



# OPTIMIZATION OF THE SYNERGY OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN SUPPORTING THE COUNSELING GUIDANCE PROGRAM AT SMK DARUL KAMAL NW KEMBANG KERANG IN THE 5.0 ERA

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## ABSTRACT

Guidance and counselling programs have a crucial role in the effective development of students, but the shortage of educators is often an obstacle. In the 5.0 Era, Darul Kamal NW Kembang Kerang Vocational High School in East Lombok implements an approach that involves not only the role of Counseling Guidance teachers but also collaboration with Islamic Religious Education teachers in the student education process to achieve an optimal level of success. This study aims to explore the synergy and contribution of Islamic Religious Education teachers in supporting the counselling guidance program in the school. A qualitative research method with a case study approach was used, involving in-depth interviews with Islamic Religious Education and Counseling Guidance teachers as well as participatory observation. The results of the study show three forms of synergy among Islamic Religious Education teachers, including informants, facilitators, and collaborators. These roles assist the school in providing comprehensive guidance to optimize students' potential. The study also identified two forms of cooperation between Islamic Religious Education teachers and Counseling Guidance teachers, namely in student identification and collaboration with parents. This shows that the student guidance process involves comprehensive collaboration between teachers, Counseling Guidance, and guardian parents.

**Keywords:** Islamic Education Teachers, Counseling Guidance, Student Development.

## 1) INTRODUCTION

The goals of national education stated in the National Education System Law no. 20 of 2003, in Article 3, is to develop the potential of students so that they can become individuals who have faith and piety in God Almighty, have good morals, are healthy, knowledgeable, skilled, creative, independent, and become citizens who are democratic and responsible (Fathurrochman et al., 2021). Guidance and counselling are increasingly important, especially for children experiencing a growth

Paper presented at The 1<sup>st</sup> ICONETT on August 21<sup>st</sup>-22<sup>nd</sup>, 2024  
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and development phase. This is necessary to support the development and build students' self-identity (Heled & Davidovitch, 2020; Potapchuk et al., 2020; Xiong et al., 2023). In the educational process in the school environment, aspects of students' spiritual and moral development play a vital role. This moral education aims to form a Muslim's morals that align with Islamic teachings (Guna et al., 2020). Therefore, apart from mastering knowledge and academic skills, the formation of good character and personality is the main goal of education (Arifudin & Raza, Ali, 2022).

The problem discussed in this research is the lack of guidance and counselling teachers at Darul Kamal NW Kembang Kerang Vocational School, which only amounts to one person. According to the provisions in Law No. 39 of 2009, this condition is certainly not ideal, as it stipulates that the workload of Guidance and Counseling teachers is at least 150 students per year (Imran et al., 2020). By only having one guidance and counselling teacher, this school's guidance and counselling services are not optimal and unstable. This is what makes counselling teachers unstable in handling counselling guidance in schools. After looking at these conditions, this research will examine how the synergy between Islamic Religious Education teachers and Counseling teachers at Darul Kamal NW Kembang Kerang Vocational School supports the guidance and counselling program at school. It is essential to know how to provide recommendations to improve the quality of guidance and counselling services and optimize the role of Islamic Education teachers in supporting the program. Good synergy and collaboration are needed between Islamic Religious Education teachers and guidance and counselling teachers to achieve optimal success in the guidance and counselling program. This synergy can bridge spiritual and psychological aspects in the guidance and counselling process so students can receive balanced services. Therefore, this research aims to explore the role and contribution of Islamic Religious Education teachers in supporting the guidance and counselling program at Darul Kamal NW Kembang Kerang Vocational School and identify forms of synergy between Islamic Religious Education teachers and guidance and counselling teachers. In this way, it is hoped that a more profound understanding can be gained regarding the importance of collaboration between these two elements to create a school environment conducive to overall student development.

Research on the same topic has also been carried out in several studies. Muhamad Ramadan, in his research, showed positive results related to cooperation or synergy between counselling guidance and Islamic religious education teachers in developing character through interaction, counselling

guidance programs, and school programs that focus on character education (Ramadan, 2020). In her research, Entin Agustinawati shows that collaboration between Guidance Counseling teachers and Islamic Religious Education teachers includes a joint recording of problematic students, handling steps, coordination, and cooperation in carrying out tasks and organizing joint activities for students (Agustinawati, 2020). The two researchers only focused on character education and solutions for handling it; however, in the research I am researching, I will examine more deeply the forms of synergy and collaboration between Islamic Religious Education teachers and Counseling Guidance Teachers so that character education will achieve optimal results.

