

Teacher Strategies in Implementing Guidance Counseling To Improve Students' Morals

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ABSTRACT

This research aims to determine teachers' strategies in implementing guidance and counseling to instill morals in students. This research uses a qualitative method in which data collection is carried out through observation, in-depth interviews, and analysis of written documentation. Meanwhile, the data was analyzed using a thematic approach to find themes in the data collected in the field. The research results show that the teacher's strategy in implementing counseling guidance to instill student morals has been carried out well through several methods that the school has determined. Teacher strategies in implementing counseling guidance include oral form. The second strategy is counseling guidance in the form of practice. The results of this research also show that the supporting factors in cultivating students' morals at the Alkahiraat Senior Islamic High School are the family environment and infrastructure, and the inhibiting factors are the lack of support and attention from parents and the influence of peer environment. Suggestions for students at the Alkhairaat Alkahiraat Islamic Junior High School Palu are that they always be aware of their responsibilities as servants, obey the commands of Allah SWT, and stay away from his prohibitions. This will create students with noble morals, as we all hope for, according to the teachings of the Al-Qur'an and Hadith.

ARTICLE INFORMATION

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1. Introduction

Humans, in general, will have to give each other guidance that is balanced with each human's strengths and limitations, as well as advice to remain patient and confident in facing the true journey of life. This is in accordance with the instructions of the Qur'an, which explains that humans must continuously educate themselves and other people, ultimately directing the direction in which a person's attitude will improve. Guidance and counseling

are part of education (Reed, 1964). This is very relevant if we understand that the education process is a conscious effort to create the character and potential of humans or students.

Character education, a vital aspect of the educational process (Taja, Nurdin, Kosasih, & Suresman, 2021) which encompasses social issues, mental capacity, and academic scientific issues and abilities. Guidance and counseling, a key component of this process, is not only aimed at overcoming students' learning challenges but also at shaping their behavior and ethics. By

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fostering dynamic interactions between students and their environment and guiding them to develop, change, and improve their behavior (Reed, 1964), guidance and counseling play a crucial role in character education.

Based on this explanation, the researcher analyzed how important it is to be a benchmark in this research at the Alkhairaat Islamic Junior High School Palu, where the school has an excellent and structured level of counseling guidance. This can be seen from the fact that the students or new students who have morals and understanding of religion that are still very lacking, as well as terrible morals, after completing their studies at school the students become more religious and change their behavior to be more noble and sensitive to the social environment, this is appropriate with the results of the researcher's initial observations based on the results of direct interviews with the teacher concerned and also students at the Al-Khairaat Islamic Junior High School Palu, as well as observations made in the school's environment.

This problem caused researchers want to research what strategies teachers use in cultivating and guiding their students so that they bring excellent changes to the students' morals, and what is obtained is that they become an attraction for the community and parents of students who believe in their children being guided and coached at the school. There is a level of trust and assumption in the community that the school has the level of achievement that the school has obtained both in terms of competition and the quality of students at Al-Khairaat Islamic Junior High School Palu Palu.

This scientific research work will be a future goal; it can be a reference for future researchers and help teachers, guidance, and counselors improve service performance. Further guidance, and how important it is to be used as a benchmark for other schools in the methods and programs implemented in the school to guide and develop students to have good personalities and make them more obedient to Allah SWT, in this case, it is also something that must be paid attention to by government officials working in the field of

education and society, so that this method can be used as an example to guide and develop students so that their children have better Islamic morals.

2. Literature Review

2.1 Definition of Guidance Counseling

Etymologically, the word guidance comes from English, which means giving instructions or advice to every person who needs it (Hennessey et al., 2022). Guidance also provides continuous and systematic assistance from the mentor to the person being guided. This is expected to achieve independence in self-understanding, an optimal level of development, and the ability to adapt to the surrounding environment. Based on the explanation above, the author concludes that guidance is assistance provided by counselors to counselees or clients in a directed and continuous manner, both individually and in groups, with the aim of achieving optimal development as social beings.

Counseling comes from the word "counsel," which means "giving advice" or "giving suggestions and advice" in the Mashdar language. Advising also means offering guidance or otherwise providing guidance to other people up close and personal, so the direction method is giving guidance or advice to other people separately or in groups carried out face to face. The meaning of advising is also often called guiding. Counseling is also an effort to assist individuals who need it by a mentor who is trained in experience so that the individual can develop their potential optimally, overcome problems, and adapt to their environment.

