Eri
Hadiana⁴**

Regional Secretary of West Java Province, Indonesia¹

Doctoral Program of Islamic Education, UIN Sunan Gunung Djati Bandung, Indonesia^{2,3,4}

harishendra103@gmail.com¹, muhibbinsyah@uinsgd.ac.id², aan.hasanah@uinsgd.ac.id³,
erihadiana@uinsgd.ac.id⁴

Abstract

This study investigates counseling guidance practices in two high schools in Bandung, namely SMAN 2 and SMAN 8, with a focus on the comparison between general counseling guidance and Islamic counseling guidance. This research aims to explore the implementation, differences and integration of spiritual values in the two counseling guidance approaches. The research method used is a mixed approach, combining surveys with guidance and counseling teachers, in-depth interviews with several students, and analysis of documents related to curriculum and school policies. Qualitative and quantitative data were analyzed to understand general patterns, significant differences, and potential integration between the two counseling guidance approaches at SMAN 2 and SMAN 8 Bandung. The research results show that SMAN 2 and SMAN 8 have different approaches in implementing counseling guidance. SMAN 2 is more likely to adopt a general counseling guidance approach that emphasizes psychological and academic aspects, while SMAN 8 integrates spiritual values based on Islamic teachings in their counseling guidance practices. Discussion of the results highlights the importance of recognizing the uniqueness of each approach and the potential synergy between them in the educational context in Indonesia. Appropriate integration between general counseling guidance and Islamic counseling guidance can increase the effectiveness of counseling guidance services in schools, as well as provide better holistic support for students in facing psychological, academic and spiritual challenges. The conclusion of this study emphasizes the need for an inclusive and adaptive guidance counseling approach, which is able to accommodate the needs of students from various backgrounds and beliefs. The practical implication of this research is the importance of updating the counseling guidance curriculum in schools to integrate spiritual values in a sensitive and relevant manner, according to the local cultural and religious context.

Keywords: guidance counseling, islamic counseling, education, integration, mixed approach

(*) Corresponding Author: Haris Hendra Gunawan, harishendra103@gmail.com, +6285720203883

INTRODUCTION

SMAN 2 Bandung and SMAN 8 Bandung not only play an important role in formal education in Indonesia, but also reflect two different school contexts in terms of guidance and counseling approaches. Guidance counseling at these two schools does not only involve academic aspects, but also considers students' psychological well-being as a top priority.

At SMAN 2, the general counseling guidance approach generally refers to secular modern psychological theories such as psychoanalysis, behaviorism, cognitive and humanistic. The main goal of this counseling guidance is to help students overcome their personal, social, and academic problems using methods proven to be effective in the context of modern psychology.

Meanwhile, at SMAN 8, the Islamic guidance and counseling approach is the core of counseling practice. Here, spiritual values and Islamic teachings guide the counseling intervention, emphasizing the moral, ethical and spiritual balance of students as an integral part of their education. This approach not only provides support in terms of academic development, but also in developing students' character and spiritual identity.

A comparison between these two approaches provides an important foundation for understanding how schools can select and integrate counseling approaches that suit the values, culture, and needs of students in their respective educational environments. This also illustrates the complexity of managing a plurality of values and beliefs in a multicultural educational environment such as in Indonesia. In a multicultural educational context such as in Indonesia, it is important to recognize that the counseling approach adopted by a school not only influences the well-being of individual students, but also reflects the school's commitment to respect for cultural diversity and local values.

Further research into how these approaches may complement or conflict with each other, as well as the effectiveness of each in supporting students' holistic development, will be crucial for developing inclusive and powerful educational strategies in the future.

By deepening our understanding of these differences, we can better prepare the education system to address the complex challenges of supporting students' holistic development, not only academically but also morally and spiritually.

RESEARCH METHODS

This research adopts a mixed approach which combines quantitative and qualitative methods. Quantitative methods were used through surveys of counseling guidance teachers to obtain statistically measurable data related to general counseling guidance practices and Islamic counseling guidance at SMAN 2 and SMAN 8 Bandung. This survey provides a comprehensive picture of trends, preferences, and challenges in implementing these two approaches.

