

Exploring the Need for a Prophetic-Based Group Counseling Model to Enhance Student Discipline in Madrasah Aliyah

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ABSTRACT: Student discipline is a crucial aspect of character education in Madrasah Aliyah. However, various studies reveal that many students still exhibit low levels of self-regulation, punctuality, and responsibility, which hinder the achievement of optimal learning outcomes. Conventional group counseling models often emphasize normative behavioral correction, yet they lack integration with spiritual and contextual approaches. This study aims to explore the need for a prophetic-based group counseling model in strengthening student discipline. Using a descriptive approach, data were collected from teachers, counselors, and students in several Madrasah Aliyah through questionnaires, interviews, and observations. The findings indicate that (1) the current guidance and counseling services are not sufficient to address the root causes of disciplinary problems, (2) there is a strong expectation from teachers and students for a more holistic model that integrates prophetic values *shiddiq* (honesty), *amanah* (trustworthiness), *tabligh* (communication), and *fathanah* (wisdom), and (3) institutional support and policy alignment are required to ensure sustainability. The study highlights that incorporating prophetic values into group counseling can provide not only behavioral regulation but also moral-spiritual reinforcement, which is essential for fostering disciplined, responsible, and ethical students in Islamic schools. These results serve as the foundation for developing a prophetic-based group counseling model that aligns with both educational goals and character-building initiatives in Madrasah Aliyah.

KEYWORDS: Group Counseling, Madrasah Aliyah, Needs Analysis, Prophetic Values, Student Discipline.

INTRODUCTION

Discipline among students is widely recognized as a fundamental component of educational success and character development. In the context of Madrasah Aliyah Islamic senior high schools in Indonesia discipline encompasses aspects such as punctuality, compliance with school rules, responsibility, and respect for authority. However, numerous studies and preliminary observations indicate that disciplinary issues remain a persistent challenge. Lack of punctuality, absenteeism, reluctance to follow regulations, and low awareness of responsibility are commonly reported, hindering not only academic performance but also the cultivation of students' moral character.

Traditional group counseling models implemented in schools have generally emphasized normative approaches to discipline, focusing on rules and sanctions. While such methods may regulate behavior in the short term, they often fail to internalize values that can sustain long-term character development. This limitation necessitates the exploration of alternative models that integrate moral and spiritual values with counseling practices. One promising approach is the integration of prophetic values *shiddiq* (truthfulness), *amanah* (trustworthiness), *tabligh* (effective communication), and *fathanah* (wisdom). These values, deeply rooted in Islamic teachings, provide a holistic framework for fostering discipline that extends beyond compliance to include self-awareness, moral responsibility, and interpersonal harmony. The incorporation of these values in counseling sessions is expected to produce more meaningful transformations in students' attitudes and behaviors.

Despite the importance of this approach, empirical evidence on the need for a prophetic-based group counseling model in Madrasah Aliyah remains limited. Previous research has focused largely on either conventional counseling techniques or broader character education initiatives without examining how prophetic values can be systematically embedded in group counseling practices. This gap underlines the significance of conducting a needs analysis to capture the perspectives of teachers, counselors, and students regarding the integration of prophetic values in addressing disciplinary challenges.

Therefore, this study aims to explore the needs and expectations related to the development of a prophetic-based group counseling model to enhance student discipline in Madrasah Aliyah. The results of this study are expected to provide an evidence-

based foundation for model development that is contextually relevant, spiritually grounded, and practically applicable within the framework of character education in Islamic schools

LITERATURE

Group Counseling in Educational Settings

Group counseling is a structured form of guidance and counseling service designed to help students overcome personal, social, and academic challenges through collective interaction. According to Corey (2016), group counseling enables participants to share experiences, reflect on their behavior, and develop problem-solving strategies in a supportive environment. In the school context, group counseling is often applied to address issues such as discipline, motivation, and interpersonal skills (Gladding, 2012).

The strength of group counseling lies in the dynamics of peer interaction. Students are encouraged to observe and learn from others' experiences, which fosters empathy, self-awareness, and responsibility. However, in many cases, group counseling models in schools still adopt conventional approaches that emphasize behavioral correction rather than internal value formation. This limitation underscores the need for innovative models that can integrate spiritual and moral dimensions to address deeper causes of disciplinary issues.