Based on the explanation, counseling is assistance provided to individuals or clients to solve life problems (Avis, 1982), including the interview process, face-to-face meetings, and situations and conditions the individual faces to achieve comfort and well-being in life. In the process of solving problems in individuals or clients who solve their own problems, in the counseling process here, the counselor only guides and directs so that, in this case, the client remains in a state and plays an active and

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independent role in solving every problem that may be faced in the individual's own life. The task of guidance and counseling teachers is to teach and help individuals or students learn to understand themselves to become better so that they can hopefully be used to achieve their desired life goals.

Scholars also define guidance and counseling as a process of assistance provided by a supervisor, namely a counseling guidance teacher (Geoffroy & Duncan, 1971), to individuals or groups, namely students at Alkhairaat Islamic Junior High School Palu, through face-to-face meetings between the counseling guidance teacher and the students. This aims to develop students' potential, interests, and talents so that students can see and find problems and solve their problems independently.

2.2 Definitions of Morals

Etymologically, the word morals comes from "khuluk" and its plural form, "Akhlaq," which means habits, morals, and ethics. Moreover, "khuluk" can be equated with "khulqun." Only khuluq describes how humans behave from within, while khilqun is how humans behave from an outside perspective. According to scholars, ethics or morals are conscious and planned efforts to direct students to realize (Rhode, 1992), understand, appreciate, and believe in Allah SWT and understand it in a way of behaving and living a commendable moral life in everyday life according to the Al-Qur'an and Hadith through directing, educating, preparing, and using practice and experience.

Based on the description above, the author can conclude that morals are human behavior that is consciously carried out repeatedly, as well as behavior that connects Allah SWT and the creatures created by Allah SWT. Morals can provide students with essential abilities and skills to increase knowledge, understanding, appreciation, and practice of Islamic morals and the values of faith and devotion.

2.3 Factors that influence Human Morals

Every human action is based on his will. The following are factors that determine the moral of a person (Tuncay, Yilmaz-Tuzun, & Teksoz, 2012):

a. Instinct

Instincts are original traits and personalities that humans are born with (Sun & Wilson, 2014). They function as a driving force for someone to take action. Instincts require guidance, education, and training so that humans always act in the corridors of morals.

b. Habituation

One of the main factors in the formation of morals is the habituation that is applied to foster children from childhood on an ongoing basis (Lorch & Horn, 1986). For example, from an early age, children are accustomed to greeting when they enter the house, so until adulthood, the child or student will carry over this good habit.

c. Environment

The environment influences students' morals (Beringer, 1990): environmental influence is divided into three primary environments: the family, the school, and the community environment in which humans interact with each other. Firstly, the family is a group of people who are related by blood, so the family is the first environment for the child and is the foundation for forming morals in the child. Second, schools are formal educational institutions under the supervision of a teacher who educates, teaches, develops, and accompanies academic matters and children's morals. Schools also contain classmates who influence children's morals, so choosing friends with good morals is very important. Lastly, the third is society; what is meant here is the people around the child so that the interaction process between them can influence the child's morals, such as peers in games who influence them. If their friends have good morals, it will have a good influence on the child's behavior. On the other hand, if they have friends with bad morals, the child tends to have bad morals too.

3. Methodology

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This research adopts a qualitative approach. Qualitative research is characterized by collecting descriptive data, including the informants' words, actions, and feelings, who serve as the needed data sources (Nurdin & Pettalangi, 2022). The collected data is supported by textual and documentary data (files, audio, visual, audiovisual) that support the research. With this approach, the researcher aims to provide a detailed description of the phenomena occurring in the field, the nature of the phenomena, and all aspects related to the theme under investigation (Nurdin, Stockdale, & Scheepers, 2013).

This study is classified as a case study research. Case study research delves more intensively into the current situation to gather information (Nurdin, Scheepers, & Stockdale, 2022). In other words, the researcher must build good relationships with various individuals and entities to become sources of information within the environment, such as academic units, social groups, individuals, institutions, and communities. The researcher must also immerse themselves in the surrounding environment to gather as much data as possible. The research was conducted in Islamic senior High School of Alkhairaat Palu Indonesia.

4. Result and Discussion

4.1 Implementation of Guidance Counseling to Instill Morals in Students

As mentioned in Chapter 4, Al-Khairaat Islamic Junior High School Palu's mission is to form a generation with leading Islamic character in achievement and environmental insight. This means that this school always pays attention to good morals and broad-minded achievements in students. Teacher cooperation is needed through specific strategies or methods to achieve this vision.

