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## SCHOOL COUNSELORS AND DISCIPLINARY BEHAVIOR OF SEVENTH-GRADE STUDENTS AT MTsS AL-WASHLIYAH STABAT

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### Abstrak

Permasalahan disiplin siswa masih menjadi tantangan yang sering dihadapi di lingkungan sekolah, khususnya pada jenjang kelas VII yang berada pada fase transisi perkembangan. Guru Bimbingan dan Konseling (BK) memiliki peran strategis dalam membantu siswa mengatasi permasalahan disiplin guna membentuk perilaku disiplin yang berkelanjutan. Penelitian ini bertujuan untuk mendeskripsikan peran guru BK dalam mengupayakan strategi penanganan permasalahan disiplin siswa kelas VII di MTsS Al-Washliyah Stabat. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan data dilakukan melalui wawancara mendalam, observasi, dan dokumentasi. Informan penelitian meliputi guru BK, wali kelas, dan siswa kelas VII. Hasil penelitian menunjukkan bahwa guru BK berperan aktif melalui layanan konseling individual, konseling kelompok, pemberian layanan bimbingan klasikal, kerja sama dengan wali kelas dan orang tua, serta penerapan pendekatan preventif dan kuratif dalam menangani pelanggaran disiplin siswa. Strategi tersebut peserta merasakan kesadaran siswa terhadap pentingnya disiplin serta membentuk perilaku disiplin yang lebih positif di lingkungan sekolah. Kesimpulan penelitian ini bahwa peran guru BK hasilnya menunjukkan dalam membentuk perilaku disiplin siswa melalui strategi penanganan yang terencana, kolaboratif, dan berkesinambungan. Studi ini mengidentifikasi kesenjangan peran guru BK dalam meningkatkan disiplin siswa kelas VII di MTsS Al-Washliyah Stabat dan memberikan kontribusi pada pengembangan strategi bimbingan yang lebih efektif untuk membentuk perilaku disiplin.

**Kata kunci:** *Guru Konseling Sekolah, Disiplin Siswa, Perilaku Disiplin, Madrasah Islam, Studi Kasus Kualitatif, Strategi Konseling Preventif.*

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### **Abstract**

Student discipline remains a persistent challenge in school settings, particularly at the seventh-grade level, which represents a critical transitional phase in students' development. Guidance and Counseling (BK) teachers play a strategic role in assisting students in addressing disciplinary issues and fostering sustained disciplined behavior. This study aims to describe the role of BK teachers in implementing strategies to manage disciplinary problems among seventh-grade students at MTsS Al-Washliyah Stabat. This research employs a qualitative approach using a descriptive method, with data collected through in-depth interviews, observations, and documentation, involving BK teachers, homeroom teachers, and seventh-grade students as informants. The findings indicate that BK teachers play an active role through individual counseling, group counseling, the provision of classical guidance services, collaboration with homeroom teachers and parents, as well as the implementation of preventive and curative approaches in addressing student disciplinary violations. These strategies contribute to increasing students' awareness of the importance of discipline and fostering more positive disciplinary behavior within the school environment. In conclusion, the study demonstrates that BK teachers play a significant role in shaping students' disciplinary behavior through well-planned, collaborative, and continuous intervention strategies, while also identifying gaps in the role of BK teachers in improving student discipline and contributing to the development of more effective guidance strategies for fostering disciplined behavior.

**Keywords:** School counseling teachers, student discipline, disciplinary behavior, Islamic Madrasah, Qualitative case study, preventive counseling strategy.

### **INTRODUCTION**

Discipline is a fundamental component of education because it supports orderly, effective, and meaningful learning. In schools, discipline is not limited to obedience to regulations; it also reflects the internalization of responsibility, self-control, and moral awareness. Students who develop disciplined habits tend to manage time well, comply with school rules, and contribute to a conducive learning environment. For this reason, discipline is closely linked to the success of the educational process and to students' character formation (Silvi Dwi Nitami et al., 2023). In line with this view, discipline in education strengthens students' sense of responsibility and



behavioral order, thereby supporting both learning outcomes and character development (Tanjung & Piliang, 2024).