Student Discipline in Madrasah Aliyah

Discipline in the Islamic school context refers not only to compliance with school rules but also to the internalization of moral and religious values that guide behavior. Research indicates that many Madrasah Aliyah students struggle with punctuality, classroom participation, and adherence to school regulations, which are often linked to limited internal motivation and weak character formation (Hasanah, 2019).

Inadequate guidance and counseling services contribute to this problem, as counselors frequently rely on normative disciplinary measures rather than holistic approaches. As a result, disciplinary problems tend to persist, undermining both academic achievement and personal development. Integrating prophetic values into group counseling is expected to address these gaps by fostering not only external compliance but also internal self-regulation based on moral and spiritual principles

Previous Studies and Research Gap

Several studies have highlighted the effectiveness of group counseling in improving student discipline (Widoyoko, 2017; Samsinar & Fitriani, 2020). Others have demonstrated the role of prophetic values in character education (Marzano, 2017; Hermawan & Widiastuti, 2021). However, research specifically combining group counseling with prophetic values as an integrated model remains scarce.

Most existing studies focus on either character education in general or conventional counseling approaches. Thus, there is a clear research gap regarding a systematic exploration of the need for a prophetic-based group counseling model tailored to the context of Madrasah Aliyah. Addressing this gap is essential for designing an intervention that is not only culturally relevant but also aligned with Islamic values and contemporary educational goals.

METHOD

Research Design

This study employed a descriptive qualitative approach supported by quantitative data to explore the needs for a prophetic-based group counseling model in Madrasah Aliyah. The research focused on identifying the current conditions of counseling services, the challenges faced by teachers and students, and the expectations for a counseling model that integrates prophetic values (*shiddiq, amanah, tabligh, and fathanah*).

Participants

The participants consisted of three main groups: (1) Guidance and Counseling (BK) teachers from several Madrasah Aliyah in South Sulawesi, (2) students across different grade levels (X, XI, XII), and (3) school principals as institutional stakeholders. A purposive sampling technique was applied to select respondents who were directly involved in or affected by the implementation of counseling services.



Instruments

Data were collected using a combination of instruments:

1. Questionnaires to assess the perceptions of teachers and students regarding the effectiveness and limitations of current group counseling practices.
2. Interviews with BK teachers and principals to gain deeper insights into institutional challenges, expectations, and the feasibility of a prophetic-based counseling model.
3. Observations conducted in classroom and counseling settings to capture the actual patterns of disciplinary behavior and the interaction process during guidance sessions.

The instruments were validated by experts in educational psychology and Islamic education to ensure their relevance and accuracy.

Data Collection Procedure

Data collection was conducted in three stages:

1. Preliminary Observation: Identification of common disciplinary problems among Madrasah Aliyah students, such as absenteeism, tardiness, and lack of compliance with school rules.
2. Survey and Interviews: Administration of questionnaires and structured interviews to collect information about the needs and expectations of teachers and students toward counseling models.
3. Documentation Review: Analysis of institutional policies, counseling records, and school regulations related to student discipline.

Data Analysis

The data were analyzed using the interactive model of Miles and Huberman (1994), which includes:

1. Data Reduction: Selecting and simplifying raw data obtained from observations, questionnaires, and interviews.
2. Data Display: Organizing the data into matrices, charts, and descriptive summaries to reveal patterns of needs.
3. Conclusion Drawing and Verification: Interpreting the findings to identify key elements required for developing a prophetic-based group counseling model.

Quantitative data from questionnaires were analyzed descriptively by calculating the frequency and percentage of responses, while qualitative data from interviews and observations were coded thematically.

Ethical Considerations

The study adhered to research ethics by obtaining informed consent from participants, ensuring confidentiality, and maintaining the anonymity of student and teacher responses. Participation was voluntary, and data were used solely for academic purposes.

