

## Guidance Counseling Techniques Through *Mahasabah Qur'an* and Its Implication For Altruism Attitudes

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**ABSTRACT.** This article aims to explain guidance and counseling techniques through *mahasabah Qur'ani* in strengthening children's empathy at the Madrasah Aliyah Negeri 03 Jember. The researcher used a case study approach. The research instrument is the researcher himself (key information) using data collection techniques, interviews, observation, and documentation. Data analysis uses three stages: data condensation, data display, description, and conclusion, by testing the validity of the data through data triangulation and dependability. The research results concluded that the initial process carried out by the school and guidance and counseling teachers was identifying the problems and needs that occurred to students. The second is to give an analogy with the stories in verse in the Koran. The third is group counseling. The group guidance implemented at the Madrasah Aliyah Negeri 03 Jember helps new students to be able to carry out teaching and learning activities optimally and to become students who excel, have good morals, and have faith and piety. In the theoretical framework above, it has been explained that children with *mahasabah qur'ani* counseling techniques can have a confident attitude, can control their emotions, can get along well with friends, are independent, successful in learning, are socially responsible, and care about the environment.

**Keywords:** *Guidance Counseling, Mahasabah Qur'ani, Altruism Attitudes.*

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### INTRODUCTION

Violence is the most frequent case in education in Indonesia, according to data from the Indonesian Child Protection Commission in East Java, in 2021, 18 cases of physical violence were found, with 23 victims of violence (Ramaiya et al., 2021). There were 25 cases of psychological violence at school, such as bullying, with 35 victims of psychological violence (Noer, Chadijah, & Rudiatin, 2021). The number of sexual violence cases was 25 cases with 32 victims of sexual violence (Pinandari et al., 2023). This will affect a person's emotional and mental condition and antipathy (van Reeuwijk, Rahmah, & Mmari, 2023). Reporting from the Indonesian Child Protection Commission (KPAI), a survey conducted by the International Center for Research on Women (ICRW) regarding cases of violence in education in Indonesia shows that as many as 84% of Indonesian children have experienced violence at school, apart from that the number of violence is higher than Nepal with a percentage of 79%, Vietnam at 79%, Cambodia at 73 percent, and Pakistan at 43% (Beckwith et al., 2022).

This incident shows that someone's behavior of caring for the surrounding community is fading and disappearing. This results in behavior that does not care about the surrounding environment, negatively impacting students' attitudes and giving rise to bad behavior (Ongah,

Soetikno, Dewi, Batobara-Yap, & Balila, 2021). Loss of empathy, indifference, and egoism between individuals are characteristics of low altruistic behavior (Hamidi & Nurdin, 2020)

Several previous studies have shown that counseling influences altruism and group cohesiveness, (Neugebauer et al., 2020) in line with research by Suargani, which stated that permissive counseling guidance patterns had an impact on increasing adolescent (Suargani, Mulawarman, & Awalya, 2022). This is strengthened by Ning Wang et al.'s research, which shows that if attention or desires are not fulfilled, venting can occur in friends of the opposite sex in the form of violence in adolescent relationships (Wang, Ye, & Gao, 2022). Research conducted by Amedome obtained relevant results between Islamic counseling guidance and the level of depression experienced by students in Ghana (Amedome, 2023).

Another fact stated in Syariful's research is that there are various negative behaviors of teenagers ranging from minor violations such as skipping school, making noise in class, and bullying friends to severe violations such as using drugs, socializing freely, smoking (Syariful, Khilmiyah, & Masruri, 2020). In Putri's research, it is explained that deviant behavior that teenagers often carry out includes skipping school, stealing, smoking, and saying bad things. This deviant behavior is formed due to the influence of the surrounding environment on the personality and behavior patterns embedded in each child. (Putri, Huda, Fakhudin, & Arifin, 2022)

This is related to one of the characteristics that shows that altruistic behavior still exists in society, namely the formation of mutual caring between people and empathy for what is happening to other people. (Tentama & Muhopilah, 2020) These characteristics are supported by the theory of altruism characteristics, which was put forward by Ma Liu, citing (Ma, Luo, Deng, & Tao, 2021). According to Cohen, there are three characteristics of altruistic behavior, namely the first is empathy, and empathy is the ability to feel the feelings experienced by other people. Second is the desire to give, namely the heart's intention to fulfill others' needs. Third, voluntary is what is given solely to another person; there is no possibility of getting anything in return (Cohen, 1972).

