

# The Role of Islamic Guidance and Counseling Teachers in Improving the Emotional Intelligence of MTs Negeri 2 Surakarta Students

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## Abstract

This study aims to investigate the role of Islamic guidance and counseling teachers in improving students' emotional intelligence in MTs Negeri 2 Surakarta. Emotional intelligence has a significant impact on student development, and this study focused on implementing Islamic guidance and counseling practices to strengthen students' emotional aspects. This research design is a case study with a qualitative approach used in this research method. Data were collected through in-depth interviews with Islamic guidance and counseling teachers, observation, and analysis of related documents. The main respondents were MTs Negeri 2 Surakarta students who participated in the Islamic guidance and counseling program. The results showed that Islamic guidance and counseling teachers play a significant role in improving students' emotional intelligence. They involve students in group guidance activities, provide personalized counseling, and integrate Islamic values in the learning process. These efforts help students develop a better understanding of emotions, improve their ability to manage stress, and strengthen their social relationships. In addition, the study also highlights some of the challenges faced by Islamic guidance and counseling teachers, including limited time and resources. Therefore, better support from schools and governments is recommended to strengthen this role in improving students' emotional intelligence. In conclusion, MTs Negeri 2 Surakarta Counseling Guidance Teachers play a very important role in constructing students' emotional intelligence at MTs Negeri 2 Surakarta. This research contributes to further understanding how the practice of Islamic guidance and counseling can have a positive impact on students' emotional development, as well as providing suggestions for further improvement in its implementation.

**Keywords:** *Guidance, Counseling, Emotional Intelligence*

## Introduction

Today's education has undergone a significant evolution (Lovandri Dwanda Putra, 2023), where the focus is not only on academic achievement alone, but also on developing students' emotional well-being. One significant stage in life span is adolescence. This period plays a crucial role in the evolution of individuals and is an important transitional phase towards healthy adulthood. Each period of life brings developmental tasks that must be completed. It is important for individuals to successfully complete these tasks at each stage so as not to have difficulty in completing developmental tasks in subsequent phases (Nurul Magfirah, 2020).

An important task in development in adolescence is the achievement of emotional maturity. The achievement of this emotional maturity becomes very essential because humans are beings who have feelings and emotions. This ability becomes very important because its existence greatly influences the way humans enjoy life. Most of the behaviors we exhibit tend to be colored by different types of feelings, such as happiness, discomfort, liking, dislike, sadness, and joy. The presence of very strong feelings in our actions is referred to as affective color. The intensity

level of these affective colors can vary, sometimes strong, sometimes weak, and sometimes ambiguous. It is said to be a sense of emotion that is when in the affective field it is very strong. In this context, students are expected to strengthen emotional intelligence abilities. Emotional intelligence is a person's capacity to manage and control their emotional series (Nurwulan Enung, 2021). The importance of developing emotional intelligence in students from an early age confirms the need to prepare them for the adolescent phase, where they often experience emotional upheaval and identity-seeking processes. If students are unable to manage emotions effectively, this can have an impact on their emotional health (Permata Sari, 2020). If this continues, it can interfere with students' intellectual capacity and even hinder their learning process. In this context, students are expected to strengthen emotional intelligence abilities. Emotional intelligence is a person's capacity to manage and control the series of emotions they have (Andi Ariska, 2021). The importance of developing emotional intelligence in students from an early age confirms the need to prepare them for the adolescent phase, where they often experience emotional upheaval and identity-seeking processes.

If students are unable to manage emotions effectively, this can have an impact on their emotional health. If this continues, it can interfere with students' intellectual capacity and even hinder their learning process. Therefore, efforts to improve emotional intelligence in students become an important need in order to provide adequate preparation for the psychological challenges they may face during their growth and development.

The goal of the developmental process in adolescence is the achievement of emotional maturity. This shows the transformation of adolescents from an attitude that is non-tolerant and tends to be strong to someone who is more tolerant, from rigidity in social interactions to flexibility, from imitating inappropriate behavior to being independent and having self-esteem, from dependence on control from parents to self-control, from confusion about self-identity or others to the ability to accept oneself and others, as well as from difficulty managing emotions and conflicts and changing the ability to express emotions productively. It reflects the transformation process necessary in reaching emotional maturity at the adolescent stage of development.

