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## **The Role of Guidance and Counselling in Character Development of Students in Islamic Religious Education: A Literature Review**

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### **ABSTRACT**

This study examines the role of guidance and counselling in shaping the character of students within the framework of Islamic Religious Education (IRE). Employing a library research method, this study analyzes a range of scholarly sources, including books, journal articles, and official documents, focusing on guidance and counselling and Islamic-based character education. The findings of this study underscore the strategic role that guidance and counselling services play in fostering students' character development by integrating core Islamic values such as honesty, responsibility, patience, and discipline. Additionally, these services contribute to enhancing students' emotional and spiritual intelligence, enabling them to navigate academic and social challenges effectively. A significant contribution of this study is the identification of how Islamic-based guidance and counselling can provide a more comprehensive approach to character education, offering both moral and emotional development. Despite the positive impacts, the implementation of guidance and counselling in schools faces several challenges, including negative stigma towards these services, limited time, and insufficient resources. Therefore, it is essential to optimize the role of guidance and counselling through increased collaboration among counsellors, teachers, and parents to ensure the sustainable and effective development of student character.

**Keywords:** Guidance and Counselling, Character Education, Islamic Religious Education



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### **INTRODUCTION**

Islamic Religious Education (IRE) holds a central position within the Indonesian education system, playing a crucial role not only in imparting religious knowledge but also in fostering students' moral development and ethical conduct in accordance with Islamic teachings (Muttaqo et al., 2025). As part of the national curriculum, IRE aims to produce well-rounded individuals who are not only academically capable but also possess noble character traits, including honesty, discipline, patience, and responsibility (Bates, 2019). The Indonesian education system seeks to equip students with the tools necessary to navigate the challenges of life while adhering to the moral guidelines set forth by Islam (Mala et al., 2024; Sain et al., 2024). One of the key instruments in supporting this objective is the role of guidance and counselling services within schools. These services are integral in addressing both academic and personal

challenges faced by students while simultaneously fostering character development aligned with Islamic values.

Guidance and counselling in schools have evolved over the years, becoming a strategic component in character education (Purnama, 2024). Character education, in the context of IRE, is a multidimensional process that aims to shape students' personality, moral reasoning, and ethical behavior based on Islamic teachings (Jannah, 2025; Sitepu, 2024). The significance of this process is magnified in the modern era, where students are increasingly exposed to influences that may conflict with the ethical values taught within the educational framework. With the proliferation of technology, social media, and rapid societal changes, the moral development of students has become a critical concern. The impact of these modern forces often leads to deviations in students' behavior, manifesting as poor decision-making, disobedience, and a detachment from traditional values.

The challenges of modernity pose a direct threat to the moral fabric of young individuals, making character education more vital than ever. In this context, guidance and counselling services offer a much-needed intervention. These services play a dual role: they not only assist students in resolving academic or personal issues but also contribute to the development of moral virtues and spiritual intelligence, which are crucial in addressing the ethical dilemmas students face. (Hibatullah, 2022; Sukatin et al., 2022) highlights that guidance and counselling, particularly in the context of Islamic education, go beyond mere problem-solving; they focus on equipping students with the moral and spiritual tools necessary to navigate life's complexities in line with Islamic principles.

Despite the critical role that guidance and counselling play, their implementation in schools faces numerous challenges. One of the primary issues is the lack of understanding among students about the true value of these services. Many students view counselling as a service for those with serious personal or psychological issues, rather than as a preventive and developmental tool for all students. This stigma often prevents students from seeking the help they need, limiting the overall impact of guidance services. Research by (Kurniawan & Seran, 2024) found that this stigma is prevalent in many schools, leading to underutilization of the available counselling resources.

In addition to the stigma, schools also face structural challenges that hinder the effective implementation of guidance and counselling programs. Time constraints, resource limitations, and the shortage of qualified counsellors are among the main barriers (Podung et al., 2024; Romadon, 2025). These challenges are compounded by the fact that many schools do not prioritize guidance and counselling services, focusing instead on academic performance. This lack of emphasis on counselling leads to an insufficient allocation of time and resources, further limiting the potential benefits that these services can offer to students.

Another critical challenge in the implementation of guidance and counselling is the evolving nature of student problems (Abdullah, 2025). Adolescents face a wide range of social, psychological, and emotional issues, such as peer pressure, social anxiety, family conflicts, and a growing disconnect from religious values. These issues are exacerbated by the pervasive influence of social media and peer dynamics, which often conflict with the moral teachings imparted in Islamic education. As a result, students may struggle to reconcile their personal experiences with the ethical standards set forth in IRE (Gopur et al., 2025). Therefore, guidance and counselling based on Islamic teachings can provide a valuable framework for addressing these challenges, offering students the support and guidance they need to develop their character in a holistic manner.