## **2) METHODS**

The method applied in this study is the descriptive qualitative research method, which records descriptive data in written or spoken words and observable behaviour. This research uses a field research approach. Data collection techniques are carried out objectively on the object or subject under study. The subjects of this study include Islamic Religious Education Teachers and Counseling Guidance Teachers. The data analysis technique is related to calculations to answer the problem formulation and test the hypothesis proposed in the study. Data analysis techniques consist of data reduction, data presentation, and conclusions. Collecting and reducing data is carried out simultaneously by recording essential things. The data is then presented through exposure or narration to produce findings that answer the research question. This mixed study combines both methods to achieve more precise accuracy, and the discussion is supported by related theories from references collected to support the research (Susilo, 2022).

## **3) RESULTS AND DISCUSSION**

### **A. Synergy of Islamic Education Teachers in Supporting the Counseling Guidance Program at SMK Darul Kamal NW Kembang Kerang, especially in the 5.0 era.**

Islamic Religious Education (PAI) teachers are responsible for teaching the principles of religion and spirituality (Halimah, 2023; Suharsongko et al., 2023; Wijaya & Ramadhon, 2022). As we know, the primary purpose of Islamic education is to create individuals who fulfil Islamic values, such as faith and piety to God, noble morals, physical and mental health, broad knowledge, creativity, and independence, and become democratic and responsible citizens (Amelia et al., 2023). This is so that individuals can develop themselves into obedient servants of God and have a balanced knowledge

between the life of the world and the hereafter, creating a perfect Muslim human being with an entire tawakkal soul to God (Hoque, 2024).

There are still a few counselling guidance teachers at SMK Darul Kamal NW Kembang Kerang because they only have one counselling guidance teacher who handles all students. Therefore, the synergy of Islamic religious education teachers in implementing guidance and counselling programs in schools can be said to be effective. This is evident from the many contributions of Islamic teachers in running guidance and counselling programs at SMK Darul Kamal NW Kembang Kerang. The synergy of Islamic education teachers of SMK Darul Kamal NW Kembang Kerang in carrying out guidance and counselling programs covers three main aspects, namely as information, facilitators, and collaborators. The three elements of implementation are illustrated through the following chart:

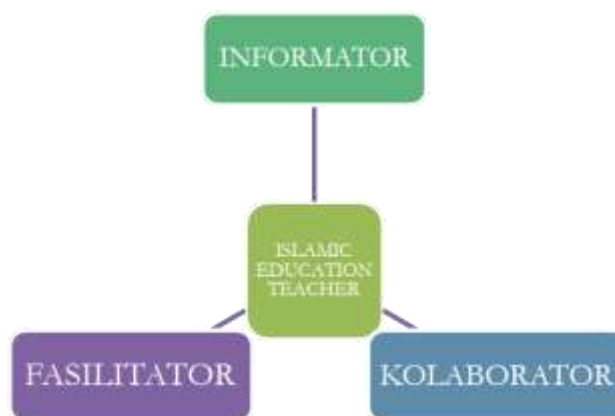


Figure 1.1 Form of Synergy of Islamic Education Teachers in Assisting Counseling Guidance Programs

### 1. Islamic religious education teachers as informators.

The teacher and information is the teacher's role in conveying information and knowledge to students (Fitria & Suminah, 2020; S. Hidayat & Negara, 2020; Iaconelli & Anderman, 2021). The role of the teacher as an information includes mastery of the subject matter (H. Hidayat et al., 2023). Therefore, when students ask questions, teachers can swiftly and quickly give clear, straightforward answers for students to understand. As an information, the Islamic Education teacher of SMK Darul Kamal NW Kembang Kerang provides information and knowledge related to Islamic religious values that can help students develop good character and personality. These tasks include program planning,

informing, evaluation, placement, and distribution of services. In structuring Islamic religious education programs, teachers assist in planning guidance and counselling programs. Islamic religious education teachers of SMK Darul Kamal NW Kembang Kerang also provide information about guidance and counselling services, including information about the discipline. They also offer evaluation input to counselling guidance teachers and assist in the placement and distribution of information related to education levels.