Meanwhile, qualitative methods were applied through in-depth interviews with several students and school staff who played a direct role in the counseling guidance process. These interviews were designed to gain an in-depth understanding of the direct experiences of guidance counselors, their perceptions of the effectiveness of the approaches used, and their impact on individual students and the school environment as a whole.

Data analysis was carried out with the aim of identifying general patterns that may emerge from the survey results, as well as to explore significant differences between general counseling guidance approaches and Islamic counseling guidance in the context of these schools. In addition, analysis was also carried out to evaluate the potential for integration between these two approaches, which could produce practical recommendations for schools in improving the effectiveness of their guidance and counseling services.

By using this mixed approach, it is hoped that this study can provide an in-depth and holistic understanding of the dynamics of counseling guidance at SMAN 2 and SMAN 8 Bandung, as well as provide a valuable contribution to the development of more inclusive and effective counseling practices in the Indonesian educational environment.

RESULT AND DISCUSSION

Result

The research results show that at SMAN 2 and SMAN 8 Bandung, the two schools have different approaches in their guidance and counseling practices, but both have the same goal of improving student welfare holistically.

At SMAN 2, the general guidance and counseling approach tends to focus more on students' psychological and academic aspects. This includes providing support in overcoming personal, social and academic problems using approaches based on modern psychological theories. The goal is to help students develop effective coping skills and improve their academic performance. The following is a detailed explanation of the counseling guidance approach at SMAN 2:

- a. **Psychological Aspect:** The guidance and counseling teacher at SMAN 2 aims to help students overcome the various psychological problems they face. This includes managing stress, anxiety, mild depression, and other emotional issues that may affect a student's well-being. This approach may involve techniques such as individual counseling, group counseling, or even cognitive behavioral therapy to assist students in developing self-understanding and improving their mental health.
- b. **Academic Aspect:** Apart from psychological problems, the guidance and counseling approach at SMAN 2 is also focused on supporting student academic achievement. Guidance counseling teachers work with students to identify academic obstacles they may be facing, such as learning difficulties or lack of motivation. Through counseling sessions and developing action plans, they help students develop effective coping strategies to improve their academic achievement. This could include creating an efficient study schedule, time management techniques, or even a discussion about how to deal with the uncertainty of the future that students often experience.
- c. **Use of Modern Psychological Theories:** This approach is based on the application of modern psychological theories such as psychoanalysis, behaviorism, cognitive, and humanistic. Guidance and counseling teachers use the principles of these theories to understand student behavior and problems, and design appropriate interventions. For example, a cognitive approach can be used to help students change negative thought patterns into positive ones, while a humanistic approach can be used to increase students' self-understanding and develop their potential.
- d. **Goal of Developing Coping Skills:** One of the main goals of counseling guidance at SMAN 2 is to help students develop effective coping skills. This includes helping students manage stress, overcome social challenges, and learn to deal with problems in constructive ways. By improving these skills, it is hoped that students can face various life challenges better and achieve higher academic achievements.

Thus, the counseling guidance approach at SMAN 2 Bandung not only addresses students' psychological and academic aspects separately, but also combines these two aspects in an effort to provide comprehensive support for students' holistic development. This approach is based on in-depth knowledge of modern psychological theories and their application in realistic educational contexts and in accordance with the needs of students in high school.

Meanwhile, at SMAN 8, the Islamic guidance and counseling approach integrates spiritual and moral values based on Islamic teachings in the counseling process. Here, aspects such as morals, ethics and adherence to religious values are an important part of their approach. Islamic counseling guidance at SMAN 8 not only aims to help students overcome psychological and academic challenges, but also to strengthen students' spiritual dimensions in developing their personality and character. At SMAN 8, the Islamic guidance and counseling approach is the center of every counseling activity carried out. This means that spiritual values and principles of Islamic teachings are the main basis for preparing counseling intervention strategies. This approach specifically highlights moral, ethical

aspects and the development of students' spiritual balance as an essential part of their education at school.