Emotional Intelligence, introduced by Daniel Goleman, highlights the importance of emotional management, self-awareness, self-regulation, empathy, and social skills in achieving success in everyday life. In a school environment, BK teachers have a significant responsibility in helping students understand and manage their emotions, thus creating a conducive learning atmosphere (Sudiansyah, 2023). Emotional intelligence is one aspect that is increasingly recognized as important in modern education. For students at secondary education level such as MTs Negeri 2 Surakarta, emotional intelligence has a significant impact on their overall development. In today's educational context, the role of Guidance and Counseling Teachers (BK) is becoming increasingly vital in guiding students in understanding and managing their emotions well.

BK teachers have a very important role in improving students' emotional intelligence (Suryati Nanik, 2021). The role includes guiding students towards achieving optimal development, as well as assisting in the development of various aspects of student personality, including academic, spiritual, emotional, and social. BK is included as one of the elements of an education system. This becomes one of the efforts that help students to recognize themselves and their environment in a positive and dynamic way. Through this process, students can learn to make decisions, direct themselves, and actualize their potential in effectiveness and productivity. Because of the presence of services from BK and which is inseparable from an educational activity is intended to help in achieving educational goals, namely helping students achieve optimal development. This highlights the crucial role these services play in supporting students' overall growth and development in line with their desired educational goals.

The role of the Guidance and Counseling Teacher (BK) is becoming increasingly important in directing the emotional, social, and psychological growth of students. In this context, MTs Negeri 2 Surakarta has found an increasingly urgent need to improve students' emotional intelligence. As an educational institution that cares about the welfare of students as a whole, the role of BK Teachers is key in achieving this goal. For the education system, Guidance and Counseling become an integral part of inseparable, as an effort to help students develop a positive and dynamic understanding of themselves and their environment. This allows them to make decisions, direct themselves, and be effective and productive in actualizing their potential.

In order to help achieve educational goals, the services of BK are considered as an inseparable part of the overall educational process. The main goal is to help students achieve an optimal level of development. Today, the emphasis on the Emotional Spiritual Quotient (ESQ) has become very important. Emotional intelligence becomes a crucial factor in equipping students for the future, not only in academic achievement or intellectual intelligence, but also in life as a whole. Given its significance for students at school age, it is the responsibility of BK teachers to raise the foundation of intelligence and develop the emotional dimension of students.

Emotional Intelligence now ranks at the top in education priorities (Masnur Muslich, 2022). These two aspects become a key foundation for students to prepare for their future, this includes the achievement of academic achievement and intellectual level. In terms of the urgency of emotional intelligence for school-age children or students, it has become a natural task for BK teachers to improve the foundation of intelligence as well as develop the emotional dimension of students. The presence of BK plays an important role in preparing the younger generation who have emotional stability, have a very vital part and make students as qualified individuals and develop optimally.

This research highlights the crucial role of BK Teachers in the process of improving students' emotional intelligence in MTs Negeri 2 Surakarta. Looking at its important role, this article will explore the strategies, challenges, and benefits of deeper involvement of BK Teachers in creating an educational environment that supports students' emotional development holistically. The role of BK teachers is very important in forming a young generation who have emotional stability, this is a crucial contribution in helping to shape students into qualified individuals and develop optimally.

Based on the results of interviews and observations of teachers in the Teacher Training Field (BK) at MTs Negeri 2 Surakarta, researchers are interested in exploring the role of BK teachers in improving the emotional intelligence of students in the school. This encourages researchers to understand how BK Teachers' efforts in supporting students achieve a better level of emotional intelligence.

## Method

This study applies descriptive qualitative methods because the focus is to describe the functions of Islamic guidance and counseling teachers to improve students' emotional intelligence at MTS Negeri 2 Surakarta. Research subjects are taken as data sources that include two types, namely data obtained directly as primary data obtained from research subjects and data derived from sources sourced from literature, documents, or other records called secondary data. This study used triangulation techniques for data validity, which involves checking data from various sources by various methods and at various times. The analysis to be used is qualitative descriptive analysis (Miles and Huberman, 2007), aims to illustrate and annotate the data collected during the research process.