An emotional approach by teachers to students is very much needed to support teachers' success in implementing strategies for cultivating students' morals at Alkhairaat Islamic Junior High School Palu. With an emotional approach, a sense of trust and understanding between teachers and students is created. This

emotional approach is very useful for getting to know the students' character more deeply. This aims to make it easy for teachers to teach ethical values or noble morals to students.

This opinion aligns with Fatum's expression as a Moral Aqidah teacher at Alkhairaat Islamic Junior High School Palu. "As a moral aqidah teacher, I always maintain a deep closeness with students so that students feel cared for and are always open to the teacher. This means that students feel more like they are being given good advice."

Based on the explanation above, it can be concluded that one of the teacher's strategies in implementing counseling guidance to instill morals in students at Alkhairaat Islamic Junior High School Palu is the emotional approach method and is one of the most important factors in the process of instilling morals in students.

Based on the results of the author's observations during the research, the author saw good morals in each student at Alkhairaat Islamic Junior High School Palu, which can be seen from their polite attitude when passing each other in the school environment. This proves that the habit of greeting, smiling, saying hello, and being courteous is already in place embedded in the students of Alkhairaat Islamic Junior High School Palu, so the results of the teacher's strategy in implementing counseling guidance to instill morals at Alkhairaat Islamic Junior High School Palu can make students always have the awareness to always have noble morals not only in the school environment but also outside the school.

The results of the teacher's strategy in implementing counseling guidance to instill student morals at Alkhairaat Islamic Junior High School Palu during the research process, the author concludes that the teacher's strategy in implementing counseling guidance to instill morals in students at Alkhairaat Islamic Junior High School Palu is considered successful, this is all the teacher's hard work in instilling morals in students at Alkhairaat Islamic Junior High School Palu through several strategies that have been explained above, of course, these teachers' strategies for instilling morals are based on the Al-Qur'an and Hadith as described in the Qur'an

surah An Nahl verse 125, namely about providing advice to humans must be in a good way.

The success of this teacher's strategy is also in line with Anwar Sutoyo's theory in his book entitled Islamic Counseling; namely, to help students develop their nature, the author concludes that the teacher's ability to help build faith and piety in students is highly expected can make students at Alkhairaat Islamic Junior High School Palu into children who are always virtuous and have noble morals according to the teachings of the Al-Qur'an and Hadith.

4.2 Teacher strategies in implementing guidance counseling to instill morals in students

1. Guidance Counseling in Oral Form

Guidance counseling in verbal form means providing students with guidance, sound advice, warnings, and so on directly in verbal form. Teachers communicate with students individually and in groups, making the counseling guidance room more comfortable.

Guidance counseling in oral form here uses individual counseling, and group counseling is carried out by guidance counseling teachers. The methods used in providing guidance counseling in oral form are as follows:

A. Individual Counseling

Individual counseling is a guidance and counseling service that allows students or counselees to receive direct face-to-face services with guidance teachers to discuss alleviating personal problems suffered by counselees (Reed, 1964). In this case, the individual counseling guidance is provided by the counseling guidance teacher at Alkhairaat Islamic Junior High School Palu to optimize the guidance and counseling services process according to the student's needs.

The counseling provided to students is individual counseling in which the counseling guidance teacher communicates personally, making the counseling guidance room feel more comfortable. The role and duties of the guidance and counseling teacher here are to be a good listener and provide a sense of empathy for students who are being given counseling by

being a good listener, and providing a sense of empathy for students and clients so that students will feel more heard, appreciated, and understood by the counseling guidance teacher that this can make students have an open attitude towards the counseling guidance teacher about what the students feel so that it can make it easier for the counseling guidance teacher in the process of identifying problems experienced by these students.

As stated by a participant as follows:

"We also provide support in the form of motivation to these students; this motivation aims to raise enthusiasm for students who are being given counseling so that the process of cultivating students' morals in the form of individual counseling carried out by counseling guidance teachers at Alkhairaat Islamic Junior High School Palu is certainly expected can improve morals in students."

The process of solving problems at Alkhairaat Islamic Junior High School Palu, when students commit violations, for example, cases such as often coming to school late, skipping school hours, and being caught carrying a cellphone in the school environment, then moral inculcation or coaching is carried out in the form of individual counseling, which is individual counseling incidental or following the needs of the students.