At the level of Madrasah Tsanawiyah, the development of disciplinary behavior is especially important, particularly in Grade VII. Students at this level are transitioning from elementary to junior secondary education and must adapt to new learning patterns, greater academic demands, and psychosocial changes that are not yet fully stable. Without appropriate guidance, these conditions may trigger behaviors that deviate from school rules (Harita, Laia, & Zagoto, 2022). Therefore, discipline development and consistent guidance from educators are needed to help students adjust to the new school environment and develop responsibility in the learning process (Khairuddin, Tanjung, & Piliang, 2024). Ideally, schools should cultivate discipline not only through rule enforcement but also through the gradual development of internal awareness, so that students obey regulations because they understand their value and purpose (Harita et al., 2022).

In practice, however, disciplinary problems remain common in schools. Forms of misconduct such as arriving late, failing to wear the proper uniform, neglecting assignments, talking during lessons, and violating classroom rules are still frequently found among students. Such behavior does not only affect individual students; it also disrupts classroom order and reduces the effectiveness of learning (Kiki Saputra, 2022). Similar findings show that low student discipline is often reflected in tardiness, non-compliance with school regulations, and limited responsibility for academic tasks, all of which weaken the learning process (Fatimah & K, 2024). Preliminary observations at MTsS Al-Washliyah Stabat indicate similar conditions among Grade VII students, particularly in attendance, compliance with school rules, and classroom behavior. This gap between the school's expectations and actual practice shows the need for systematic and sustainable intervention (Silvi Dwi Nitami, Wafiq Syafina TP, Zurriyati Putri, 2023; Supriadi, Musifuddin, 2023).

If disciplinary problems are not addressed appropriately, they may have long-term consequences for both academic development and character formation. Approaches that rely only on punishment tend to be less effective because they do not address the roots of students' behavior and may even create resistance. For that reason, preventive and educational approaches are required in handling student discipline (Kiki Saputra, 2022). In this context, Guidance and Counseling (BK) teachers have a strategic role, not only as providers of counseling services but also as facilitators, mediators, and mentors in shaping disciplined behavior. Through



individual counseling, group counseling, classical guidance, and collaboration with homeroom teachers and parents, BK teachers can help students understand the consequences of their actions and build discipline based on internal awareness (Saputri & Marjohan, 2021). Group counseling and guidance services have also been shown to improve student discipline through discussion, guidance, and self-reflection that strengthen students' understanding of rules and their intrinsic motivation to behave appropriately (Antasari & Anwar, 2025).

Previous studies show that the active involvement of BK teachers in addressing student disciplinary problems contributes positively to behavioral change. Well-planned and continuous intervention strategies can help students develop better disciplinary attitudes and reduce the frequency of rule violations at school, indicating that guidance and counseling services make a substantial contribution to character development (Silvi Dwi Nitami, Wafiq Syafina TP, Zurriyati Putri n.d. 2023). Other studies similarly report that classical guidance, individual counseling, and group counseling help students understand school rules and develop responsibility for their behavior (Indriyani, Ismanto, & Ajie, 2023). In the madrasah context, however, the role of BK teachers has distinctive characteristics because discipline is closely linked to Islamic values. Accordingly, discipline management strategies in madrasahs need to be examined in depth so they can be aligned with students' characteristics and the religious culture of the institution (Nurmiah Hasibuan, Ali Daud Hasibuan n.d. 2023; Kurnia, Rosita, Fatimah, Latifah, & Faradilla, 2024). The Qur'anic foundation for this study is derived from Surah An-Nahl, verse 125.:

وَادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

The meaning of the verse is as follows: "Call people to the way of your Lord with wisdom and good instruction, and argue with them in the best manner. Indeed, your Lord knows best who has strayed from His way, and He knows best who is guided" (QS. An-Nahl: 125). This verse serves as a normative foundation in the processes of guidance and counseling, as it emphasizes the importance of approaches based on wisdom, good advice, and constructive dialogue. This is in line with (Marhumah & Putra, 2024), who explain that the principles of wisdom and persuasive communication reflected in this verse constitute effective educational strategies in shaping students' character. The study further confirms that behavioral



development is more successful when carried out through educational, rational, and emotionally engaging approaches, rather than through coercion or pressure. According to exegetical interpretations, the verse outlines three primary approaches in guiding individuals: wisdom, good advice, and constructive dialogue. Wisdom is understood as conveying truth in a thoughtful and context-sensitive manner, taking into account individual conditions and using appropriate reasoning. Good advice refers to delivering guidance in a gentle and empathetic way that touches the individual's emotions and encourages acceptance of truth. Meanwhile, constructive dialogue emphasizes respectful and ethical communication that avoids conflict. These three approaches demonstrate that strategies characterized by wisdom, persuasion, and effective communication are more successful in guiding individuals toward positive behavior.