## Results

### ***Forms of Islamic Guidance and Counseling That Have Been Given to MTs Negeri 2 Surakarta Students***

The forms of guidance and counseling services are as follows:

#### 1. Individual Counseling Services

Individual Counseling Services are a special type of service that involves face-to-face meetings between counselors and clients. The purpose of this service is to carefully examine the problems faced by the client and attempt to overcome them using the potential and strengths possessed by the client himself. In this context, the role of the counselor is considered as a service effort that has the most central role in efforts to solve problems faced by clients.

Individual counseling sessions, the student has the opportunity to talk openly about his problems, detail his experiences or feelings, and collaborate with the counselor to find solutions or resolution strategies. Counselors, as facilitators, use counseling skills to help clients identify sources of problems, formulate change goals, and promote a better outlook.

The importance of in-person meetings in individual counseling is to provide a safe and trusted space for clients to express themselves without fear of being judged or ignored. These services provide emotional support, guidance, and understanding that can help clients overcome difficulties and improve their well-being. With a focus on the client's potential and strengths, individual counseling aims to empower clients to take constructive steps in response to their life challenges.

#### 2. Group Counseling Services

Group Counseling Services are actually a form of individual counseling services held in a group context. In the environment, there are counselors and clients, who are members of the group, with a minimum number of participants of two people. The counseling process in this group takes place in an atmosphere that seeks to create the same nuances as in individual counseling, namely warmth, permissive, open, and full of intimacy. There, there is a discussion and mutual understanding related to the problems faced by group members, tracing the causes of the problem, efforts to solve problems (if needed with the application of special techniques), as well as evaluation and follow-up activities.

In group counseling sessions, there is a discussion and mutual understanding regarding the problems faced by members in the group. Discussion involves interaction between group members and counselors, where they jointly explore problems, identify their causes, and formulate problem-solving efforts. If needed, special methods can be applied to help group members overcome their problems. After that, evaluation activities are carried out to assess the extent of progress has been achieved and follow-up to ensure that positive changes can be maintained.

Group Counseling Services not only provide opportunities for counselors to provide guidance to individuals, but also create dynamics among group members that support and enrich the counseling experience. In this conducive atmosphere, group members can provide mutual support, share experiences, and gain a broader understanding of different ways to cope with their life problems.

### ***The Role of Islamic Guidance and Counseling Teachers in Improving the Emotional Intelligence of MTs Negeri 2 Surakarta Students***

In handling cases of students who have problems in schools, BK teachers specialize in this. Students independently overcome their problems with the help of BK teachers. So, the role of guidance and counseling teachers is focused on providing support and guidance to the students to help them solve the problems at hand.

Through a counseling approach, guidance and counseling teachers seek to create an environment that supports students' development, both emotionally and academically. They listen with empathy, help students identify the root of problems, and develop strategies to address or manage those problems. In addition, guidance and counseling teachers can also provide information, advice, and guidance related to decisions or choices that have been given to students.

In the context of guidance and counseling, this teacher also has a role in guiding students in the development of social skills, decision-making, and adjustment. As well as providing individual support, they can also involve themselves in group activities or mentorship programs aimed at improving students' overall well-being.

So, the essence of this is that guidance and counseling teachers serve as facilitators who help students recognize, understand, and overcome their problems, so that they can grow and develop optimally in an educational environment.

The role of guidance and counseling teachers in the school environment includes several aspects, namely:

1. Develop a school environment that provides comfort to students to feel at home.
2. Seek to understand students thoroughly, including academic achievements, social aspects, and all personal aspects.
3. Carry out guidance and counseling activities as well as possible.
4. Build an understanding relationship between the school, parents, and the community as a whole.

### ***The Importance of Providing Islamic Guidance and Counseling in Improving the Emotional Intelligence of MTs Negeri 2 Surakarta Students***

Islamic guidance and counseling on the development of students' emotional intelligence is a very important aspect. In the midst of the modern era full of technological advances and extensive social associations, as well as the emergence of various social problems, students need to be equipped with strong Islamic values and faith. The application of conventional counseling and Islamic counseling is recognized, and is known to be more effective when both are applied together therefore it will be more easily accepted by students. It is recommended that conventional counseling guidance and Islamic counseling be optimally integrated and utilized to have a positive impact on students' emotional development.