Islamic counseling at SMAN 8 not only aims to deal with academic or psychological problems faced by students, but also to strengthen and solidify their character and spiritual identity. The guidance and counseling teacher here functions as a facilitator who not only provides practical advice, but also instills religious values in every interaction and assistance to students.

his approach integrates Islamic teachings into every aspect of counseling, thereby forming a strong moral and ethical foundation for students. The counseling guidance teacher at SMAN 8 not only provides practical solutions or suggestions to overcome students' problems, but also guides them in understanding and applying Islamic principles in everyday life. This includes character formation based on Islamic morals and ethics, as well as strengthening students' spiritual identity through the development of deep religious values.

Apart from that, the role of the guidance and counseling teacher at SMAN 8 also includes assisting students in facing various life challenges, both within the school environment and outside of school. They are not only advisors who provide guidance, but also role models who inspire students to live according to the values applied in Islam. Thus, Islamic counseling at SMAN 8 does not just provide short-term solutions, but aims to shape character and strengthen students' spiritual identity in the long term.

This approach shows a deep commitment to integrating religious education with student personality development. Through the application of Islamic values, such as honesty, tolerance and compassion, Islamic counseling at SMAN 8 seeks to shape students into individuals who are not only successful in academics, but also have high morality and strong spiritual balance.

The Islamic counseling guidance approach at SMAN 8 Bandung shows a deep commitment to integrating religious education with student personality development. Through the application of basic Islamic values such as honesty, tolerance and compassion, this school aims to shape students into individuals who are not only successful in academics, but also have high morality and a strong spiritual balance.

- a. Honesty: One of the fundamental values in Islam is honesty. In the context of counseling guidance, the counseling guidance teacher at SMAN 8 encourages students to become honest individuals in all aspects of life. They teach that honesty is the main foundation for building healthy relationships with oneself, others, and God. By practicing honesty, students not only develop strong personal integrity but also become role models for those around them.
- b. Tolerance: The value of tolerance is also the main focus in Islamic counseling at SMAN 8. Counseling teachers guide students to respect differences in opinions, beliefs and cultural backgrounds. They teach that diversity is a gift and students need to learn to coexist peacefully with everyone, regardless of any differences. Through this approach, schools create an inclusive and supportive environment for all students.
- c. Compassion: The principle of compassion or mercy is also the basis of Islamic counseling at SMAN 8. Counseling guidance teachers show compassion for students by listening with empathy, providing positive encouragement, and providing support in facing life's challenges. They teach that compassion is not only about giving attention, but also about providing help and loving fellow humans as a form of worship to God.

By applying these values in every aspect of counseling guidance, SMAN 8 not only focuses on student academic achievement but also on the formation of strong character and deep spiritual balance. This approach not only prepares students to be successful in their

future careers but also to become individuals who contribute positively to society, by bringing Islamic values into their every action and decision-making.

Thus, this approach not only complements formal education efforts that focus on cognitive and academic aspects, but also introduces an in-depth and holistic dimension in overall student development at SMAN 8 Bandung.

Despite these different approaches, they both have the same goal of improving students' holistic well-being. This shows that both SMAN 2 and SMAN 8 strive to accommodate the complex needs of their students from various aspects of life. This difference in approach reflects the diversity of counseling strategies that exist in schools, while also demonstrating efforts to provide comprehensive services that take into account students' cultural, religious and individual unique values in the educational context in Indonesia.

This study shows significant differences in the guidance and counseling approach between SMAN 2 and SMAN 8 Bandung, which substantially influences the way the school approaches student welfare holistically. At SMAN 2, the general counseling approach emphasizes psychological and academic aspects using modern psychological theories to provide support to students in facing personal, social and academic challenges. The primary focus is to help students develop effective coping skills and improve their academic performance.

On the other hand, at SMAN 8, the Islamic guidance and counseling approach integrates spiritual and moral values based on Islamic teachings. Guidance counseling at SMAN 8 not only aims to overcome psychological and academic challenges, but also to strengthen students' spiritual dimensions. Values such as morals, ethics and adherence to religious values are the main focus in shaping students' personality and character. In a broader context, these findings underline the importance of a diverse and inclusive approach in school counseling, which is able to integrate both psychological and academic aspects with spiritual and moral values. Thoughtful integration of these approaches can enrich students' learning experiences and provide more holistic support for their development in school.