Madrasah Aliyah Negeri 03 Jember Regency strives to strengthen aspects of adolescent altruism through formal education by providing support and counseling guidance. Types and techniques of guidance and counseling for students at Madrasah Aliyah Negeri 03 Jember, carried out to build understanding that leads to counseling guidance to increase capacity to prefer rational control over feelings and actions through internalization of the teaching values contained in the Al-Qur'an (Observation, Oktober 2023).

The counseling guidance teacher at Madrasah Aliyah Negeri 03 Jember can harmonize relationships between students in istighazah activities, dhuha prayers, and group sharing with stories in the Al-Qur'an (Observation, Oktober 2023). Efforts to help students have self-awareness so that each student becomes more sensitive to thoughts and feelings that have been held back or rejected or develops more accurate feelings regarding how other people accept themselves is known as self-reflection or *Qur'anic mubasabah* counseling (Barongo & Nyamwange, 2023). *Mubasabah Qur'anic* and self-reflection counseling stipulates that the goal of counseling is that in life, relationships between human beings must be based on faith, affection, mutual respect, and efforts to help each other based on faith in Allah SWT. Islamic counseling services use several assistance services: *tabayyun*, *al-bikmah*, *mau'idlah*, and *mujadala* (Mohamad, Mokhtar, & Samah, 2011)

Guidance and counseling are essential to forming a personality following religious teachings (Abdellatif, 2021). By exploring their potential, developing religious morals, and controlling their desires, students can become independent individuals with good morals and able to face life's challenges with firm faith and piety (Mainwaring, Jankowsky, Nixon, Ryan, & Savin, 2024). Apart from that, forming a good personality also positively impacts society, making it an essential step in building a better future within the framework of Islamic values (Topuz & Arasan, 2019).

There are not many explanations for various problems in teenage relationships. This understanding will be the basis for policies of related parties in handling teenagers. This study aims to explain guidance and counseling techniques through the *mubasabah Qur'anic* in strengthening altruism among teenagers at Madrasah Aliyah Negeri 03 Jember Regency.

## **METHOD**

This research uses a qualitative research method that aims to reveal the meaning of an action carried out by an individual that causes social symptoms (John W. Creswell, 2017). In this research, the researcher used a case study approach to focus more on contemporary phenomena whose data cannot be manipulated (Bengtsson, 2019), so there is data about the implementation of counseling guidance techniques through Qur'anic *mubasabah* in strengthening adolescent altruism in Madrasah Aliyah Negeri 03 Jember Regency. This research was carried out starting from the observation stage on October 4, 2023, and further research starting from November 19, 2023 to December 27, 2023.

The research instrument is the researcher himself (critical information) assisted by data collection techniques, namely the interviews used by the researcher are adapted to the two problem focuses that the researcher has revealed in the background; the research data sources are the head of the madrasah, the head of the curriculum, and the guidance and counseling teacher. In practice, they become the closest parents to students when they are at the madrasah (Miles & Huberman, 2014). The second technique uses observation to see and follow the implementation of counseling guidance techniques directly through the *mubasabah* Qur'an in strengthening altruism among teenagers at Madrasah Aliyah Negeri 03 Jember Regency.

Finally, the technique uses all forms of documents to strengthen data from observations and documentation to strengthen altruism among teenagers at Madrasah Aliyah Negeri 03 Jember Regency. Data analysis uses three stages: data condensation, data display, description, and conclusion by testing the validity of the data through data triangulation and dependability (Garrido, 2017).

## **RESULT AND DISCUSSION**

### **Guidance Counseling Techniques through Muhasabah Qur'ani at Madrasah Aliyah Negeri 03 Jember Regency**

Counseling using the *mubasabah qur'ani* technique is one of the Islamic counseling approaches that is the best solution in efforts to solve problems of violence and to strengthen students' empathy, with detailed findings as follows:

#### a. Identify student needs and problems.

The initial process carried out by the school and guidance and counseling teachers is to examine what happened to the students, what they experienced and did, and what they should do. As explained by the principal of Madrasah Aliyah Negeri 03 Jember Regency who stated: "The condition of students' adjustment attitudes when they first enter the school environment is that many students are still shy, less open, or some students are introverted, lack communication with other friends, and still have difficulty adapting to the new environment. Apart from that, not all students here have enough self-confidence. Different environments and backgrounds greatly influence the formation of each individual's self-confidence. "The obstacles experienced by every student here are those who have problems lacking self-confidence, such as feeling shy, insecure and afraid." (Interview, Ust. Hanafi, M.Pd, November 23, 2023).

