



INTEGRATION OF ISLAMIC GUIDANCE SERVICE MODEL AND ISLAMIC EDUCATION LEARNING AND ITS EFFECT ON STUDENTS' PSYCHOLOGICAL WELL-BEING IN THE NEW NORMAL ERA

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Abstract: Integration of Islamic Guidance Service Model and Islamic Education Learning and its Effect on Students' Psychological Well-Being in the New Normal Era

This study aims to determine the integration of the Islamic guidance service and Islamic education model and its effect on the psychological well-being of students in the new normal era. The research used descriptive qualitative with field research methods. This research was conducted at SMA Kartika 1-2 Medan in 2021/2022. The subjects of this study were guidance and counseling teacher and Islamic education teacher. Data sources are obtained from interviews, documentation, and observation. The result show that the strategy used by guidance and counseling teacher and Islamic education teacher in fostering the psychological well-being of students uses a collaborative strategy, namely Islamic classical guidance. The conclusions show that the integration of the Islamic classical guidance teaching model by guidance and counseling teacher and Islamic education teacher at SMA Kartika 1-2 Medan was a collaborative method of the Islamic Education Guidance and Counseling approach.

Keyword: Islamic educational guidance counseling, Islamic education learning, Psychological well-Being, New normal era

Abstrak: Integrasi Model Layanan Bimbingan Islami dan Pembelajaran PAI dan Pengaruhnya terhadap Kesejahteraan Psikologis Siswa di Era New Normal

Tujuan penelitian ini untuk mengetahui strategi kolaboratif yang dilakukan kguru agama islam dan konselor sekolah dalam menumbuhkan dan meningkatkan kesejahteraan psikologis siswa di era new normal. Pendekatan penelitian menggunakan kualitatif deskriptif, metode penelitian menggunakan field research. Penelitian ini dilaksanakan di SMA Kartika 1-2 Medan tahun 2021/2022. Subjek penelitian ini yaitu Kguru agama islam, Guru BK. Metode pengumpulan data menggunakan wawancara, dokumentasi dan observasi. Hasil penelitian menunjukkan integrasi model pengajaran bimbingan klasikal islami yang dilakukan kguru agama islam dan konselor sekolah di SMA Kartika 1-2 Medan melalui pengajaran bimbingan klasikal islami memberikan pengaruh terhadap kesejahteraan psikologis siswa. Kesimpulan penelitian diperoleh temuan integrasi model pengajaran bimbingan klasikal islami yang dilakukan kguru agama islam dan konselor sekolah di SMA Kartika 1-2 Medan merupakan metode kolaboratif pendekatan Bimbingan dan Konseling Pendidikan Islam

Kata Kunci: Layanan Bimbingan Islami, Pembelajaran PAI, Kesejahteraan Psikologis, Era new normal

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A. INTRODUCTION

The conditions of the Covid-19 Pandemic have caused the education system in schools to change face-to-face learning (offline) to online, this is because the pandemic period is characterized by the spread of a virus outbreak called Coronaviruses (CoV), a family of viruses that cause flu with mild to severe symptoms (Kemenkes, 2020). Covid-19 has been designated as a pandemic, which is an infectious disease and spreads globally (mass) (Rory et al, 2020). The virus spreads quickly and is transmitted through human interaction (Nasution et al, 2020). During the Covid-19 pandemic, the majority of schools in Indonesia use online-based learning methods starting from primary, secondary to higher education levels. Entering the early year of 2022, is an important phase where the year is marked by the new normal era, namely the policy of reopening limited public activities using health standards that did not exist before the pandemic.

Along with the new normal era and the end of the pandemic, the impact of the pandemic has caused problems in various sectors, especially in education. The results of research (Monalisa, 2021) reveal that during the pandemic, many problems experienced by school students such as difficulty in understanding online learning, stress due to the many tasks given by teachers, difficulty meeting with peers, lack of playing time, spending more time at home can make themselves bored and bored. From the findings that Monalisa has revealed, one of the problems of students in post-pandemic schools is the problem of students' psychological well-being.