Islamic guidance and counseling can be interpreted as a process of assistance aimed at guiding individuals to live their lives according to Allah's provisions and instructions, in the hope of achieving happiness in this world and the Hereafter. In other words, Islamic guidance is a guidance activity that fully refers to Islamic teachings, based on the Qur'an and the Sunnah of the Apostle.

Islamic counseling, in essence, is a process of guidance designed to help the individual realize his or her existence as a creature of God. The goal is for individuals to be able to live according to God's provisions and instructions. In this context, Islamic counseling includes not only psychological and emotional aspects, but also spiritual aspects. This process integrates Islamic religious values as the main foundation in providing guidance and counseling.

Through Islamic guidance and counseling, individuals are directed to achieve a deeper understanding of their purpose in life, as well as to develop a better relationship with God. This includes aspects such as self-acceptance, responsibility, justice, compassion, and social justice, all of which are seen in the perspective of Islamic teachings.

Thus, Islamic guidance and counseling emphasizes on the integration of religious values in helping individuals overcome problems, find meaning in life, and achieve spiritual and world happiness.

Religious guidance and counseling aims to help individuals who receive guidance to have religious references that can be used as a guide in solving problems. The focus of this religious guidance and counseling is to guide individuals so that with their awareness and ability, they want to practice the teachings of the religion adhered to. Islamic counseling guidance not only plays a role in fostering the psychological awareness of students, but also in fostering their spiritual awareness, with the aim of developing personality towards human personality. In the context of this personality development, the values carried must be in accordance with Islamic morals. Islamic counseling guidance is considered more practical because learners are directly faced with the situation or problem they are experiencing. Therefore, the delivery of Islamic values that are relevant to the problems faced by the individual will be more felt and have a stronger impact.

Religious guidance and counseling aims to help individuals who receive guidance to have religious references that can be used as a guide in solving problems. The focus of this religious guidance and counseling is to guide individuals so that, with their own awareness and ability, they are willing to practice the teachings of the religion adhered to. Islamic counseling guidance not only plays a role in fostering the psychological awareness of learners, but also in fostering their spiritual awareness, with the aim of developing personality towards human personality.

## **Discussion**

### ***Forms of Islamic Guidance and Counseling That Have Been Given to MTs Negeri 2 Surakarta Students***

Based on the findings of the above research, various types of guidance and counseling are applied to MTs Negeri 2 Surakarta students, including individual and group counseling guidance. The effectiveness of the use of these two types by students and principals. The counseling involves students filling out questionnaires directly while BK teachers fill in case books directly assisted by other teachers. BK activities are carried out during school breaks, including free counseling sessions scheduled every day, crisis counseling with direct pick-up by the guidance counselor for students who are facing problems, and counseling in the classroom as a substitute for subject teachers if needed.

Students who voluntarily receive counseling guidance provided by counseling by BK MTs Negeri 2 Surakarta teachers are carried out evenly in each class. In fact, some students take the initiative of themselves to go to BK teachers without any instructions or orders from other parties. Students' views on counseling have been successfully changed through counseling and the distribution of brochures on counseling, so that they realize the real benefits of the counseling process. After receiving counseling guidance, MTs Negeri 2 Surakarta students experienced improvement, which was supported by cooperation between BK teachers, other teachers, and parents

### ***The Role of Islamic Guidance and Counseling Teachers in Improving the Emotional Intelligence of MTs Negeri 2 Surakarta Students***

Based on the results of the study, the role of BK teachers in MTs Negeri 2 Surakarta is very crucial, especially in counseling, motivating, cooperating, controlling, and specifically in improving students' emotional intelligence. Provide counseling by guidance teachers and counseling is considered effective by students and principals. The counseling approach used has a collective nature and is tailored to needs, involving various approaches such as Rational Emotive Therapy, Behavioral, Humanistic, and always integrating aspects of counseling. The collective approach shows that counseling is not only personalized but also involves a group or atmosphere that supports, pays attention to, and understands the needs of students as a whole.