From the results of observations, the researcher saw the adjustment conditions of these students, namely that they still had difficulty socializing with peers and adapting to the surrounding environment. This student is introverted, quiet, shy, likes to be alone and is afraid of not being accepted by his friends. The researcher saw the expression of the student, whose voice was soft, and his face was lowered because he was shy. The low ability to communicate and establish social relationships can be seen during break times; these students prefer to be alone in and outside class. (Observation, MAN 03 Jember, November 2023)

However, the guidance technique used at the student problem identification stage was explained by the principal of Madrasah Aliyah Negeri 03 Jember Regency, who stated: "The implementation of guidance and counseling for children is very different from the counseling

process for adults. The counseling process for adults is usually carried out by sitting together and inviting the counselee to talk to the counselor. However, if we use the same method with children, most will not answer or will probably get bored after a while. Counselors should involve themselves with children so that they can talk freely about their problems" (Interview, Ust. Hanafi, M.Pd, November 23, 2023)

Additional information required to provide sufficient accuracy regarding the identification of student needs and problems and adjustments to the type of counseling required by students is explained by the guidance and counseling teacher who states that: "To attract the child's attention so that the child can focus his attention entirely, I can create a pleasant atmosphere in every activity carried out during counseling guidance. Additionally, counseling guidance activities are fun, making children feel safe and comfortable and activating the child's neocortex (thinking brain); pleasant conditions can also increase children's self-confidence and optimize every learning process while playing activities carried out during guidance. Counseling. (Interview, Ustdzh. Siti Fatimah, December 02, 2023)

In line with the assistant counseling teacher who teaches Islamic Religious Education, who stated that: "Simply put, I ask students to tell what happened to them, with reflection, and with the guidance and counseling teacher to understand it. Whatever the counselee says, the counselor must assure Allah Ta'ala will provide a way out. I always motivate students not to give up on Allah's help because He will help them and forgive them for their mistakes. I also need to encourage him to tell himself completely, through mubasabah, so that he realizes and acknowledges it." (Interview, Ustdzh. Fitri humaida, December 07, 2023)

Based on this information, it can be understood that the counseling teacher can encourage students to state their problems in a warm atmosphere and without pressure. Concreteness specifically concerns the counseling teacher's precise statements regarding the feelings and experiences of the students being guided (Wang et al., 2022). So, counseling teachers help students express specific feelings and experiences. In the initial stage of the teacher-counseling relationship, this type of interview is expected to focus the counselor's attention on developing problem models and exploring the background of the causes of the counselee's difficulties. Diagnostic interviews are guidance interviews (Alis, Jaafar, & Mohd Ayub, 2018).

b. Give an analogy with the stories in a verse in the Al-Qur'an.

The purpose of this analogy with the stories contained in a verse in the Qur'an is to achieve a positive feeling in the student after he thinks about it, as explained by the guidance and counseling teacher who states. "After the student understands the problem and is willing to undergo therapy, I explain the verses related to the type of therapy chosen. With this verse, think about it and direct it by responding to the guided students. "The analogy is with the stories contained in a verse in the Al-Qur'an, namely explaining a particular verse or story, which needs to be understood by the guidance students and its meaning and wisdom." (Interview, Ustdzh. Siti Fatimah, 02 December 2023)

In line with the explanation of the principal of Madrasah Aliyah Negeri 03 Jember Regency, who stated; "The role of the counseling teacher is to give warnings through selected verses. In contrast to the disciplinary approach, which allows sanctions to produce a deterrent effect, handling problematic students by analogy with stories contained in verse in the Koran prioritizes healing efforts using various existing services and techniques. Handling problematic students through analogy with the stories in verse in the Al-Qur'an does not use any form of sanctions. However, it relies more on the quality of interpersonal relationships of mutual trust between counselors and problematic students, so that gradually, students can understand and accept themselves and their environment, and can direct themselves to achieve better self-adjustment." (Interview, Ust. Hanafi, M.Pd, 05 December 2023)