### LITERATURE REVIEW

Recent scholarship on student discipline demonstrates that the relationship between guidance and counseling services and disciplinary behavior has been widely discussed, although with different emphases and analytical orientations. In general, the existing literature may be mapped into at least four tendencies. The first tendency focuses on the direct role of Guidance and Counseling (BK) teachers in improving student discipline through counseling services, such as individual counseling, group counseling, and classroom guidance, and generally concludes that these interventions contribute positively to behavioral improvement (Kasmayani, 2024; Indriyani, Ismanto, & Ajie, 2023; Kurnia, Rosita, Fatimah, Latifah, & Faradilla, 2024). The second tendency examines discipline as the result of internal and external determinants, including self-awareness, learning motivation, parental support, peer influence, and school environment (Titin Syuhadatina, Eva Rosita, Muhyatun, 2024; Harita, Laia, & Zagoto, 2022). The third tendency highlights counseling management, school coordination, and collaborative interventions involving teachers and parents as key mechanisms for strengthening discipline (Saufiati et al., 2024; Nurhaliza et al., 2024). The fourth tendency, though less dominant, situates discipline within Islamic educational values and links counseling practice to character formation in madrasah settings (Hasibuan, Hasibuan, & Mahidin, 2023; Dewita & Maiseptian, 2022).

The first dominant pattern in the literature is role-oriented research that examines BK teachers as the main actors in shaping student discipline. Studies within this tendency generally emphasize the implementation of counseling services as practical interventions for reducing rule violations and increasing students' awareness of responsibility. Thematically, these



studies are concerned with the functions of BK teachers as facilitators, mentors, and counselors who guide students toward more orderly behavior. Conceptually, discipline is understood not merely as compliance with school regulations, but also as a behavioral disposition that can be strengthened through continuous educational support. In terms of approach, this body of research is largely descriptive and school-based, often employing qualitative methods to capture the forms of counseling services delivered in educational settings. For example, Kasmayani (2024) shows that counseling services significantly support the improvement of students' learning discipline, while Indriyani, Ismanto, and Ajie (2023) and Kurnia et al. (2024) likewise demonstrate that BK teachers contribute to disciplinary character formation through structured services. Overall, this tendency affirms the strategic importance of counseling services, but it often remains general in describing how such roles are operationalized in specific school contexts.

The second pattern in previous studies places student discipline within a broader framework of behavioral determinants. Rather than concentrating primarily on BK teachers, this tendency explains disciplinary behavior through psychological, familial, and environmental factors that influence students' capacity to follow rules and manage responsibilities. Thematically, these studies focus on the causes of indiscipline, the conditions that shape behavioral order, and the relationship between discipline and educational outcomes. The concept of discipline in this stream is closely associated with motivation, responsibility, self-control, and compliance with institutional norms. Methodologically, many of these studies use descriptive, correlational, or contextual approaches to identify the factors that support or hinder discipline. Harita, Laia, and Zagoto (2022), for instance, show that student indiscipline is often reflected in tardiness, low compliance, and weak responsibility, while Titin Syuhadatina, Eva Rosita, Muhyatun (2024) emphasize the significance of parental support and the wider educational environment. This tendency is important because it shows that student discipline cannot be reduced to school rules alone; however, it often treats counseling intervention as secondary and does not sufficiently explain how BK teachers transform these complex factors into concrete discipline-building strategies.

A third major pattern emphasizes institutional management, collaborative action, and value-based approaches in strengthening discipline. In this literature, discipline is not only seen as the product of individual student behavior, but also as the outcome of coordinated efforts among counselors, classroom teachers, school leaders, and parents.



Thematically, these studies focus on supervision, counseling management, school culture, and preventive programs that sustain student order in the long term. Some studies also extend the discussion toward Islamic education by arguing that discipline in madrasahs should be connected to moral cultivation, religious values, and humanistic communication. Conceptually, this trend broadens the understanding of discipline from mere rule enforcement to the internalization of ethical and spiritual responsibility. In terms of method, the studies in this category are varied, including school-based qualitative research, program evaluation, and conceptual analysis of Qur'anic guidance principles. Hasibuan, Hasibuan, and Mahidin (2023) argue that counseling teachers play an important role in developing discipline character in madrasahs, while Dewita and Maiseptian (2022), Ismail (2023), and Marhumah and Putra (2024) explain that wisdom, good advice, and respectful dialogue constitute an effective framework for Islamic counseling. Even so, many of these studies remain either normative or broad, with limited empirical attention to how such values are translated into day-to-day disciplinary practices.