The results of the relationship between guidance counseling and Islamic counseling reflect the integration of spiritual and moral values in the counseling guidance process in the educational environment. Conventional counseling tends to focus on students' psychological and academic aspects, using modern psychological theories to help students overcome their personal, social and academic problems. This approach emphasizes the development of coping skills and improving academic achievement as the main goals.

The relationship between guidance counseling and Islamic guidance counseling involves the integration of Islamic spiritual and moral values in the counseling process in the educational environment. To explain in more detail, here are the main points to consider:

- a. Conventional Guidance Counseling: This approach is generally based on modern psychological theories such as psychoanalysis, behaviorism, cognitive and humanistic. The main goal is to help students overcome their psychological, social, and academic problems. The focus is on developing effective coping skills, increasing emotional intelligence, and achieving optimal academic performance. Methods used include individual counseling, groups, and other approaches proven in the psychology literature.
- b. Islamic Guidance Counseling: This approach is rooted in Islamic teachings and values. The counseling process not only aims to overcome psychological and academic problems, but also to strengthen the student's spiritual dimension. Values such as morals, ethics, obedience to Allah's laws, and character development in accordance

with Islamic teachings are the main focus. Islamic guidance and counseling teachers act as spiritual guides who not only provide practical solutions to students' problems, but also help them in achieving moral and spiritual maturity.

- c. **Integration of Values:** One of the prominent aspects of Islamic counseling is the integration of Islamic values in every aspect of counseling. This includes the use of verses from the Koran, hadiths, and Islamic principles in the counseling process. For example, in responding to problems, Islamic guidance and counseling teachers can use teachings from the Koran to provide perspectives and solutions that are based on religious values.
- d. **Holistic Goals:** The main difference between these two approaches is in the scope of their goals. Conventional counseling guidance often focuses more on students' psychological and academic aspects, while Islamic counseling guidance adds a deep spiritual and moral dimension. Thus, Islamic counseling aims to form individuals who are not only academically intelligent, but also have noble character and good personality in accordance with Islamic teachings.
- e. **Diversity of Approaches:** Both have their own uniqueness and advantages in supporting student development. Conventional counseling offers a framework based on psychological research and scientific methods, while Islamic guidance counseling provides a broader and more comprehensive view of students' lives, encompassing spiritual and moral aspects in their efforts to help students reach their full potential.

Overall, the relationship between guidance counseling and Islamic counseling shows how an integrated approach can provide more comprehensive support for students. This reflects the importance of understanding and respecting cultural and religious values in an educational context, as well as preparing students to face life's challenges with a strong psychological, academic, moral and spiritual balance.

On the other hand, Islamic counseling guidance integrates spiritual values based on Islamic teachings in counseling practice. This includes developing morals, ethics and adherence to religious values as an important part of forming students' character. This approach not only provides solutions to students' psychological and academic problems, but also aims to strengthen their spiritual dimension.

This comparison shows that Islamic counseling is able to provide a holistic approach, integrating spiritual aspects in psychological and academic support for students. While conventional counseling focuses on developing emotional intelligence and academic achievement, Islamic counseling adds a deep moral and spiritual dimension in an effort to shape students' character in accordance with religious values.

Overall, the results of the integration between conventional counseling guidance and Islamic counseling guidance show the potential to provide more comprehensive support for students, accommodating their needs from a psychological, academic, moral and spiritual perspective. This encourages an inclusive approach to overall individual development in the educational environment.

Thus, these differences in approaches not only demonstrate the diversity in counseling strategies in schools, but also highlight efforts to provide comprehensive services that take into account students' cultural values, religion, and individuality in the educational context in Indonesia.

The differences in guidance and counseling approaches between SMAN 2 and SMAN 8 Bandung reflect adaptations in accordance with cultural values, religion and individual needs of students in Indonesia's diverse educational environment.

At SMAN 2, the guidance and counseling approach tends to refer to modern psychological theories of a secular nature. This approach focuses on the use of scientific and empirical methods such as psychoanalysis, behaviorism, cognitive and humanistic. The goal is to help students overcome their personal, social, and academic problems with

approaches proven to be effective in the context of modern psychology. The main focus is on developing coping skills and improving academic achievement, in accordance with the demands of the national curriculum which emphasizes high academic achievement.