Implementing the teacher's primary duties in learning must be connected to guidance and counseling activities. Likewise, guidance and counseling services at schools also need help from teachers (Mainwaring et al., 2024). Teachers' tasks as educators to develop students as complete

and optimal learners are a joint task that must be carried out by school principals, subject teachers, guidance and counseling teachers, and other teaching staff as working partners. Meanwhile, each party still has a particular service area to support self-realization and achievement of student learning outcomes (Abdellatif, 2021).

c. Group counseling guidance techniques.

Based on data obtained by researchers, the group guidance process was carried out in groups, namely face-to-face between the guidance and counseling teacher and students. This group guidance is carried out routinely once a week at 8 am in front of the Madrasah Aliyah Negeri 03 Jember Regency Mosque and is divided into several groups. In implementing the steps Mrs. Evariska Asriani took as the group supervisor, she formed a group of 10-15 students.

After all the new students have gathered in front of the MAN 03 Mosque, the guidance and counseling teacher can start conducting group guidance. In its implementation, several parts are carried out as follows:

In the initial stage, namely the opening, the guidance and counseling teacher approached the students in front of the MAN 03 Mosque by saying hello and inviting the new students to sit in a circle of 10-15 new students according to their respective groups. Next, new students are invited to read bismillah together, and one is asked to read the Al-Qur'an (tilawah). The students prepare themselves to start group guidance activities. Next, the guidance and counseling teacher explains the goals to be achieved. (Observation, December 09, 2023)

The second stage is atmosphere conditioning, the core activity stage is to add to the group atmosphere so that students do not feel awkward. The guidance and counseling teacher provides an emotional approach to students by asking: how are they? Are you familiar with the school environment? Are you familiar with new friends? , after giving questions to the students, the guidance and counseling teacher gave a little story about the history of the Prophet, the history of the friends of the Prophet and Apostles, and then the students listened carefully. By providing stories about the history of the Prophet and Apostles, it is hoped that students can emulate the struggles, attitudes, and behavior of the Prophet and Apostles. Once they feel relaxed enough and not awkward, the guidance and counseling teacher invites the students to enter the activity stage. (Observation, December 09, 2023)

Based on the description of the research results, the technique used in implementing group guidance at the MAN 03 Mosque is the technique of providing information or the lecture method. This technique is a technique used to help clients (students) master the material presented, so that students can capture the material presented and apply it in everyday life (Agus, Juliadharma, & Djamaluddin, 2023; Amirudin, Supiana, Zaqiah, & Rohimah, 2024; Anwar, Rahman, Nurwahidin, Sutrisno, & Saputra, 2023). The observations obtained by researchers show that the technique used in group guidance carried out by guidance and counseling teachers at the MAN 03 Mosque is the technique of providing information or lectures. This technique goes through several steps as follows: Lecture, namely delivery of material from the counselor; question and answer between the counselor (counseling teacher) and the client (group guidance participant); deepening of the material through discussion (Abdellatif, 2021; Carroll-Alfano, 2019; Neugebauer et al., 2020).

Even though there are only two directions, it is still called a group because both state something, and then there is agreement. The two-way discussion was exemplified by the Prophet Muhammad. For example, in determining strategic locations in the battle of Badr, the Prophet consulted only with Hubaib ibn al-Mundzir and took his opinion. Likewise, the Prophet SAW consulted with Salman al-Farisi regarding digging trenches during the Khandaq war (Hamidi & Nurdin, 2020).

### **Implications of Guidance Counseling Techniques through *Muhasabah Qur'ani* on Student Altruism Behaviour**

The group guidance implemented at MAN 03 Jember helps new students to carry out teaching and learning activities optimally, to become students who excel, have good morals, and

have an attitude of altruism, demonstrated through mutually helpful behavior in their environment without coercion.