Despite their contributions, the existing tendencies still leave important gaps. The first tendency successfully confirms the significance of BK teachers, but it often discusses their role in broad institutional terms without closely examining the concrete strategies used to manage discipline in a specific student group. The second tendency provides a useful explanation of the factors that shape indiscipline, yet it tends to stop at identifying causes and effects rather than investigating how school counselors respond to those conditions in sustained and context-sensitive ways. The third tendency enriches the discussion by emphasizing collaboration and Islamic values, but many studies either remain normative, focus on conceptual interpretation, or discuss discipline at a general level without exploring the practical interaction between preventive counseling, curative handling, and value internalization. In other words, previous studies have not sufficiently addressed how BK teachers operationalize discipline management among first-year madrasah students who are passing through a critical transition period. They also have not adequately explained how counseling strategies, stakeholder collaboration, and Islamic guidance values interact in shaping sustainable disciplined behavior among Grade VII students in a specific institutional context such as MTsS Al-Washliyah Stabat.

Based on these gaps, the present study proposes a more focused direction by examining the role of BK teachers in shaping disciplinary behavior among seventh-grade students at MTsS Al-Washliyah Stabat



through a qualitative case-study perspective. Unlike prior studies that emphasize either counseling roles, causal factors, or normative Islamic concepts separately, this research brings these dimensions together within one analytical framework. It specifically investigates how BK teachers perform preventive, curative, and collaborative functions in responding to real disciplinary problems among students who are still adapting to the madrasah environment. At the same time, the study positions Islamic values not merely as moral background, but as an operational framework for counseling practice through the principles of wisdom, good advice, and constructive dialogue derived from QS. An-Nahl verse 125 (Dewita & Maiseptian, 2022; Ismail, 2023; Marhumah & Putra, 2024). By doing so, this study aims to generate a more contextual and practice-oriented understanding of counseling-based discipline management. Its contribution lies in explaining how BK teachers' strategies are implemented in everyday school life and how these strategies support the development of disciplined behavior that is educational, collaborative, and grounded in Islamic values.

## RESEARCH METHODS

The unit of analysis in this study is focused on the role and practices of Guidance and Counseling (BK) teachers in shaping the disciplinary behavior of seventh-grade students at MTsS Al-Washliyah Stabat. More specifically, the study examines the interaction between counseling services, student disciplinary problems, and the institutional context of the madrasah as a setting that integrates educational and Islamic values. Thus, the analysis is centered not only on individual students as subjects who experience disciplinary problems, but also on the school as an educational institution in which disciplinary behavior is formed, monitored, and managed through organized counseling practices. This focus allows the study to explore how BK teachers function as educational actors who intervene in students' behavioral development through preventive, curative, and collaborative strategies. The unit of analysis is therefore both individual and institutional in nature: individual because it concerns students and counselors as direct participants, and institutional because discipline is examined as part of a broader school system involving rules, educational culture, and coordination among school stakeholders. This focus is consistent with the template's emphasis on clearly defining the research object and with the original manuscript's concern for counselor roles in a madrasah context.

This study employed a qualitative approach using a descriptive qualitative design combined with a case study orientation. The qualitative



approach was selected because the research does not seek to test hypotheses statistically, but rather to understand deeply the meanings, processes, and social realities surrounding the role of BK teachers in handling student disciplinary problems. A descriptive design was used to present the findings systematically and factually based on field data, while the case study orientation enabled the researcher to concentrate on one particular institutional setting, namely MTsS Al-Washliyah Stabat, as a bounded case. Through this design, the research was able to capture the complexity of counseling practices in their natural context, including the relationships between counselors, teachers, students, and school regulations. The researcher acted as the main instrument in the field and directly engaged in the process of collecting, interpreting, and organizing the data. This design was considered appropriate because the study aimed to generate an in-depth and contextual understanding of counseling-based discipline management rather than broad generalization. In methodological terms, the research remained naturalistic, interpretive, and context-sensitive, in line with qualitative inquiry in educational settings (Fadli, 2021; Ultavia et al., 2023).