Changes in learning methods at school have had an impact on students' psychological well-being. The pandemic period has had an impact on student well-being (Sumakul & Ruata, 2020; Vishnu et al, 2022; Arum & Antika, 2022; Zulfia et al, 2021; Mashluhah, 2020). The problem of student welfare is also reinforced by the results of a survey by the Ministry of Education and Culture's Policy Research Center in 2021 reporting that the psychological well-being of most students (71.6%) has a medium level score, and there are 13.5% who are in the low category, the condition of mental emotional difficulties and relatively good psychological well-being is consistently found more in students who get parental assistance during learning. The data is also reinforced by the opinion (Sitinjak, 2015) that psychological well-being greatly affects student behavior or habits, and generally teachers who teach at school are people who take part in achieving psychological well-being for students. It is clear that the problem of students' psychological well-being cannot be ignored and students must be given handling so that they can adapt to the new normal.

The psychological well-being of students is currently the focus of attention and academic research, although this has been studied by many researchers, but they always use a combination of different indicators (Gao & McLellan, 2018). Psychological well-being or called psychological wellbeing is a condition or description of self-wellbeing which includes happiness in life and the ability to carry out the direction and purpose of life (Pahlevi et al., 2021). According to (Linawati & Desiningrum, 2017), psychological well-being is important for every individual and applies to all groups, including adolescents or students. Psychological well-being is a person's psychological situation that functions well and positively (Ramadhani et al, 2016).

The problem of students' psychological well-being cannot be ignored and needs immediate handling from the teacher. It is not only the duty of the counseling teacher as a guide and counseling students, but also other teachers. One of them is the role of PAI teachers, the existence of PAI teachers also has an important role in providing guidance and supervision in order to provide services for all students at school (Kulsum, 2011). PAI teachers also act as facilitators, mentors, environmental providers, communicators, models, evaluators, motivators (Sundari, 2018). PAI teachers and counseling teachers have a form of cooperation where they coordinate with each other in overcoming the problems faced by students.

The integration of learning models used by PAI teachers and BK teachers based on the Islamic Education Guidance and Counseling approach is a tactical strategy that can be done in order to foster and improve students' psychological well-being. Collaboration as a thought process where the parties involved look at the different aspects of a problem and find solutions to these differences and the limitations of their views on what can be done (Grothaus & Cole, 2012). Through collaboration between PAI teachers and counseling teachers, they can exchange information, especially the problem of students' psychological well-being such as aspects of life goals, self-acceptance, positive relationships, self-development, and autonomy. PAI teachers and counseling teachers can work together and provide information to each other related to the problem of students' psychological well-being, so that the development of psychological well-being can be known and can make the necessary improvements and improvements.

The purpose of this study is to determine the collaborative strategies of PAI teachers and counseling teachers in fostering and improving students' psychological well-being in the new normal era after the pandemic ends. The focus of this research examines the integration of learning models used by PAI teachers and counseling teachers based on the Islamic Education Guidance and Counseling approach and its effect on students' psychological well-being. The results of this study will contribute as enrichment material both theoretically and practically in relation to the collaborative strategies of PAI teachers and counseling teachers in fostering and improving students' psychological well-being. The results of this study are also a novelty for teachers, academics and researchers related to the integration of the Islamic classical guidance teaching model based on the Islamic Education Guidance and Counseling approach.

B. METHOD

The approach used in this research uses descriptive qualitative, the research method uses field research. Through this approach, accurate data found in the field will be critically analyzed and described in a narrative manner, by looking for original data sources and sources from participants in the field, writing and behavior of the object of attention (Ghony & Almanshur, 2012). The field research method was used by researchers to find out the collaborative strategies of PAI teachers and counseling teachers in fostering and improving students' psychological well-being in the new normal era after the pandemic ended.