Development occurs in all individuals. Development for early childhood is something that must be paid as much attention as possible. Teachers, as parents and educators, must be able to provide stimuli appropriate to the child's developmental stages so that the child's development can run optimally or according to the stage of development. The development of altruism in children needs attention. With this altruism, children will be encouraged to have commendable characteristics so that they will ultimately become complete human beings, have noble personalities, and be accepted in social life (Adimsyah, Fauzi, & Rofiq, 2023; Aziz, Nasution, Lubis, Suhardi, & Harahap, 2024; Khomisah, Leksono, & Kholis, 2023; Ma et al., 2021).

In this study, the researcher focused on the development of altruism in new students at Madrasah Aliyah Negeri 03 Jember early, seen from four aspects, namely affection, care, tolerance, and tolerance, with examples of attitudes including not distinguishing between friends in relationships, having a feeling of affection for friends, not easy to get angry with friends, caring attitude, willing to share, help each other, comfort friends who are sad, respect each other, respect each other, do not like criticizing friends, want to apologize if they make a mistake to a friend, and want to forgive if a friend is guilty.

The results of the researcher's observations found that the teachers in speaking consistently used good and friendly language even though they used two languages, namely Indonesian and Javanese, both in the learning system and in the school environment, teachers at Madrasah Aliyah Negeri 03 Jember provided responsive assistance in the teaching and learning process as well as various interactions in the school environment. (Observation, Desember 11, 2023)

Based on the results of the researcher's interviews with students regarding the role of guidance and counseling teachers at the Madrasah Aliyah Negeri 03 Jember, explained: "The role of the guidance and counseling teacher is quite good because in guiding us, we can think of Ustadzah Fatimah as a parent, unlike other teachers, so when we talk about problems, we do not hesitate. Furthermore, he carries out his duties well because he can guide his students well. Not just giving advice but also providing solutions and sound examples for us." (Interview, Khoirun Nisa' Class X Student, December 17, 2023)

Therefore, guidance and counseling teachers must face it gently, forgive, and build close relationships with students. The following are the results of researchers' interviews with students regarding students' speaking results after receiving guidance and counseling services from guidance and counseling teachers: "Honestly, what I felt after participating in guidance and counseling services 3 times, the first time this group guidance activity was carried out, I did not dare to speak or express what was on my mind; I felt I was not capable of that, I was afraid of what would happen. What I said was wrong or not good, so I preferred to stay where I was, but that did not last long; one more time, the guidance and counseling teacher held the same activity again, and I started to get restless and at that time I was chosen to be the group leader, I started to worry and think again, and I tried to work up the courage to speak. At first, I felt anxious about what I would convey, but over time, I started to feel more comfortable conveying what I wanted, and thank God that continues until now." (Interview, Nanda Maulana, Class X Student, December 19, 2023)

Based on research conducted by researchers through observations at Madrasah Aliyah Negeri 03 Jember for the 2022/2023 academic year regarding the development of students' altruistic attitudes, most of them show in a good direction with the field data presented in the table below:

Table 1. Observation Results of the Development of Students' Altruism Attitudes

No	Child's Name	Description of Child's Altruism Development (4 Indicators)			
		Affection	Empathy	Voluntary	Tolerance

1	Ahmadi	- Full of love for friends	- Prioritize the interests of others	- Help friends who have learning difficulties	- Do not force other people to accept opinions in discussions
2	Kenan	- Does not discriminate between friends	- Entertains friends who are being sad	- Teach friends who have learning difficulties	- Forgive each other - accept differences of opinion
3	Sofia	- Berteman dengan siapa saja	- Responsive to the needs of others	- help friends who have learning difficulties	- Respect your friend's point of view
4	Fitria	- Does not discriminate between friends	- Prioritize the interests of others	- help friends who have learning difficulties k	- Do not ridicule wrong opinions - accept differences of opinion
5	Danil	- Full of love for friends	- Entertains friends who are being sad	- Accepting differences with friends	- Forgive each other - accept differences of opinion
6	Latifa	- Does not get angry easily make friends	- Understand and comprehend other people's points of view	- Accepting differences with friends	- Forgive each other - respect your friend's point of view
7	Zidan	- Make friends with nothing differentiate	- Able to listen well to friends who are experiencing problems	- Teach friends who have learning difficulties	- Not cruel to friends
9	Nakib	- Can be good friends with friends even though they still need guidance	- Prioritize the interests of others	- Does not like insulting friends' work	- Willing to forgive friends' mistakes with teacher guidance
10	Maulana	- Can socialize well with friends even at the teacher's direction	- Likes to help and share	- Does not insult his friends' work	- Willing to apologize if he makes a mistake even at the teacher's direction

11	Dania	- Can socialize well with friends even with teacher direction	- Understand and comprehend other people's points of view	- Help friends who have learning difficulties	- Forgives each other with friends even with teacher direction
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Data source: Analysis of observation results (2023).