The sources of data in this study consisted of both primary and supporting information obtained from individuals and institutional documents directly related to the research focus. The primary source of information was the BK teacher, as the main actor responsible for implementing counseling services and handling disciplinary issues at school. Supporting sources included homeroom teachers, subject teachers, and seventh-grade students who had experienced or been involved in disciplinary problems. These informants were selected because they possessed direct experience and knowledge regarding the process of guidance, discipline monitoring, and behavioral intervention in the school environment. In addition to human informants, documentary sources were also used to strengthen the credibility of the findings. These documents included school regulations, records of student disciplinary violations, and counseling activity reports produced by the school. The use of multiple data sources enabled the study to examine the phenomenon from different perspectives and reduced dependence on a single source of information. Informant selection was conducted purposively based on relevance to the research objectives, and it was later expanded through snowball sampling when additional participants were identified through recommendations from initial informants who were considered knowledgeable and directly involved in the issue under investigation.



Data collection was conducted through a continuous field process involving observation, semi-structured interviews, and documentation. Observation was used to examine directly how student disciplinary behavior appeared in the school setting, including punctuality, compliance with school rules, dress discipline, and classroom conduct, as well as how BK teachers responded to such behaviors in everyday practice. Semi-structured interviews were then carried out with the BK teacher, homeroom teachers, subject teachers, and selected students in order to explore their experiences, perceptions, and explanations regarding counseling strategies and disciplinary problems. Interview guidelines were prepared to ensure that the discussion remained relevant to the research focus while still allowing informants to elaborate freely on their experiences. Documentation was used as supporting evidence to confirm and enrich data obtained through observation and interviews. Relevant documents included student violation records, school regulations, and reports related to counseling activities. Data collection was conducted over several weeks in the natural setting of the school until the information reached saturation, meaning that similar patterns and explanations began to recur and no substantially new data emerged. This process helped ensure depth, consistency, and contextual richness in the empirical material collected.

The data were analyzed using thematic analysis carried out through several interconnected stages. First, the researcher organized the field data obtained from interviews, observations, and documents into a manageable form for interpretation. Second, open coding was applied to identify important statements, recurring issues, and meaningful units related to the role of BK teachers, forms of disciplinary problems, and the strategies used to address them. Third, these initial codes were grouped into broader categories based on similarities and analytical relevance. From these categories, key themes were developed to explain the main patterns emerging from the data. The analysis was conducted continuously from the beginning of data collection until the final stage of writing so that interpretation developed alongside the field process. To strengthen validity, the researcher applied cross-source triangulation by comparing information from different informants and documentary evidence. The trustworthiness of the findings was further supported through source and technique triangulation, member checking, and attention to credibility, dependability, confirmability, and transferability. Ethical principles were also maintained throughout the study by obtaining institutional permission, seeking informed consent from participants, preserving



confidentiality, and ensuring that all data were used solely for academic purposes.

## RESULTS AND DISCUSSION

### Results

Field data from observations, interviews, and school documentation show that one of the most visible findings of this study is the emergence of counseling as a preventive solution for student discipline problems at MTsS Al-Washliyah Stabat. Rather than functioning only after violations occur, Guidance and Counseling (BK) teachers were observed to play an anticipatory role by monitoring punctuality, dress compliance, classroom conduct, and participation in religious activities. This indicates a shift from a punitive model of discipline toward a preventive and educational one. In observational notes, BK teachers were seen not merely identifying misbehavior but guiding students toward understanding why discipline matters in school life. This preventive orientation was reinforced in interviews with school personnel, who emphasized that student discipline is more effectively built through continuous mentoring than through punishment alone. In this sense, the empirical data suggest that the formal object of the first finding is not controversy, but change and solution: disciplinary management is gradually transformed into a more humanistic and developmental process. The data therefore confirm that preventive counseling constitutes an important institutional response to recurring disciplinary problems among seventh-grade students



Figure 1: Observation process, interviews and document analysis during field data collection



This first result is further strengthened by interview data from the principal, homeroom teacher, subject teacher, BK teacher, and students. The principal explained that the role of BK teachers in improving discipline was “quite effective” because counseling services help reshape students’ mindsets and behaviors. Likewise, the homeroom teacher stated that the presence of BK teachers reduces the burden on classroom teachers in dealing with student problems and makes follow-up actions more systematic. An Akidah Akhlak teacher also described BK services as crucial for helping students address personal, social, and academic difficulties that often underlie indiscipline. From the perspective of the BK teacher, the effort to improve discipline includes individual counseling, group counseling, collaboration with parents, and guidance aimed at helping students understand their mistakes rather than simply fear sanctions. Student interviews confirmed that BK teachers are generally perceived as approachable and not excessively harsh, which makes students more willing to reflect on their behavior. Restated more simply, the data show that preventive discipline becomes effective when students feel guided rather than threatened, and when counseling is treated as an educational relationship rather than a disciplinary court.