Problem-solving involves interviews or question-and-answer activities between the guidance and counseling teacher and the students. After the question and answer activities have been completed, the students are instructed to write a statement letter, which is done so that the students promise that they will not repeat their mistakes. The punishment given by teachers to students who commit violations is cleaning the school environment, such as cleaning the school toilets and grounds. Providing a deterrent effect on students is not only punishment for cleaning the school environment, but teachers also usually give punishments in the form of writing and memorizing verses. These punishments are carried out so that students are disappointed for

the violations they have committed at school, and the memorizing punishment is to improve the learning discipline of the students themselves further.

Based on the statement above, individual counseling guidance at Alkhairaat Islamic Junior High School Palu should be implemented incidentally or following the student's needs. For this reason, students will only be given counseling when they have problems. In this case, the counselor's job is to partner with the client (student) as a place to channel feelings when he or she is confused. The aim of counseling in this verbal form is to re-integrate the person who has been shaken so that he or she can face reality and solve the problems that the student is facing.



Picture 1. A counselors providing individual counseling

b. Group Counseling

Group counseling services allow students to discuss what they experience through group dynamics (Pérusse, Goodnough, & Lee, 2009). Group counseling is also an interpersonal process focusing on underlying thinking and behavior. This process contains therapeutic characteristics such as expressing one's thoughts about deep feelings experienced, mutual trust, mutual attention, mutual understanding, and mutual support. The content of the group counseling service is to discuss personal problems experienced by each member of the group. In this case, the students consist of at least

two people. The group members take turns expressing their personal problems freely, then they choose which ones will be discussed and resolved first, and so on.

In this case, the Alkhairaat Islamic Junior High School Palu counseling guidance teacher provides the group counseling process. The aim of group counseling is to make the atmosphere more open and honest toward oneself and others and to learn to trust oneself and others. Thus, students are trained to solve their own problems, and the process also accustoms students to a sense of empathy, mutual trust, and mutual support among friends.

The following is the sequence of steps for implementing the group counseling technique carried out by the counseling guidance teacher at Alkhairaat Islamic Junior High School Palu.

1. Self-introduction, invite each group member to introduce themselves.
2. Explain the rules in group counseling.
3. Ask each group member to express the problems they are currently facing.
4. After all members have expressed their problems, the counselor agrees with all group members to discuss one issue that is considered the most urgent to be solved.
5. Invite each group member to respond to the issues discussed.
6. After finding a solution to the problem, the counselor asks about the group members' ability to implement the collective agreement.
7. Closing the meeting with prayers.

This form of problem-solving is carried out by teachers carrying out group counseling on students who frequently commit violations or students who have problems. After group counseling is carried out, it is gradually seen that group counseling services can be used to reduce violations or bad morals in students. In the group counseling process, everyone interacts with each other and is free to express opinions, respond, provide suggestions, and so on, which are beneficial for the participants themselves and other participants.

Based on the explanation above, the author concludes that group counseling is a suitable service for reducing student violations at school because it directs students always to be

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disciplined in respecting school rules. Then it can also train students to live in groups and foster cooperation between members in overcoming problems, train each member to express opinions and respect the opinions of others and increase students' ability to assess themselves. Looking at the purpose and objectives of group counseling, because group counseling is a form of counseling that uses groups to help, as well as provide feedback and learning experiences to students, it is hoped that it can reduce the level of violations and bad morals in students in the school environment and outside the school and can direct good behavior in each student at Alkhairaat Islamic Junior High School Palu.

A participant who is a guidance and counseling teacher at Alkhairaat Islamic Junior High School Palu, stated that:

"Group counseling is held for these students so that students can learn to be more independent in solving each problem and students are more open to the counseling guidance teacher so that the process of cultivating students' morals is in the form of group counseling carried out by the counseling guidance teacher at Alkhairaat Islamic Junior High School Palu. It is hoped that it can help in the process of instilling good morals in students."