This research was conducted at SMA Kartika 1-2 Medan in 2021/2022. The subjects of this research are PAI teachers, counseling teachers and students. Data collection methods using interviews, documentation and observation. Data sources include primary data, namely PAI teachers and counseling teachers, and secondary data, namely students. Data sources were taken using purposive side, (samples were taken purposively), namely the determination of information based on certain objectives or considerations (Yusuf, 2019). Data analysis is carried out through the process of presenting data then placing data based on criteria and then analyzing manually to describe, combine and analyze the overall data to draw conclusions.

The research stage procedures include (1) the pre-research stage, this stage begins with deepening and exploring student problems in schools after the pandemic, namely the problem of students' psychological well-being in the new normal era; (2) the research stage, this stage the researcher goes to the field (field research) in order to collect data, namely the collaborative strategy of PAI teachers and counseling teachers in fostering and improving students' psychological well-being in the new normal era after the pandemic ends; (3) the post-research stage, this stage is the researcher drawing conclusions from the field findings, namely related to the integration of the learning model used by PAI teachers and counseling teachers and its influence on students' psychological well-being.

C. RESULTS AND DISCUSSION

The results and discussion of the research describe the integration of the Islamic classical guidance teaching model based on the Islamic Education Guidance and Counseling approach through collaborative teaching carried out by PAI teachers and BK teachers, and its effect on students' psychological well-being at SMA Kartika 1-2 Medan in 2021/2022.

Based on the data that has been collected, the findings show that in order to foster and improve students' psychological well-being, the strategy carried out by PAI teachers and counseling teachers is through a collaborative Islamic classical guidance teaching model based on the Islamic Education Guidance and Counseling approach. The integration of the teaching model based on the Islamic Education Guidance and Counseling approach can be explained in the following table:

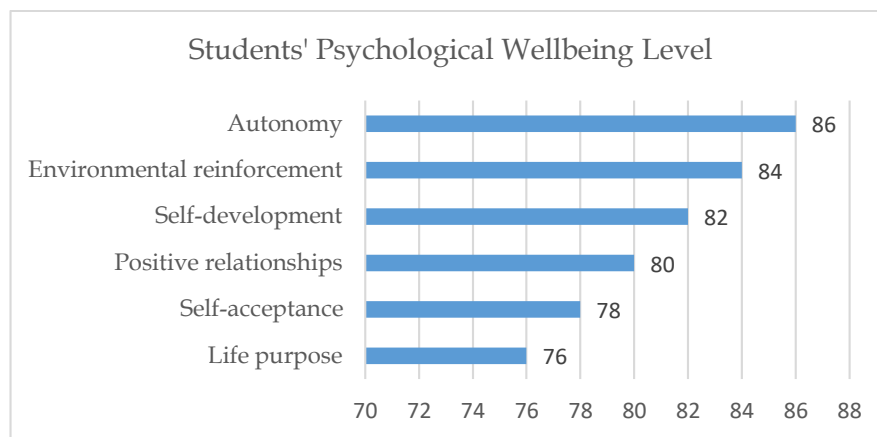
Table 1. Integration of Islamic Classical Guidance Teaching Model for Class XI Students

Subject	Areas	Types of Services and Learning	Islamic Classical Guidance	
			Islamic education teacher learning materials	School counselor service material
Grade XI Students	Islamic education teacher and School counselor	Islamic classical guidance	1. Al-Qur'an as a Guide to Life	1. Environmental Understanding
			2. Obedient behavior (religiosity)	2. Self-development
			3. Living comfortably with Honest Behavior	3. Positive relationship
			4. Believing in the books of Allah Swt.	4. Self-acceptance
			5. The beloved messengers of Allah, swt.	5. Life purpose
			6. Tolerance, respect and love for one another.	6. Autonomy.