The results of observations on the development of children's empathetic attitudes presented in the table are reinforced by the statement of Ustadzah Siti Fatimah as a counseling teacher and school principal, stating that basically, the children in the counseling group have noble character traits, one of which is altruism. This is shown by children with an attitude full of love, sharing, loving each other, helping each other, and forgiving each other between friends, like the attitude of Maulana, Zidan, Dania, and other friends. However, it cannot be denied that not all children have well-developed empathy. Many children still need guidance and direction from educators to realize children's empathetic attitudes in an even better direction (Arianto et al., 2024; Bisri, Muid, & Khamim, 2023; Tentama & Muhopilah, 2020).

From the results of the interview with Ustadzah Siti Fatimah, motivating children about the beauty of sharing through the program of eating lunch together at school and living with mutual respect among each other is the teacher's effort to develop children's altruism. Mrs. Suwarni also expressed a strengthening statement that in developing children's altruism, the school also held fundraising activities to visit friends who were sick or had been struck by disaster. (Interview, Ustadzah Siti Fatimah, December 2023)

Based on the description of the research results, it can be synthesized that after following the guidance and counseling services provided by the guidance and counseling teachers, students have exemplary attitudes at school, namely not violating school regulations, being able to think maturely, being disciplined in learning, and being active in the classroom (Chande, 2023; Kadafi, Alfaiz, Ramli, Asri, & Finayanti, 2021; Mainwaring et al., 2024). Teachers realize that in school programs, including developing children's altruism, the role of parents makes an extraordinary contribution. Therefore, the school collaborates with parents regarding child development, including children's empathy, by providing space and time to express all the problems parents face at home in raising children (Cohen, 1972; Yazicioglu, 2020).

From this information, it can be understood that the counseling teacher invites guidance students to reflect, digest, and take lessons from the verse, surah, or story that is of concern (Aniah, Darmayanti, & Arsyad, 2023; Barongo & Nyamwange, 2023; El-Hussari, 2022). In the theoretical framework above, it has been explained that children with *Muhasabah Qur'ani* counseling techniques can have a confident attitude, can control their emotions, can get along well with friends, are independent, successful in learning, are socially responsible, like to help and care about the environment.

## CONCLUSION

Based on the description of the research results and discussion with theory, it can be concluded that the initial process carried out in counseling guidance through muhasabah qur'ani at Madrasah Aliyah Negeri 03 Jember Regency is to examine what happened to the students, what they experienced, and did, and how which should. Counseling teachers help students express specific feelings and experiences. The second stage is by analogy with the stories in a verse in the Al-Qur'an. The counseling teacher invites guidance students to reflect, digest, and gain wisdom from the verse surah, or story that concerns them. The third stage is group counseling. This group guidance is carried out routinely once a week at 8 am in front of the Ar-Rahmah Integrated Mts

Mosque and is divided into several groups. In implementing the steps, the group supervisor forms a group of 11 students.

The results of the research also concluded that the development of an attitude of altruism after receiving counseling guidance with a muhasabah approach or self-introspection with the values contained in the stories of the Qur'an in new students at Madrasah Aliyah Negeri 03 Jember was seen from four aspects, namely affection, caring, tolerant, and tolerant with implications for changing attitudes, including not distinguishing between friends in relationships, not quickly getting angry with friends, a caring attitude, willing to share, helping each other, not liking to criticize friends, willing to apologize if one makes a mistake to a friend, able to listen to others. Kindness, understanding, and comprehending other people's points of view, responsiveness to other people's needs, prioritizing other people's interests, and the ability to control one's emotions.

For future researchers who are interested in discussing counseling guidance with altruistic behavior, it is hoped that they will further expand the scope of research using a quantitative approach and increase the population, such as students, as well as studying prosocial variables with self-control that consider other factors as independent variables that might influence students' altruism.

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