From these data, at least four patterns can be identified. First, preventive discipline is built through routine monitoring of student behavior in everyday school activities. Second, BK teachers consistently use persuasive and educational communication instead of a repressive approach. Third, the effectiveness of prevention depends on the counselor’s relational closeness with students, because students respond better when they feel respected and heard. Fourth, preventive counseling is not an isolated service, but part of a broader process of character formation in the madrasah. Taken together, these tendencies show that counseling-based prevention is a practical solution to student indiscipline because it addresses both behavior and awareness. In other words, the findings demonstrate that the first major evidence in this study lies in the transformation of discipline management from rule enforcement into guided self-regulation. This also means that BK teachers do not merely maintain order, but actively construct the conditions through which discipline can be internalized as a positive value. Thus, the first result confirms that preventive counseling serves as a meaningful strategy for reducing recurring student misconduct while simultaneously strengthening character education in the school environment.

The second major finding of this study concerns the collaborative management of student discipline as a response to the continuing trend of



indiscipline among seventh-grade students. Observations and interview data indicate that common forms of indiscipline include coming late to school, violating dress regulations, failing to complete assignments, talking during lessons, and showing weak orderliness in religious or routine madrasah activities. These behaviors were not treated by the school as isolated incidents, but as recurring patterns that require coordinated intervention. The evidence suggests that disciplinary problems at this level are closely related to the transitional condition of Grade VII students, who are adjusting to a new learning environment, more complex rules, and changing social expectations. Documentation on school regulations and disciplinary records also supports the conclusion that student indiscipline must be addressed as an institutional issue rather than merely as an individual flaw. The formal object in this second result is therefore a trend that calls for solution-oriented coordination. The findings reveal that discipline management becomes more effective when the school recognizes indiscipline as part of a broader adaptation process and responds through integrated action among multiple educational actors.



Figure 2: Observation process, interviews and document analysis during field data collection

Interview data with the BK teacher show that collaborative discipline management is carried out through continuous coordination with homeroom teachers, subject teachers, and parents. In practical terms, BK teachers provide counseling services, identify problematic cases, and then communicate with other stakeholders so that student guidance is consistent across settings. The BK teacher explained that preventive services, classical guidance, and follow-up counseling are implemented while maintaining contact with parents and classroom teachers for monitoring purposes. Teachers confirmed that such coordination helps them handle student



problems more professionally because counseling services provide an organized mechanism for follow-up. The data also indicate that disciplinary problems are influenced by internal factors, such as low motivation, weak self-control, and unstable adolescent emotions, as well as external factors, including limited parental supervision, peer influence, and excessive use of digital devices. Restated plainly, the problem of student discipline cannot be solved by counseling sessions alone. It requires school-family coordination because students' behavior is shaped by overlapping contexts. Thus, the second body of evidence shows that collaborative management functions as a practical response to the multi-causal nature of indiscipline in the madrasah environment.

Several important tendencies emerge from this second result. First, student indiscipline is recurrent and patterned, especially among students in transition to a new school culture. Second, the causes of indiscipline are multidimensional, involving psychological, social, familial, and environmental factors. Third, BK teachers occupy a central coordinating role because they bridge information and intervention between students, teachers, and parents. Fourth, discipline management becomes stronger when it is shared institutionally rather than delegated to one actor alone. These patterns indicate that the school's response to indiscipline is moving toward a collaborative governance model, where discipline is treated as a common educational responsibility. The significance of this finding lies in showing that effective discipline does not emerge only from rules or sanctions, but from aligned communication, shared monitoring, and coordinated guidance. In that sense, the second result provides evidence that the success of counseling-based discipline management depends heavily on collective institutional support. This reinforces the view that student discipline in madrasahs should be approached not only through behavioral correction, but also through structured collaboration capable of sustaining guidance across both school and home environments.

The third major finding concerns the integration of Islamic values and humanistic counseling strategies in shaping students' disciplinary behavior, even within the presence of institutional constraints. Data from interviews and observations indicate that discipline at MTsS Al-Washliyah Stabat is not defined narrowly as obedience to school regulations, but as part of broader character formation. This is reflected in several dimensions identified in the field, including time discipline, dress discipline, learning discipline, behavioral discipline, and compliance with school rules. In the madrasah context, these forms of discipline are linked to responsibility, politeness, moral awareness, and participation in religious routines.