Previous studies have explored the role of guidance and counselling in addressing various student issues (Nurhasanah et al., 2025; Yulianti et al., 2023), yet

there remains a significant gap in the literature regarding the integration of Islamic values within these services. While some studies focus on the psychological or academic aspects of guidance, few have specifically addressed how Islamic-based guidance and counselling can be tailored to support character development. The literature on the intersection of IRE and guidance services is limited, and there is a need for more research on how these services can be optimized within the context of Islamic education to address both the academic and moral challenges students face.

This research aims to fill this gap by providing a comprehensive analysis of the role of Islamic-based guidance and counselling in student character development. The study will examine how these services can integrate Islamic principles such as honesty, patience, responsibility, and empathy into their frameworks, thereby contributing to the moral and spiritual growth of students. Additionally, this research will explore the practical challenges faced by counsellors in implementing these services and propose strategies to overcome these obstacles, ensuring that guidance and counselling can be more effectively utilized in schools.

The objectives of this study are twofold: first, to assess the impact of guidance and counselling services on the character development of students in the context of Islamic Religious Education, and second, to explore the challenges and solutions associated with the implementation of these services in schools. By addressing these objectives, this research will provide valuable insights into how guidance and counselling can be optimized to foster the development of well-rounded individuals who are not only academically successful but also exhibit strong moral and ethical behavior in line with Islamic teachings.

Through this study, we aim to contribute to the growing body of literature on character education and guidance and counselling, particularly within the context of Islamic education. By bridging the gap in existing research, this study will offer recommendations for schools, policymakers, and educators on how to enhance the effectiveness of guidance and counselling services, ultimately improving student outcomes both academically and morally. The research also seeks to highlight the importance of collaboration between counsellors, teachers, and parents in creating a supportive environment for the holistic development of students.

## **LITERATURE REVIEW**

### **1. Guidance and Counselling in Education**

Guidance and counselling are professional assistance services provided to students to enable them to understand themselves, develop their potential, and resolve problems encountered in personal, social, academic, and career aspects. According to (Prayitno & Yanti, 2018), guidance and counselling in schools is not only oriented towards problem solving, but also towards personality development and the prevention of deviant behaviour in students.

In the context of education, guidance and counselling services play a strategic role in supporting national education goals, namely to shape individuals who are faithful, pious, and have noble character. This is in line with the opinion of Yusuf and Nurihsan (2019), who state that guidance and counselling serve as a vehicle for the continuous character building of students through psychological and educational approaches.

### **2. Character Education in the Islamic Perspective**

Character education in Islam is rooted in the concept of akhlak, which is praiseworthy behaviour reflected in human relationships with Allah SWT, fellow human beings, and the environment. Character education emphasises not only cognitive aspects, but also affective and psychomotor aspects that are integrated into daily life (Wibowo, 2016). Character values such as honesty, responsibility, discipline, patience,

and social awareness are an integral part of Islamic teachings that must be instilled from an early age.

Islamic Religious Education plays an important role in shaping the character of students through the internalisation of Islamic values. According to Hasanah (2020), Islamic-based character education emphasises exemplary behaviour, habit formation, and the reinforcement of moral values as the main strategies in building the personality of students with good character.

### **3. Integration of Guidance and Counselling with Islamic Religious Education**

The integration of guidance and counselling with Islamic Religious Education is a relevant approach in developing students' character. Islamic-based guidance and counselling views individuals as creatures of Allah SWT who have the innate potential to develop optimally. Counsellors not only act as psychological companions, but also as spiritual facilitators who help students understand and practise religious values in their lives (Zainuddin, 2017).

Research conducted by Rahmawati (2019) shows that guidance and counselling services integrated with Islamic values have a positive effect on the character building of students, especially in terms of discipline, responsibility, and self-control. This reinforces the view that guidance and counselling can be an effective instrument in supporting PAI learning that is not only knowledge-oriented but also focused on shaping attitudes and behaviour.

## **METHOD**

This study used a qualitative approach with a library research method. This approach was chosen because the study aimed to gain an in-depth understanding of the concept, role, and implementation of guidance and counselling in the character development of students in Islamic Religious Education (PAI) based on theoretical studies and previous research results.