Source: Collaborative service report of guidance and counseling teachers for the 2021/2022 school year

The integration of the Islamic classical guidance teaching model carried out by Islamic religious teachers and school counselors at SMA Kartika 1-2 Medan in an effort to foster the psychological well-being of class XI students shows that collaborative strategies through Islamic classical guidance teaching have an influence on students. Integration of teaching models as a form of collaboration of Islamic Religious Education (PAI) teaching taught by Islamic religious teachers with guidance services taught by counseling teachers, this teaching model is framed in Islamic classical guidance. As an elaboration activity, the underlying values of collaboration are commonality of purpose, perception and willingness to process. Collaboration as an interaction process that involves several people to work together by combining continuous thinking in addressing a matter and exchanging views or ideas that provide perspectives to all collaborators (Ramdani et al, 2020).

The Islamic classical guidance model carried out by Islamic religious teachers and school counselors at SMA Kartika 1-2 Medan is a collaborative strategy between teaching and guidance elements, both elements are framed in guidance activities and applied classically (large classes). The description of the level of psychological well-being of students based on the self-development report of guidance and counseling services for class XI of the 2021/2022 school year is described in the graph below: an *bimbingan dan konseling* kelas XI ajaran 2021/2022 dijelaskan pada grafik di bawah ini:



Description: Very High = >91; High = 81-90; Medium = 71-80; Low = 60-70; Very Low = <60
 Source: self-development service report of grade XI students in the 2021/2022 academic year

Graph 1. Level of Psychological Wellbeing of Grade XI Students

The graph above shows that the level of student well-being in the aspect of life goals is in the High category (81%); the aspect of self-acceptance is in the High category (83%); the aspect of positive relationships is in the High category (84%); the aspect of self-development is in the High category (85%); the aspect of environmental strengthening is in the High category (82%); the aspect of autonomy is in the Medium category (79%). The results of the self-development service report show that the average student's level of self-welfare is in the high category, this means that students are ready and able to carry out their learning activities at school in the new normal era.

The results revealed that the integration of the Islamic classical guidance teaching model carried out by Islamic teachers and school counselors at SMA Kartika 1-2 Medan is a collaborative method of the Islamic Education Guidance and Counseling approach. In order to improve students' psychological well-being, there are three collaborative strategic steps taken by school counselors and Islamic religious teachers including (1) school counselors and Islamic religious teachers always pay attention to students' psychological well-being and participate in training students' social-emotional skills through classroom learning; (2) school counselors and Islamic religious teachers formulate and create sustainable service and learning programs in an effort to foster and improve students' mental health, emotional well-being and psychological well-being through counseling guidance teacher services by optimizing Islamic religious education materials; (3) school counselors and Islamic religious teachers also encourage the active and creative role of parents in accompanying children while studying at home.

The three steps of the collaborative strategy above are preventive steps taken by school counselors and Islamic religious teachers in an effort to foster and improve students' psychological well-being conditions, this is done so that students can overcome psychological problems that have the potential to arise which can hinder student development. The classical guidance process is carried out in large class or classical learning groups. The collaborative strategy is implemented through Islamic classical guidance, which is a learning service model with the aim of helping students in adjusting themselves, life goals, self-acceptance, positive relationships, self-development and autonomy. Through this learning service model, students can carry out a series of habituation or habituation by carrying out various activities that are considered good and in accordance with Islamic guidance. By using this habituation model, students are given the opportunity to directly apply the material they learn (Syafri, 2014).

Collaborative strategies carried out by school counselors and Islamic religious teachers through Islamic classical guidance can have an influence on students' psychological well-being. There are four main aspects as the basic principle that the integration of the Islamic

classical guidance teaching model based on the Islamic Education Guidance and Counseling approach can be used in order to foster students' psychological well-being. The four aspects are explained below:

First, the Islamic Education Guidance and Counseling model as one of the interpersonal services, has a strategic position to assist students in overcoming the problems they experience, and plays a role in facilitating the development of their potential. The task of the Islamic counselor is to direct and show the way to the counselee so that the counselee can walk in a better direction to follow according to what Allah SWT wants (Abdurrahman & Siregar, 2021). Through this service model, students gain an understanding of how life goals, self-acceptance, positive relationships, self-development, autonomy (aspects of psychological well-being) through Islamic classical guidance.