Picture 2. A counselor providing group counseling

e. Guidance Counseling in Practical Form

Guidance counseling in this practical form leads to Islamic counseling, which all teachers carry out. Teachers are role models for students in the school environment and provide religious instruction to students at Alkhairaat Islamic Junior High School Palu. This opinion aligns with a participant's expression of a moral Aqidah teacher at Alkhairaat Islamic Junior High School Palu who said:

"Alkhairaat Islamic Junior High School Palu teachers always provide good role models for students, regarding good actions or morals, so that this will be easier for students to follow and obey."

c. Religious Guidance

Religious guidance is a process of helping individuals get to know themselves better, especially about matters related to their beliefs, in order to optimize their potential related to religious knowledge, worship, and morals. The aim and function of Islamic Guidance Counseling is to help individuals become knowledgeable about their position and dare to make decisions and carry out activities that are considered good, correct, and beneficial for their lives in this world and for the benefit of the afterlife.

The essence of Islamic guidance and counseling is to help individuals learn to develop nature or return to nature by empowering the faith and reason given by Allah SWT.

The following are several methods of religious guidance carried out by Alkhairaat Islamic Junior High School teachers in Palu, including the following:

1. The habituation (Greetings, smiles, politeness, and manners)

Good habits such as greetings, smiles, politeness, and manners can also implement religious guidance at school. In the research process that occurs in the field, habits have been embedded in students at Alkhairaat Islamic Junior High School Palu, and this can be seen from their friendly and polite attitude, as conveyed by Muhammad Ma'ruf, as head of

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curriculum for Alkhairaat Islamic Junior High School Palu, who stated that:

"By carrying out religious guidance at school, we apply habituation in the school environment, so it is hoped that by implementing the habit of greeting, smiling, saying hello, being polite and courteous, it will develop good character and become a positive force in the school environment, especially in the students themselves."

Every teacher and student at Alkhairaat Islamic Junior High School Palu applies the habit of greeting, smiling, and saying hello to open good communication and interaction between students and the teacher. In the teaching and learning process, the teacher will open the interaction process with a greeting, welcoming with a smile, and saying hello while asking for news. The teacher takes this practical step to start the learning process and break down the tense and stiff atmosphere so that the class becomes comfortable.

Apart from opening up good communication, the practice also impacts building a sense of security and comfort. Through effective communication, students and other school members will feel appreciated and recognized for their existence. Teachers also create a sense of security and comfort by constantly asking for students' feelings when they come to and leave school. The habit of continuously and sustainably asking for students' feelings indirectly teaches students the positive character of respecting the existence of other people. Habituation also teaches students about the concept of caring. A friendly attitude can build sensitivity towards other people, for example, by greeting friends and asking about their feelings when one of their friends is sad. It is hoped that this habituation can create good habits in the school environment and a peaceful school environment.

4.3 Getting used to zuhr prayers at school

The habit of dhuhr prayers in congregation is considered very effective as a means of educating good morals for students.

Habits that are carried out repeatedly, which are preceded by awareness and understanding, will become a person's character, as well as cultivating morals through the habit of congregational dhuhr prayers, starting with an understanding of the material regarding congregational dhuhr prayers which are delivered through *fiqh* subjects and then put into practice in everyday life. In the end, it can become a habit that students carry out with full awareness and understanding.

Religious formation in ordinary schools is characterized by getting used to dhuhr prayers in congregation, as is the case at Alkhairaat Islamic Junior High School Palu, which always applies the habit of dhuhr prayers in congregation at school to students. By getting used to dhuhr prayers in congregation it can make students aware of their responsibilities as Muslims and it is hoped that Students can become human beings who know their obligations and become pious children.

4.4 Get used to the Dhuha prayer

Dhuha prayer at school is used as an educational technique or method. Dhuha prayer is also implemented at Alkhairaat Islamic Junior High School Palu every Monday at 09.00. The school hopes that the practice of Dhuha prayer can change all the good qualities of students at Alkhairaat Islamic Junior High School Palu into habits so that the soul can fulfill this habit without coercion, without losing much energy, and without encountering many difficulties.

The habituation process must begin and be instilled in students continuously. Then, after the Dhuha prayer is carried out, there is usually a religious lecture (*Muhadhoroh*) delivered by students who want to develop their talents and interests so that the religious lectures can train their mental beliefs, self-esteem, and courage. They also carry out donations or alms movements every Monday and Thursday so that students enjoy and get used to giving alms, thereby further strengthening good moral values in students.