## **2. Islamic Religious Education Teacher as facilitator**

Teachers, as facilitators, create a conducive learning environment and encourage students' active participation in the learning process (Mash & Edwards, 2020; Muir et al., 2020). In this role, Islamic Education teachers of SMK Darul Kamal NW Kembang Kerang help students discover and understand subject matter independently, provide guidance and support, and facilitate discussions and activities to develop critical thinking and analytical skills. In the learning process, guide excellent students and encourage them to learn effectively. In addition, in the learning process, Islamic Education teachers of SMK Darul Kamal NW Kembang Kerang also guide excellent students and encourage them to learn effectively. Through this facilitator role, Islamic Education teachers of SMK Darul Kamal NW Kembang Kerang can create a learning environment that supports students' academic, spiritual, and moral development. With the guidance and support of PAI teachers, students are expected to find a broader meaning and purpose in life and develop a strong character and personality based on Islamic religious teachings. Facilitators of Islamic Religious Education teachers are essential in supporting guidance and counselling programs at SMK Darul Kamal NW Kembang Kerang, especially in building students' character and personalities through Islamic religious values. The synergy between Islamic religion teachers as facilitators and guidance and counselling programs can provide students with more comprehensive and holistic services.

## **3. Islamic Religious Education Teacher as a collaborator**

Islamic Religious Education Teachers as collaborators are teachers who work together with colleagues, school staff, and parents to support student's academic and character development (Illah et al., 2022; Sinaga et al., 2023). In this role, the Islamic Religious Education teacher at Darul Kamal NW Kembang Kerang Vocational School participates in educational teams, especially the Guidance and Counseling teacher, then the Islamic Education teacher shares ideas and strategies and collaborates in designing and implementing existing programs that combine to meet students' overall

needs. Islamic Religious Education Teachers at Darul Kamal NW Kembang Kerang Vocational School collaborate with guidance and counselling teachers in carrying out guidance and counselling programs. They work together to solve student problems, including orientation activities and follow-up services. During orientation, Islamic religious education teachers provide advice and information to new students regarding the school environment. If students find problems, the Islamic religious education teacher will give a warning or refer the case to the guidance and counselling teacher.

From this explanation, it can be concluded that Islamic religious education teachers' contribution to the guidance and counselling program at Darul Kamal NW Kembang Kerang Vocational School has been significant with their involvement in all aspects of the program. Although the main focus is still on the role of guidance and counselling teachers in dealing with students, the importance of Islamic religious education teachers should not be ignored. Islamic religious education teachers are essential in supporting and running the guidance and counselling program at Darul Kamal NW Kembang Kerang Vocational School. They function as informants by providing information about guidance and counselling services, learning facilitators encouraging students to learn effectively, and collaborators with guidance and counselling teachers to solve student problems and carry out orientation activities. These three roles support the school's efforts to provide overall guidance to students to optimize the development of their potential.

#### **B. Form of Collaboration between Islamic religion education teachers and Counseling Guidance teachers in Assisting the Counseling Guidance Program at Darul Kamal NW Kembang Kerang Vocational School.**

The collaboration process involves assistance and mutual understanding between the parties involved regarding the activities they carry out (Castañer & Oliveira, 2020; Marion & Fixson, 2021; Nguyen & Ng, 2020). Collaboration is achieved when each party feels the benefit or advantage of other people's contributions to the group (Patricio et al., 2020). Therefore, Islamic religious education teachers and counselling guidance teachers need to work together, help each other, and understand each other's activities to overcome students' lousy behaviour, according to the common goals of Islamic religious education and counselling guidance teachers (Ikhwan et al., 2020). Thus, it can be concluded that collaboration between Islamic Religious Education and Guidance Counseling teachers in dealing with students' bad behaviour is a form of cooperation based on knowledge, attitudes, skills, and motivation and involves guidance and training to handle student behaviour in these educational

institutions. The following is a form of collaboration between Islamic Religious Education teachers in assisting the counselling guidance program at the Darul Kamal NW Kembang Kerang Vocational High School:

### **1. Collaboration in identifying student problems**

According to Currier, cooperation in identifying student problems involves conducting joint assessments to determine spiritual, moral, and behavioural issues (Currier et al., 2022). The purpose of joint assessment in identifying students, according to Sardila, is to prepare assessment instruments such as questionnaires, interview guides, or observation sheets that cover students' spiritual, moral, and behavioural aspects collaboratively by considering input from both parties. After the data is collected, PAI and BK teachers can analyze it together. Based on the results of data analysis, they can prepare a report that comprehensively describes the student's condition. Furthermore, PAI and BK teachers can carry out follow-up actions on the recommendations given in the report.

At Darul Kamal NW Kembang Kerang Vocational School, the approach to dealing with students is not structural, as stated by Sardila. In contrast, the approach taken by Islamic religious education teachers and guidance and counselling teachers is more flexible and adaptive according to the needs and situations of each student. Collaboration between teachers and school staff enables the identification of student problems and the search for practical solutions, considering spiritual, moral, and behavioural dimensions. This ensures personalized and responsive treatment, meeting students' individual needs. In addition, this school also integrates extracurricular programs and activities aimed at strengthening spiritual values, morals, and positive behaviour among students, creating an environment that supports all-around development for students. This approach resolves student problems well, creating a positive atmosphere throughout the school environment.