The integration of various counseling approaches also emphasizes a holistic approach to understanding and addressing various problems or challenges faced by students. Thus, the results of evaluations by students and principals show the effectiveness of the counseling approach applied by guidance and counseling teachers.

The process of providing counseling to improve students' emotional intelligence in MTs Negeri 2 Surakarta involves the use of aptitude, interest, and personality tests to understand students' character and potential. After that, solutions and counseling are provided, both during recess, in the classroom, and in times of need. In an effort to improve students' emotional intelligence, Guidance Counseling (BK) teachers also provide Islamic-based counseling. The counseling involves various activities, such as Asmaul Husna therapy, enlightenment related to Hadiths, devotional making, encouragement to worship, and Rohis extracurricular implementation, which focuses on learning related to religious aspects. This approach shows the commitment of BK teachers in integrating Islamic values as an important part of guidance and counseling, with the hope that it can have a positive impact on students' emotional development. In addition to assisting students in managing emotions, Islamic-based counseling also aims to strengthen spiritual aspects and religious values in their lives. Thus, the role of guidance and counseling teachers is not only limited to providing individual or group guidance, but also includes the integration of religious values to enrich students' experience in the process of developing their emotional intelligence

### ***The Importance of Providing Islamic Guidance and Counseling in Improving the Emotional Intelligence of MTs Negeri 2 Surakarta Students***

In the context of this personality development, the values carried must be in accordance with Islamic morals. Islamic counseling guidance is considered more practical because learners are directly faced with the situation or problem they are experiencing. Therefore, the delivery of Islamic values that are relevant to the problems faced by the individual will be more felt and have a stronger impact.

The process of Islamic guidance and counseling draws on the teachings of the Islamic religion, with an emphasis on moral and spiritual values. This guidance is also practical because it provides solutions that can be applied in everyday life in accordance with Islamic principles. Thus, religious guidance and counseling not only help individuals in understanding and overcoming their problems, but also direct them to live their lives in accordance with the teachings of their religion.

In this situation, it is expected that psychic awareness based on religious values from students is expected. Islamic counseling guidance has proven to be very effective in initiating the process of transformation of Islamic morals in students, where Islamic morality is considered as a bulwark that protects students from falling into actions that are contrary to the purpose of education, which is to achieve individuals who have mental health and personality maturity, both intellectually, emotionally, attitudes, and spiritually. The sustainability of Islamic guidance and counseling is important because it emphasizes strengthening Islamic values. This is a step to provide education based on Islamic teachings, so that students are expected not only to be able to control emotions (EQ), but also become individuals with noble morals and always carry out worship to Allah.

## **Conclusion**

Based on the analysis of research results at MTs Negeri 2 Surakarta, it can be concluded that the forms of guidance and counseling applied include individuals and groups. The role of counseling guidance teachers in this school has a significant impact, especially when students

are given counseling, motivation, cooperation, control, and specifically on the development of students' emotional intelligence. Counseling guidance teachers at MTs Negeri 2 Surakarta received good appreciation for the effectiveness of providing counseling to students. The counseling approach used is collective and tailored to needs, integrating Rational Emotive Therapy, Behavior Therapy, and Humanistic approaches. In addition, elements of Islamic counseling are always included, encompassing religious values, norms, and views to provide holistic support to the individual. This approach reflects a comprehensive approach to the psychological, behavioral, and spiritual well-being of individuals. A counseling approach involving the development of students' emotional intelligence using aptitude, interest, and personality tests shows an effort to understand and optimize an individual's emotional potential. These tests can be helpful in identifying students' emotional strengths and weaknesses, providing a basis for personal development planning. In addition, the provision of Islamic guidance and counseling at MTs Negeri 2 Surakarta shows concern for spiritual aspects and religious values. In the modern era with the complexity of association and social issues, this approach is important to help students face challenges with strong Islamic values and strong faith. By integrating Islamic values in guidance and counseling, students can be empowered to develop their emotional intelligence along with strengthening the spiritual foundation. This not only helps them overcome social problems, but also builds psychological and spiritual balance in dealing with the dynamics of modern life. This holistic approach can have a positive impact on students' growth and development in various aspects of their lives.

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