4.5 Increasing students' religiosity

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Religion can provide a moral framework against which a person can compare their behavior. Religion can stabilize behavior and explain why and what a person is in the world for. Religion offers protection and a sense of security, especially for teenagers looking for their existence. The term increasing students' religiosity is increasing students' sense of religion, especially in the dimensions of religious practice and experience, such as activities that are intended to increase students' religiosity at Alkhairaat Islamic Junior High School Palu by carrying out Islamic activities such as *barazanji*, *hadrah*, and *tahlil* which are carried out at school to support students' religious spirit at Alkhairaat Islamic Junior High School Palu

The cultivation of students' morals through counseling guidance in the form of practice to increase the religiosity of students at Alkhairaat Islamic Junior High School Palu takes the form of a learning process or practice of *barasanji*, *hadrah*, and also *tahlil*, and the explanation is as follows:

4.6 Barazanji and hadrah practice

Barazanji is a prayer, praise, and history of the Prophet Muhammad, usually recited with a rhythm or tone. Its content tells about the Prophet Muhammad's life, namely his genealogy, childhood, adolescence, adulthood, and appointment as an apostle. It also tells of the Prophet Muhammad's noble qualities and various events to serve as an example for humankind.

The barazanji activity taught by teachers to students at Alkhairaat Islamic Junior High School Palu is carried out by an assembly formed by the Deputy Head of Curriculum. The assembly consists of two separate assemblies for female and male students. The teacher coaches each assembly. Implementing this barazanji activity is usually carried out in two stages: the women's assembly is generally held on Friday at 16.00-17.00 in the afternoon, and the men's assembly is on Thursday evening at 19.30-20.30.

Students who carry out barazanji activities are also usually accompanied by playing hadrah, where hadrah is one of the activities outside school hours to develop students' talents,

interests, and creativity in art. As stated by Ma'ruf, as Head of Curriculum of Alkhairaat Islamic Junior High School Palu, who stated that:

"We also carry out the barazanji learning process for Alkhairaat Islamic Junior High School Palu students, usually interspersed with students who play hadrah. The aim is to provide strong religious education provisions so that students not only receive student material but also become accustomed to activities that contain religious values."

Based on the explanation above, the author can conclude that in the process of increasing students' religiosity from the barazanji learning activities and playing hadrah, it is hoped that it can improve students' love for the Prophet Muhammad by reading barazanji prayers and students are expected to be able to know and practice Islamic arts and then students participate in preserving Islamic culture from the art of hadrah.

4.7 Practice tahlil

Tahlilan is an activity that is usually carried out whenever a death occurs. Gathering to perform tahlilan is a tradition that has been practiced for generations by the majority of Indonesian Muslims. Even though the event format was not taught directly by the Prophet, this activity was permitted because none of the activities conflicted with Islamic teachings, for example, reading Yasin, Tahlil, Tahmid, Tasbih, and others. Therefore, the implementation of tahlilan is a manifestation of the guidance of the Prophet Muhammad.

The taklim assembly at Alkhairaat Islamic Junior High School Palu also carries out tahlil activities. The benefit of holding tahlil extracurricular activities is to educate students so that they can socialize by reading toyyibah sentences with the surrounding community in the future. Besides introducing students to one of the Aswaja cultures, there are other benefits so that this culture can develop in society through students. As stated by Ma'ruf, Head of Curriculum of Alkhairaat Islamic Junior High School Palu, who stated that: "We carry out this

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tahlil activity so that students can be useful in society and increase their devotion to Allah SWT."

Based on the results of the explanation above, the author can conclude that in implementing this extracurricular, there is some motivation given by the teacher so that students can also be more enthusiastic in practicing tahlil, which contains Toyibah sentences containing good prayers, in tahlil readings we can also improve Prayers for all fellow Muslims and those closest to us who experience disaster and can provide provisions for students when they are in society.

5. Conclusion

The results of this research conclude that the implementation of counseling guidance to instill student morals has been successful because it was carried out with the hard work of the teachers. The teacher's strategy in implementing counseling guidance to instill student morals at Alkhairaat Islamic Junior High School Palu is to provide counseling guidance in verbal form and counseling guidance in the form of practice, which is expressed in various ways or methods such as individual counseling, group counseling and increasing religiosity and religious guidance which includes religious activities. Those who play a role in providing counseling guidance in the verbal form are the counseling guidance teachers at Alkhairaat Islamic Junior High School Palu. Those who play a role in fostering counseling guidance in the practical form are Islamic religious education teachers and all teachers at Alkhairaat Islamic Junior High School Palu so that counseling guidance teachers and Islamic religious education teachers, as well as other teachers at Alkhairaat Islamic Junior High School Palu, collaborate and help each other in the process of instilling morals in students.

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