Observationally, students were not only expected to arrive on time and wear proper uniforms, but also to behave respectfully toward teachers and peers. This means that discipline is framed as an educational and moral practice rather than a purely administrative demand. The formal object captured in this result is both transformation and solution: discipline is cultivated through value internalization, not merely through enforcement. As restated from the field evidence, the school seeks to form disciplined students by combining behavioral order with ethical and religious meaning.

The qualitative evidence also shows that BK teachers operationalize these values through several concrete strategies, particularly individual counseling, group counseling, classical guidance, and collaboration with parents and teachers. In individual counseling, students are invited into face-to-face conversations to identify the personal causes of their disciplinary problems and to formulate realistic commitments for improvement. In group counseling, students with similar issues share experiences and learn through group interaction, which encourages mutual awareness and peer support. Through classical guidance, BK teachers provide general explanations about school rules, the consequences of violations, and the importance of discipline for academic and character development. Interviews suggest that these services are delivered through persuasive, dialogical, and humanistic communication rather than intimidation. However, the data also reveal several constraints, including limited time, a large number of students, and uneven parental support, which reduce the optimal reach of counseling services. In simpler terms, the school already possesses meaningful and value-based disciplinary strategies, but their implementation remains shaped by institutional limitations that require broader structural support.

From this third result, four key tendencies can be drawn. First, student discipline in the madrasah is interpreted as a multidimensional construct that includes academic order, social behavior, and moral formation. Second, BK teachers translate this construct into practical services that combine counseling techniques with value internalization. Third, persuasive and humanistic communication appears to be more effective than immediate punishment in encouraging students to acknowledge mistakes and improve their behavior. Fourth, the sustainability of these strategies is influenced by institutional constraints, especially the ratio of counselor workload to student needs and the degree of parental cooperation. These patterns show that the development of disciplinary behavior is not merely a technical matter of case handling, but a broader educational process grounded in relational guidance and



contextual values. Consequently, the third result confirms that counseling practice at MTsS Al-Washliyah Stabat contributes to a gradual transformation of student discipline through Islamic, communicative, and collaborative approaches, even though such efforts still face organizational limitations. This makes the role of BK teachers significant not only in correcting misbehavior, but also in institutionalizing discipline as part of holistic student character development.

## Discussion

This study examined the role of Guidance and Counseling (BK) teachers in shaping the disciplinary behavior of seventh-grade students at MTsS Al-Washliyah Stabat and found that counseling-based discipline management works most effectively when it is preventive, collaborative, and grounded in Islamic values. The findings show that BK teachers do not function merely as problem solvers after disciplinary violations occur, but also as facilitators of character formation who monitor student behavior, provide guidance, and build students' awareness of responsibility. Three major results were identified. First, counseling functions as a preventive discipline approach through routine monitoring, persuasive communication, and educational guidance. Second, discipline management becomes stronger when it is carried out collaboratively through coordination among BK teachers, homeroom teachers, subject teachers, and parents. Third, the development of student discipline is more meaningful when it is integrated with Islamic values and practiced through humanistic communication, including advice, dialogue, and moral guidance. At the same time, the study also found institutional challenges such as limited counseling time, large numbers of students, and uneven parental involvement. Overall, the results confirm that the role of BK teachers is central to fostering sustainable disciplined behavior in the madrasah environment.

The relationships examined in this study can be explained by considering how discipline is formed in the early phase of students' adjustment to a new educational environment. Seventh-grade students are in a transitional period marked by emotional instability, social adaptation, and increasing academic demands. In such a condition, disciplinary problems are more likely to emerge because students are still learning to internalize new rules and expectations. This explains why preventive counseling becomes important: students need guidance before violations become habitual. The findings also show why persuasive and humanistic counseling is more effective than punitive methods. When students feel respected, listened to, and guided, they are more willing to acknowledge



their mistakes and develop internal motivation to improve their behavior. Likewise, the collaborative relationship among BK teachers, other teachers, and parents explains why discipline becomes more sustainable. Student behavior is shaped not only in the classroom, but also in the family and peer environment; therefore, discipline requires consistency across these contexts. In this sense, the study suggests that discipline is strengthened when counseling addresses both behavioral symptoms and the social conditions that produce them.