RESULT AND DISCUSSION

Result

The needs analysis revealed several critical findings regarding the current state of group counseling in Madrasah Aliyah and the urgency of integrating prophetic values into the model:

Current Counseling Practices

Most Guidance and Counseling (BK) teachers in Madrasah Aliyah still rely on conventional models that emphasize normative discipline, such as reminding rules and applying sanctions. While these approaches produce short-term compliance, they lack the depth to instill long-term self-discipline and internalized values.

Challenges in Student Discipline

Observation and questionnaire data showed that students often struggled with:

1. Punctuality and attendance.
2. Completing tasks on time.
3. Respecting school regulations consistently.
4. Demonstrating responsibility in classroom activities.

The majority of students admitted that they complied with rules only when under teacher supervision, indicating weak internalization of discipline.



1. Expectations from Teachers and Students
Teachers expressed a strong need for a counseling model that is contextually relevant to Islamic school settings and capable of addressing not only behavior but also moral and spiritual foundations. Students also reported greater openness to counseling sessions that involved discussion, reflection, and values-based approaches rather than one-way lectures.
2. Institutional Support
School principals acknowledged that strengthening discipline is a priority, yet they emphasized the lack of systematic models integrating Islamic values into counseling. Institutional readiness for adopting a prophetic-based model was relatively high, especially given the alignment with the school's vision of character education.

DISCUSSION

The findings highlight a significant gap between existing group counseling practices and the holistic needs of students in Madrasah Aliyah. The reliance on conventional approaches has limited impact on developing long-term discipline, as it fails to integrate internal value formation. This supports the argument of Gladding (2012) that group counseling in schools often addresses surface-level behavior rather than fostering deeper character growth.

Integrating prophetic values into group counseling offers a promising solution. Each of the prophetic values directly correlates with aspects of discipline: *Shiddiq* (truthfulness) nurtures honesty in attendance and academic integrity, *Amanah* (trustworthiness) strengthens responsibility in fulfilling school tasks and commitments, *Tabligh* (communication) promotes openness in expressing difficulties and encourages constructive dialogue in groups, *Fathanah* (wisdom) develops students' critical thinking and decision-making in navigating moral dilemmas.

Previous studies have shown similar results. Nurjanah & Hanifah (2021) demonstrated that prophetic-based education enhances both discipline and social responsibility, while Hermawan & Widiastuti (2021) confirmed the long-term benefits of education integrated with character values. These findings align with the present study, underscoring the need for models that go beyond normative approaches.

Another critical point is the institutional support for the prophetic-based model. The readiness of Madrasah Aliyah principals to adopt such a model indicates a favorable policy environment. According to Marzano's (2017) theory of transformative learning, sustained changes in student attitudes and behavior occur when schools align curriculum, pedagogy, and counseling with holistic values. This reinforces the potential impact of prophetic integration in achieving lasting disciplinary improvements.

In sum, the results emphasize that a prophetic-based group counseling model is not only desirable but also necessary. It aligns with the character building mandate of Islamic schools, addresses the gaps in conventional counseling practices, and responds to the cultural and spiritual context of Madrasah Aliyah.

CONCLUSION

This study explored the need for a prophetic-based group counseling model to enhance student discipline in Madrasah Aliyah. The findings reveal that current counseling practices are still dominated by conventional approaches emphasizing behavioral correction, which lack the capacity to instill lasting values of self-discipline. Students often display compliance only under supervision, indicating that existing models have not sufficiently internalized discipline as a personal value.

The needs analysis highlights three major points: (1) there is a strong demand from teachers and students for counseling models that integrate moral and spiritual dimensions; (2) prophetic values *shiddiq*, *amanah*, *tabligh*, and *fathanah* are perceived as highly relevant for strengthening students' sense of responsibility, honesty, communication, and wisdom; and (3) institutional readiness to adopt such a model is relatively high, supported by the schools' commitment to character education.

Overall, the study concludes that a prophetic-based group counseling model is both relevant and necessary for addressing disciplinary challenges in Madrasah Aliyah. By integrating prophetic values into counseling practices, schools can move beyond normative rule enforcement toward a transformative approach that nurtures students' character, self-awareness, and long-term discipline. These findings serve as a foundation for the next stage of research: the systematic development and validation of a prophetic-based group counseling model that can be implemented widely in Islamic schools.

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