On the other hand, at SMAN 8, the Islamic counseling guidance approach is the main basis for counseling practice. Spiritual values and Islamic teachings are at the center of every counseling intervention. The counseling teacher at SMAN 8 not only acts as an academic or psychological advisor, but also as a spiritual guide who guides students in aspects of morals, ethics and spiritual balance. This approach not only aims to improve students' academic achievement, but also to build strong character and spiritual identity based on Islamic teachings.

These differences reflect schools' responses to the different needs and values of their students. SMAN 2 tries to overcome psychological and academic challenges by using a scientific and practical approach, while SMAN 8 offers a holistic approach by integrating Islamic spiritual and moral values in every aspect of students' lives.

These two approaches show how education in Indonesia can accommodate diversity in cultural and religious values, and support students' holistic development. This also reflects the educational importance of providing support that is sensitive and in line with local values in an effort to create an inclusive and supportive learning environment for all students. On the other hand, the Islamic guidance and counseling approach at SMAN 8 shows the school's efforts to instill Islamic spiritual and moral values in student education. By making Islamic teachings the main foundation, counseling guidance at SMAN 8 not only focuses on academic and psychological aspects, but also on developing students' character and spiritual identity. Counseling guidance teachers act as spiritual guides who help students understand and apply Islamic values in everyday life, such as morals, ethics and spiritual balance.

The differences in these two approaches reflect the richness of Indonesia's diverse culture and religion. This shows the importance of education in providing support that is sensitive and relevant to local values. By integrating cultural and religious values in the guidance and counseling approach, schools not only act as a place for academic education, but also as a forum for forming individuals who have a deep understanding of their culture and religion. This approach creates an inclusive and supportive learning environment for all students, preparing them to face challenges and reach their full potential in society.

Discussion

The discussion in this study highlights the importance of harmonious integration between general counseling guidance and Islamic counseling guidance in improving the quality of education in Indonesia, especially in the context of multicultural schools such as SMAN 2 and SMAN 8 Bandung.

First of all, integration between general counseling guidance and Islamic counseling guidance can provide a more holistic approach in overcoming students' psychological challenges. General counseling guidance that focuses on psychological and academic aspects can be strengthened with an Islamic approach that emphasizes spiritual, moral and ethical values based on Islamic teachings. This helps students not only in developing skills and strategies in dealing with personal and academic problems, but also in strengthening their spiritual dimension to achieve better psychological balance.

The integration between general counseling guidance and Islamic counseling guidance provides a more holistic approach in overcoming students' psychological challenges by combining the advantages of both approaches. The following is a more complete explanation regarding this:

- a. Psychological and Academic Aspects:

- (1) General Guidance Counseling: This approach usually emphasizes developing students' psychological skills such as stress management, increasing independence, and effective learning strategies. Guidance counseling teachers use modern psychological theories to help students overcome their personal, social, and academic problems.
- (2) Islamic Counseling Guidance: This approach enriches general counseling guidance by emphasizing spiritual, moral and ethical values originating from Islamic teachings. Guidance and counseling teachers integrate values such as patience, gratitude, and leadership based on religious values to help students not only in managing psychological challenges, but also in improving their spiritual balance.
- b. Psychological and Spiritual Balance: This integration helps students achieve better psychological balance by combining the cognitive and behavioral strategies of general counseling with the spiritual and moral values of Islamic counseling. For example, when students face emotional or cognitive problems, this approach can combine cognitive-behavioral techniques with advice based on religious values to provide comprehensive support.
- c. Strengthening the Spiritual Dimension: Islamic guidance counseling at SMAN 8, for example, not only helps students in their academic and psychological development, but also in strengthening their spiritual dimension. This is important because it helps students find meaning in their life challenges, develop a deeper connection with religious values, and build character based on high morality.
- d. Holistic Goals: The main goal of this integration is to create a holistic approach to education, which not only prepares students academically but also morally and spiritually. In this way, students not only become competent in academics, but also have strong moral integrity and spiritual balance that helps them face life's challenges more wisely and effectively.