The data sources in this study consisted of secondary data obtained from various relevant literature, such as textbooks, scientific journal articles, seminar proceedings, and official documents related to guidance and counselling, character education, and Islamic religious education. The literature used was selected selectively by considering the relevance of the theme, the credibility of the source, and the recency of the publication.

Data collection techniques were carried out through searching and collecting literature from national and international journal databases, digital libraries, and other academic sources. The collected data was then analysed using content analysis techniques, namely by identifying, categorising, and interpreting the main ideas related to the role of guidance and counselling in the character development of students based on Islamic values.

The data analysis process was carried out in several stages, namely: (1) reading and comprehensively understanding all literature sources; (2) classifying the data according to the research focus, such as the concepts of Islamic guidance and counselling, character education, and the role of counsellors in PAI; (3) synthesising the main findings; and (4) drawing descriptive-analytical conclusions in accordance with the research objectives.

To maintain data validity, this study applied source triangulation, which is comparing various views and findings from different literature to obtain an objective and comprehensive understanding of the research topic.

## RESULTS AND DISCUSSION

### Research Results

#### A. The Role of Guidance and Counseling in Student Character Development

The findings of this study reveal that guidance and counseling in schools play a significant role in the character development of students. This study emphasizes that Islamic-based character education aims not only to enhance students' academic intelligence but also to shape noble morals and positive attitudes for their everyday lives. The study highlights that guidance and counseling serve as essential tools for teaching and internalizing moral values found in Islamic teachings, such as honesty, patience, responsibility, and compassion.

##### 1. Integrating Islamic Values into Guidance and Counseling Programs

The study found that guidance and counseling programs based on Islamic principles are effective in helping students internalize key moral values, such as patience, honesty, and responsibility, which are central to Islamic teachings. Counselors play a critical role in guiding students to resolve personal and social issues in a manner aligned with Islamic teachings. For example, students learn to approach life's challenges with patience and trust in God. This is supported by Zainuddin (2017), who found that Islamic-based guidance not only aids in solving personal problems but also provides students with a deep understanding of the importance of practicing Islamic values in their daily lives.

**Table 1.** Integration of Islamic Values into Guidance and Counseling Programs

Aspect	Main Finding	Explanation
Integration of Islamic Values	Guidance based on Islamic values helps students internalize virtues such as honesty, patience, and responsibility.	Counselors guide students to address personal and social issues in accordance with Islamic principles.
Character Development	The guidance program enhances students' character development, fostering positive behavior and social interaction.	Students who participate in the program demonstrate improved social skills and positive attitudes.

##### 2. Guidance for Enhancing Emotional and Spiritual Intelligence

The findings also demonstrate that Islamic-based guidance and counseling programs contribute significantly to enhancing **emotional intelligence** and **spiritual intelligence** in students. The study revealed that students who participated in these programs were better able to manage their emotions and face life's challenges with greater resilience.

**Table 2.** Guidance for Enhancing Emotional and Spiritual Intelligence

Dimension Developed	Main Finding	Explanation
Emotional Intelligence	The Islamic-based guidance program helps students recognize and manage their emotions more effectively.	Students reported an increase in self-awareness and emotional control, particularly in stressful situations.
Spiritual Intelligence	Students were taught to be grateful and patient in facing life's challenges, which improved their emotional resilience and outlook on life.	Guidance based on spiritual values helped students remain calm and prepared to handle both academic and social pressures.

## B. Challenges in the Implementation of Guidance and Counseling in Schools

Although Islamic-based guidance and counseling provide numerous benefits, the study identified several challenges that hinder their effective implementation in schools.

### 1. Negative Stigma Towards Guidance and Counseling

One of the primary challenges identified is the negative stigma that surrounds guidance and counseling among some students. Many students are reluctant to attend counseling sessions because they perceive it as only for those with personal problems. The study suggests that to optimize the benefits of guidance and counseling, it is essential to overcome this negative perception.

### 2. Time and Resource Constraints

Another challenge identified is the **limited time** and **resources** available for conducting effective guidance and counseling programs. The study found that counseling sessions often conflict with other academic activities, making it difficult for counselors to give adequate attention to each student. Additionally, the limited number of counselors in schools reduces the overall effectiveness of the guidance programs.

**Table 3.** Guidance for Enhancing Emotional and Spiritual Intelligence

Challenge	Main Finding	Explanation
Negative Stigma	Many students feel embarrassed or reluctant to attend counseling sessions because they associate it with students who have problems.	To address this issue, more awareness and education on the benefits of counseling are needed.
Time and Resource Constraints	Scheduling conflicts with academic activities and limited numbers of counselors hinder the effectiveness of guidance programs.	Flexible scheduling and increasing the number of counselors are crucial for effective program implementation.