### **2. Collaboration between parents and teachers**

According to Adawiyah, a collaboration between parents and teachers is carrying out joint activities with the participation of parents, Islamic Religious Education teachers, and Counseling Guidance teachers, which aims to provide an understanding of the significance of spiritual and moral education in supporting the progress of studies and success of students (Adawiyah, 2023). The participation of parents, Islamic Religious Education teachers, and Guidance Counseling teachers also aims to provide an understanding of the importance of spiritual and moral education in supporting student learning achievement and success. This event can be a seminar, workshop, or discussion with

community leaders who are spiritual, moral, and developing student success experts. During these activities, participants can share views, experiences, and best practices in instilling spiritual and ethical values that support student progress academically, personally, and professionally. Therefore, the main goal is to prepare students for the future with solid character and ethics while building closer cooperation between parents and educators to support students' overall growth in various aspects of life. This activity can also be essential to strengthen relationships between schools and student parents by building a network that supports the exchange of ideas and ongoing support for student development.

Darul Kamal NW Kembang Kerang Vocational High School adopts the principles expressed by Kosim. As part of the Darul Kamal NW Kembang Kerang Islamic boarding school, this school emphasizes counselling programs and spiritual and moral education for students. They plan recitation activities involving parents and guardians once a month as a form of collaboration between schools and families to strengthen students' religious and moral values . Thus, this school focuses on academics and pays attention to students' spiritual and ethical aspects to create a learning environment.

The form of collaboration between Islamic Religious Education teachers in assisting the Guidance and Counseling Program at Darul Kamal NW Kembang Kerang Vocational School can be illustrated in the following chart.

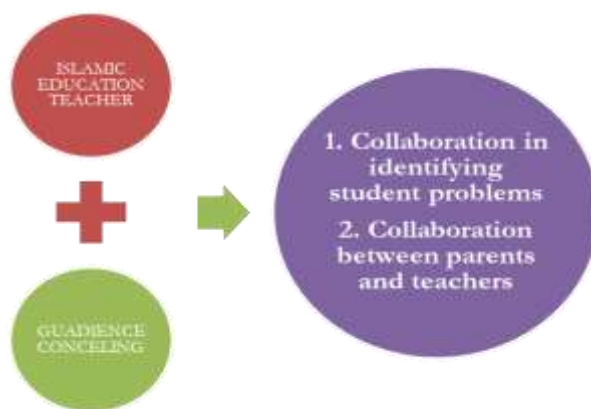


Figure 1 forms of collaboration between Islamic Religious Education Teachers and Counseling Guidance Teachers



#### **4) CONCLUSIONS**

Looking at the educational process in schools, especially in the 5.0 era, student's spiritual and moral growth is crucial. Apart from academic learning, building good character is the main focus. This makes the role of PAI teachers vital in guiding students to understand and apply daily religious values. Apart from that, guidance and counselling programs in schools also have a vital role in helping students overcome various challenges, both academic and non-academic. Guidance and counselling teachers are responsible for providing comprehensive services that cover students' personal, social, learning, and career aspects.

Islamic religious education teachers at Darul Kamal NW Kembang Kerang Vocational School are essential in supporting and implementing guidance and counselling programs. They act as transmitters of information related to guidance and counselling services, learning facilitators to help students learn effectively, mediators between students and guidance and counselling teachers, motivational drivers for students regarding these services, and work together with guidance and counselling teachers to solve student problems and carry out orientation activities. All of these roles as a whole support the school in providing comprehensive guidance to students to optimize the development of their potential.

#### **Acknowledgement**

All praise is due to Allah SWT for His blessings and grace, allowing this paper to be completed successfully. May peace and blessings be upon Prophet Muhammad SAW, his family, and his companions. As the first author, Lalu Muhammad Salikurrahman would like to express my deepest gratitude to all those who have supported the writing of this paper. I am especially thankful to Mr. Mohamad Joko Susilo, who provided invaluable guidance, direction, and feedback throughout the writing process. His dedication and patience in mentoring me were crucial to the completion of this work. I also extend my sincere appreciation to the Islamic University of Indonesia (Universitas Islam Indonesia), which has served as the foundation of my education and provided the necessary facilities and support for this research and writing. My heartfelt thanks also go to my colleagues and family, who have continually offered moral support and motivation during the entire writing process. I realize that this paper is far from perfect, and I welcome any constructive criticism and suggestions from readers for future improvement. I hope this work will be beneficial for the advancement of knowledge and contribute positively to society.

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