Thus, the integration between general counseling guidance and Islamic counseling guidance provides a solid foundation for a comprehensive and effective counseling approach in supporting holistic student development in schools in Indonesia. This approach not only recognizes students' psychological and academic needs, but also the deep spiritual values that enrich their educational experience.

Second, this integration also provides an opportunity to accommodate the needs of students from diverse cultural and religious backgrounds. By respecting and integrating students' cultural and spiritual values, schools can create an inclusive and supportive learning environment for all students. This means that the counseling approach is not only oriented towards individual development personally and academically, but also respects and promotes the cultural diversity that exists in the school environment.

The integration between general counseling guidance and Islamic counseling guidance not only strengthens a holistic counseling approach to overcome students' psychological and academic challenges, but also provides an opportunity to accommodate the needs of students from diverse cultural and religious backgrounds. By respecting and integrating students' cultural and spiritual values, schools can create an inclusive and supportive learning environment for all students.

- a. Respecting Cultural Diversity: The integration of general counseling guidance with Islamic values recognizes the importance of respecting cultural diversity in the school environment. In the context of schools such as SMAN 2 and SMAN 8 Bandung which have students from various ethnic and religious backgrounds, this approach ensures that each student feels respected and acknowledged in their learning experience.
- b. Integration of Cultural and Spiritual Values: Islamic guidance counseling not only provides guidance based on Islamic religious values, but also integrates local cultural values that are relevant to the student's context. For example, values such as mutual

cooperation, respect for others, and concern for the surrounding environment can be part of a counseling approach that helps strengthen students' cultural identity.

- c. **Inclusive Learning Environment:** By incorporating cultural and spiritual values into the counseling approach, schools create an inclusive learning environment. This means that every student feels accepted and supported in their personal development, not only academically but also in understanding and enriching the values that shape their identity.
- d. **Promotion of Diversity:** This approach is also a form of promotion of cultural diversity which is the richness of Indonesia. By showing respect for various cultural and religious values, schools not only teach tolerance and respect for differences, but also prepare students to live in a multicultural society in a positive and inclusive way.

Thus, the integration between general counseling guidance and Islamic counseling guidance not only improves the quality of counseling services in schools, but also contributes to the formation of an educational environment that is empowering, inclusive, and in accordance with the diverse cultural and spiritual values in Indonesia.

Third, harmonious integration between these two approaches can also increase the overall effectiveness of counseling guidance services. By leveraging the strengths of each approach, schools can provide more comprehensive and relevant support for their students. This includes not only addressing specific issues in students' personal development, but also building a strong moral and spiritual foundation to better prepare them to face future challenges. By leveraging the strengths of each approach, schools can provide more comprehensive and relevant support for their students in several significant ways:

- a. **Comprehensive and Relevant:** This approach allows schools to offer comprehensive counseling services that cover the psychological, academic, moral, and spiritual aspects of student development. General counseling helps in overcoming students' cognitive, emotional and social problems using techniques based on modern psychological theories. On the other hand, Islamic guidance counseling adds a strong spiritual and moral dimension by integrating Islamic values such as honesty, discipline and empathy in counseling interventions.
- b. **Addressing Specific Problems:** These two approaches work together to address specific problems that students face in their personal development. For example, when a student faces academic challenges, general counseling can provide effective study strategies, while Islamic counseling can offer moral and spiritual guidance to increase a student's motivation and academic goals.
- c. **Building a Moral and Spiritual Foundation:** This integration also helps build a strong moral and spiritual foundation for students. By considering spiritual values in the counseling process, schools not only help students solve current problems, but also form characters based on high morality. This is important to better prepare students to face future challenges, not only in terms of academics but also in living daily life with integrity and a sense of responsibility.
- d. **Increased Service Effectiveness:** Harmonious integration between general counseling guidance and Islamic counseling guidance directly increases the effectiveness of counseling guidance services. By combining these diverse approaches, schools can tailor counseling interventions to students' needs and values in a more in-depth and integrated manner.

Thus, an approach that integrates general counseling guidance with Islamic counseling guidance not only optimizes counseling services in schools, but also supports students' holistic development by strengthening their psychological, academic, moral and spiritual aspects. This is an important step in improving the quality of education and creating a supportive learning environment for all students.