## C. Solutions for Optimizing Guidance and Counseling Programs

Based on the findings, the study proposes several solutions to optimize guidance and counseling programs in schools.

### 1. Collaboration between Counselors, Teachers, and Parents

A major solution for overcoming the challenges identified is the increased collaboration between counselors, teachers, and parents. This collaboration ensures that the guidance provided is tailored to meet the specific needs of the students and is consistent across all stakeholders involved in the student's development.

### 2. Flexible Scheduling and Adequate Resource Provision

The study also recommends providing adequate time and resources for guidance and counseling programs. One solution to address the issue of time constraints is flexible scheduling, which allows students to attend counseling sessions without conflicting with academic activities. Additionally, increasing the number of trained counselors and providing adequate facilities will support the program's effectiveness.

**Table 4.** Solutions for Optimizing Guidance and Counseling Programs

Solution	Main Finding	Explanation
Collaboration among Stakeholders	Strengthening cooperation between counselors, teachers, and parents ensures that guidance is aligned with the students' needs and challenges.	This collaboration helps create a holistic support system for students' character development.
Flexible Scheduling	Scheduling counseling sessions flexibly will allow students to attend without disrupting their academic schedule.	Flexible scheduling will help accommodate students' academic and counseling needs simultaneously.

## **Discussion**

The findings of this study affirm the significant role of Islamic-based guidance and counseling in shaping student character. This guidance program focuses not only on enhancing students' academic intelligence but also on helping them develop noble morals, which serve as the foundation for positive attitudes in their daily lives. This study supports previous research that emphasizes the importance of character education, especially those based on religious values, in shaping student behavior. For instance, (Alfarezel, 2025) emphasized that emotional intelligence is a crucial component of character development, particularly in Islamic education, which stresses self-awareness and emotional management. This study reinforces that Islamic-based guidance is effective in improving students' emotional intelligence, which has proven to help them manage stress and interact with others positively.

One of the main findings of this research is the integration of Islamic values into the guidance program. As explained by (Azkia et al., 2024), Islamic-based guidance not only helps students solve their personal problems but also provides them with a deeper understanding of the importance of practicing religious values in their daily lives. This study affirms that values such as patience, honesty, and responsibility are crucial for helping students overcome life's challenges, both in school and beyond. The guidance program enables students to internalize these religious principles and use them as a guide to navigating various situations in their lives.

However, despite the many benefits of Islamic-based guidance, this study also identified several key challenges that hinder its effectiveness. Negative stigma toward guidance and counseling emerged as one of the biggest obstacles. Many students felt embarrassed to attend counseling sessions because they believed that the program was only for those with personal problems. This finding aligns with research conducted by (El-Hachem et al., 2023), who also found that stigma prevents students from fully utilizing counseling services. To overcome this challenge, this study suggests the importance of increasing awareness about the benefits of counseling so that students can view it as an integral part of self-development, rather than just support for personal issues.

Additionally, resource limitations and time constraints in schools were identified as factors that hinder the effective implementation of guidance. (Shi & Brown, 2020) also noted that scheduling conflicts between guidance sessions and academic schedules, along with the limited number of counselors, often reduce the quality and effectiveness of guidance programs. This finding highlights the need for more flexible scheduling and the increase in the number of trained counselors to ensure that guidance and counseling services can be provided effectively to all students.

To address these challenges, this study proposes several solutions, one of which is enhancing collaboration between counselors, teachers, and parents. This collaboration will ensure that the guidance provided is aligned with the specific needs of the students, both academically and personally. This is in line with the findings of (Rofikho, 2024), who stated that strong cooperation between counselors and other stakeholders can enhance the effectiveness of guidance programs. Additionally, this study suggests that flexible scheduling can help students attend guidance sessions without disrupting their academic activities, which is a crucial solution to address time constraints.

## **CONCLUSION**

Based on the analysis of various literature, it can be concluded that Islamic-based guidance and counselling plays a very important role in student character development. By integrating Islamic values into every aspect of guidance, students can be guided to develop strong character and be prepared to face life's challenges. Although there are various challenges in implementing guidance and counselling programmes in schools, with the right solutions, guidance and counselling can be a

very effective tool for shaping individuals who are not only academically intelligent, but also have good character and are in accordance with Islamic teachings.

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