Second, the integration of the Guidance Counseling and Islamic Education approach can develop spiritual intelligence in adolescents such as awareness to live the process of worship not as an obligation, accustomed to behaving well, having the principle of justice, having the principle of truth, being able to take lessons from the calamities they face, being flexible, being critical and contemplating the causes and reasons for everything to happen (Kinanti et al, 2019). Through this approach students receive teaching about their mindset which includes the meaning of life purpose, self-acceptance, positive relationships, self-development, autonomy (aspects of psychological well-being) through Islamic classical guidance.

Third, the strategy of Guidance Counseling and Islamic Education focuses on the consistency of aqidah by implementing Islamic sharia, developing a learning environment as a student development environment. Through this strategy, students have good aqidah consistency and life practices such as life goals, self-acceptance, positive relationships, self-development, autonomy (aspects of psychological well-being) through religious teachings (Islamic). The strategy is a service to help the counselee to accept his condition as it is, the good and bad aspects, strengths and weaknesses, as something determined by Allah Swt (Lubis, 2017). This strategy emphasizes collaborative activities, namely the synergy of Islamic religion teachers and school counselors is to work together by helping each other, understanding each other's activities in a certain way to overcome these students according to the goals between Islamic religion teachers and school counselors (Mansyur, 2022). Through this strategy, students receive teaching and guidance about their mindset which includes the meaning of life goals, self-acceptance, positive relationships, self-development, autonomy (aspects of psychological well-being) through Islamic classical guidance.

Fourth, the implementation of Guidance Counseling and Islamic Education is expected to be able to help individuals understand themselves as creatures of Allah, others and the environment, and can make adjustments in realizing worship, life functions, helping others and meeting their needs. In addition, it is also as assistance provided to students in order to help individuals learn to develop fitrah and return to fitrah by empowering faith, reason, and the will granted by Allah to learn the guidance of Allah and His Messenger (Rohman, 2016). Through this implementation, students receive teaching and guidance on how to understand and guide themselves including the meaning of life purpose, self-acceptance, positive relationships, self-development, autonomy (aspects of psychological well-being) through Islamic classical guidance.

The problem of students' psychological well-being at school and its handling efforts, the strategy that can be done by school counselors is to carry out collaborative services, this is as done by school counselors and Islamic religion teachers at SMA Kartika 1-2 Medan by using the integration of Islamic classical guidance teaching models through the Islamic Education Guidance and Counseling approach. The Islamic Education Guidance and Counseling approach is a service assistance to students so that they are able to develop and be able to adjust to the environment while still upholding the Islamic aqeedah. Students are expected to become individuals who are able to read and turn threats into challenges and then into

opportunities so that they can survive and develop themselves in an environment that is always characterized by productivity.

Based on the results and discussion of the research, the integration of Islamic classical guidance teaching model conducted by Islamic religious teachers and school counselors at SMA Kartika 1-2 Medan is an effort to help students to grow and improve their psychological well-being. Through collaboration between Islamic religious teachers and school counselors is with the intention of influencing their psychological well-being which allows students to be able to carry out their learning activities in the new normal era, both in formulating life goals, self-acceptance, positive relationships, self-development, autonomy.

D. CONCLUSION

The results of the study revealed that the integration of the Islamic classical guidance teaching model carried out by Islamic religion teachers and school counselors at SMA Kartika 1-2 Medan is a collaborative method of Islamic Education Guidance and Counseling approach. Islamic classical guidance is a learning service model with the aim of helping students in adjusting themselves, being able to choose and make decisions, being able to interact and adapt in their social groups. The classical guidance process is carried out in large class or classical learning groups. The Islamic Education Guidance and Counseling approach is a service assistance to students so that they are able to develop and be able to adjust to the environment but still uphold the Islamic aqidah. Students are expected to become individuals who are able to read and change threats into challenges and then into opportunities so that they can survive and develop themselves in an environment that is always characterized by productivity.

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