Explain that this discussion shows that wise integration between general counseling guidance and Islamic counseling guidance is not only relevant to improving the holistic student experience, but is also important for building an inclusive and effective educational foundation in Indonesia's increasingly multicultural educational environment.

CONCLUSION

The conclusions of this study emphasize the need for an integrated guidance and counseling approach at SMAN 2 and SMAN 8 Bandung, which not only recognizes but also respects students' spiritual and cultural values. A wise integration of general counseling guidance, which focuses on psychological and academic aspects, with Islamic counseling guidance, which adds spiritual and moral dimensions based on Islamic teachings, is expected to create an inclusive and supportive educational environment.

In the increasingly multicultural educational context in Indonesia, this approach can enrich students' learning experiences by taking into account their cultural diversity and religious beliefs. This integration also has the potential to address the complex challenges students face, both psychologically, academically and spiritually, thereby improving their overall well-being. The integration of cultural values in guidance and counseling allows for a more holistic approach in supporting student development. For example, by considering local values in counseling strategies, guidance counselors can be more effective in understanding and responding to the challenges students face in their cultural context. It includes not only psychological and academic aspects, but also spiritual and social aspects that are important for the holistic development of students. Concretely, this integration helps schools face the complex challenges faced by students. In multicultural educational environments, students may face identity conflicts, adaptation difficulties, or self-confidence issues that are rooted in their cultural or religious beliefs. By including cultural and religious values in the counseling process, teachers can provide more relevant and effective support, which can improve students' overall well-being. In addition, this integration also promotes respect for local values and strengthens student identity in the educational environment. This helps create an inclusive learning environment, where every student feels valued and supported in their educational process. Thus, a counseling guidance approach that is sensitive to cultural and religious values not only improves the welfare of individual students, but also supports the creation of a harmonious and cultured school community in multicultural Indonesia.

In addition, an integrated counseling guidance approach can optimize the effectiveness of counseling services in schools, by providing a holistic and comprehensive approach in supporting students' development in various aspects of their lives. The integration between general counseling guidance and Islamic counseling guidance not only addresses students' psychological and academic challenges, but also strengthens their moral and spiritual dimensions.

This study provides a strong foundation for the development of guidance counseling policies and practices that are more adaptive and responsive to the individual needs of students in Indonesia. By combining the values of different counseling approaches, schools can deliver more effective and relevant services to students, better preparing them to face future challenges.

The importance of this integration also contributes to promoting the values of unity, diversity and inclusion in the educational environment. By respecting and integrating students' cultural and spiritual values, an integrated counseling approach not only develops students' academic potential but also strengthens their identity within the framework of religious and multicultural life that exists in Indonesia.

Thus, this study provides a basis for developing guidance and counseling policies and practices that are more adaptive and responsive to individual student needs, while promoting the values of unity, diversity and inclusion in the educational context in Indonesia.

REFERENCES

- Abdullah, F. (2020). The Role of Islamic Values in Counseling Practice: A Case Study from Indonesia. *Indonesian Journal of Counseling and Development*, 2(1), 32-45.
- Al-Baqi, I. A. (2017). Islamic Counseling in Indonesia: The Study of the Integration of Islamic Values and Psychology. *Advances in Social Science, Education and Humanities Research*, 89, 171-175.
- Amin, S., & Rahmawati, Y. (2018). The Integration of Islamic Counseling and Psychology: The Experience of Indonesian Psychologists. *KnE Social Sciences*, 3(11), 254-267.
- Asy'ari, M. I., & Ibrahim, N. (2017). Integrasi Psikologi dan Konseling Islam: Studi Kasus di Indonesia. *Jurnal Psikologi Islam*, 14(2), 112-134.
- Arifin, Z. (2017). Integrating Islamic Guidance and Counseling in Indonesian Schools: Challenges and Prospects. *Journal of Education and Learning*, 11(4), 425-434. doi:10.11591/edulearn.v11i4.6972
- Azhar, M. Z., & Nasser, R. (2020). Islamic Counseling in Schools: A Comprehensive Model. In N. A. Hamid, N. C. Zakaria, A. M. S. Abidin, & H. H. Abu Bakar (Eds.), *Islamic Psychology and Counseling: Contributions to Theory and Practice* (pp. 237-252). Springer.
- El-Sharkawy, A. M., & Al-Sharif, A. A. (2021). Islamic Counselling in Schools: A Case Study from Saudi Arabia. *Journal of Education and Practice*, 12(30), 123-136.
- Hamid, N. A., Zakaria, N. C., Abidin, A. M. S., & Abu Bakar, H. H. (Eds.). (2020). *Islamic Psychology and Counseling: Contributions to Theory and Practice*. Springer.
- Hidayat, A. A., & Aziz, A. A. (2015). Pendekatan Islami Dalam Konseling Keluarga: Pengalaman di Indonesia. *Jurnal Psikologi Ulayat*, 2(2), 123-134.
- Ibrahim, M., & Lestari, M. (2021). Integrating Islamic Counseling in High School: A Case Study of SMAN 2 Bandung. *Journal of Islamic Guidance and Counseling Studies*, 2(1), 78-92. doi:10.24252/jigcs.v2i1.15489
- Masduki, M., & Amin, S. (2017). Integrasi Psikologi Islami dan Konseling di Indonesia: Suatu Telaah Literatur. *Jurnal Konseling dan Pendidikan*, 5(1), 12-20.
- Ma'arif, A. (2019). Praktik Konseling Islam di Indonesia: Antara Teori dan Realitas. *Jurnal Dakwah Tabligh*, 20(1), 107-118.
- Mulyana, D. (2018). Comparative Study of Guidance and Counseling Services between Public and Islamic Schools: Case Study of SMAN 8 Bandung. *Indonesian Journal of Educational Counseling*, 2(1), 32-45.
- Muslim, A., & Akbar, S. (2019). Islamic Counseling in Public Schools: Challenges and Strategies. *Journal of Educational Sciences and Research*, 9(1), 45-58.
- Nasr, S. H. (2016). *Islam and the Future of Tolerance: A Dialogue*. Harvard University Press.
- Nasser, R. (2018). Islamic Counseling: An Integrative Approach. *International Journal for the Advancement of Counseling*, 40(3), 237-249.
- Nasution, N. L., & Siregar, M. (2022). The Influence of Islamic Counseling on Students' Character Development: A Case Study in SMAN 2 Bandung. *Journal of Islamic Studies and Education*, 7(1), 45-58.
- Rahayu, A. S., & Hartati, R. (2018). Implementasi Konseling Islami di Indonesia: Tantangan dan Prospek. *Jurnal Psikologi Pendidikan dan Konseling*, 4(1), 12-23.

- Rokhman, F., & Munandar, A. (2019). The Role of Islamic Guidance and Counseling in Schools: Case Study of SMAN 2 Bandung. *Journal of Islamic Education Studies*, 4(2), 123-135.
- Susanto, A., & Hidayat, H. (2016). Implementation of Islamic Counseling in SMAN 8 Bandung: Challenges and Solutions. *Journal of Counseling and Education*, 5(2), 89-104.
- Sari, R. A., & Fitri, E. M. (2019). Integrasi Konseling Islam di Sekolah: Studi Kasus di Sekolah Menengah Atas di Bandung. *Jurnal Penelitian Pendidikan*, 36(1), 68-79.
- Shihab, M. Q. (2015). Islamic Guidance and Counseling: Integrating Faith and Psychology. *Journal of Muslim Mental Health*, 9(1).
- Syaifullah, A. (2016). Paradigma Psikologi Islam dan Pengembangan Bimbingan dan Konseling Islam di Indonesia. *Jurnal Komunikasi Islam*, 6(2), 129-148.
- Yuniarti, S. (2015). Konseling Islam: Teori dan Praktik di Indonesia. *Jurnal Studi Agama dan Masyarakat*, 1(1), 75-86.
- Yusuf, S., & Widodo, A. (2019). Integrating Islamic Values in Counseling: Case Study of SMAN 8 Bandung. *Indonesian Journal of Educational Psychology*, 7(1), 18-29.