The findings of this study are generally consistent with previous research, but they also offer several important distinctions that highlight its novelty. In line with Kasmayani (2024), Indriyani, Ismanto, and Ajie (2023), and Kurnia et al. (2024), this study confirms that BK teachers play a significant role in improving student discipline through counseling services and continuous guidance. It also supports Harita, Laia, and Zagoto (2022), who found that student indiscipline is often visible in tardiness, weak compliance, and low responsibility. Furthermore, the results correspond with Hasibuan, Hasibuan, and Mahidin (2023) in showing that discipline in madrasahs is closely related to character formation. However, this study differs from many earlier works in at least three ways. First, it focuses specifically on seventh-grade students as a transitional group whose disciplinary needs are distinct. Second, it does not discuss Islamic values only at the conceptual level, but shows how these values are operationalized in daily counseling practice. Third, it integrates preventive, collaborative, and value-based dimensions in one empirical case. This combination gives the study a more contextual and practice-oriented contribution to the literature.

The meaning of these findings becomes clearer when they are interpreted within the broader social, educational, and ideological context of madrasah education in Indonesia. Socially, schools today face increasing challenges in guiding adolescents who are influenced by digital culture, peer pressure, and changing family supervision patterns. In such a context, discipline can no longer be treated merely as obedience enforced by authority; it must be developed as an internal capacity for self-regulation. Educationally, the findings suggest that counseling services are not peripheral but integral to the formation of school order and student character. Ideologically, the study reflects the Islamic educational principle that behavioral guidance should be carried out through wisdom, good advice, and constructive dialogue, as emphasized in QS. An-Nahl verse 125. This means that discipline in the madrasah is not only administrative but also moral and spiritual. Historically, such an approach is important



because Islamic schooling has long aimed to combine knowledge, ethics, and social conduct. Therefore, the role of BK teachers in this study can be interpreted as a form of ethical mediation: they help transform rules into values, and compliance into conscious moral responsibility.

The implications of these findings can be viewed from both functional and dysfunctional perspectives. Functionally, the study shows that counseling-based discipline management contributes to a more orderly learning environment, greater student awareness of responsibility, and more effective coordination in handling behavioral problems. The presence of BK teachers also helps reduce the burden on homeroom and subject teachers by providing a more systematic mechanism for follow-up and intervention. In addition, the integration of Islamic values gives counseling a deeper moral foundation, making discipline more meaningful for students in the madrasah context. However, the findings also reveal possible dysfunctions and limitations. If the counseling system depends too heavily on a small number of BK teachers, the service may become overstretched and less effective. Limited parental support can weaken the continuity of guidance outside school. There is also a risk that disciplinary programs become formalistic if rules are emphasized without adequate reflection and relationship-building. Thus, while counseling-based discipline management has clear educational benefits, its effectiveness depends on institutional capacity, consistent collaboration, and the school's ability to preserve a humanistic approach rather than reverting to mere control.

These findings lead to several practical implications and action plans for improving discipline management in madrasahs. First, schools should strengthen the institutional role of BK teachers by providing sufficient time allocation, administrative support, and manageable counselor-to-student ratios. Second, counseling services need to be integrated into school policy through regular classical guidance sessions, structured follow-up procedures for disciplinary cases, and routine coordination with homeroom teachers and parents. Third, schools should develop sustainable parent-school partnerships so that discipline is reinforced consistently at home and at school. Fourth, the principles of wisdom, good advice, and respectful dialogue should be formalized as part of the counseling and disciplinary framework in madrasah education. Fifth, schools need periodic evaluation mechanisms to assess whether counseling interventions are producing lasting behavioral change rather than temporary compliance. In policy terms, educational institutions and madrasah leaders should move beyond punitive discipline systems and adopt a developmental model that



combines behavioral guidance, moral education, and stakeholder collaboration. Through such steps, discipline management can become more effective, more humane, and more aligned with the broader goals of Islamic education.

## CONCLUSION

This study shows that the most important lesson derived from the research is that student discipline in madrasah settings cannot be developed effectively through punitive control alone, but must be cultivated through preventive, educational, and value-based counseling practices. The role of Guidance and Counseling (BK) teachers at MTsS Al-Washliyah Stabat is proven to be central in shaping students' disciplinary behavior, particularly among seventh-grade students who are still adapting to a new educational and social environment. Through individual counseling, group counseling, classical guidance, and collaboration with teachers and parents, BK teachers help students understand discipline not merely as compliance with rules, but as a form of responsibility, self-awareness, and moral conduct. The study therefore highlights an important educational wisdom: discipline becomes more sustainable when students are guided through persuasive communication, respectful dialogue, and the internalization of values rather than fear of punishment. In the madrasah context, this process becomes even more meaningful because discipline is integrated with Islamic values, allowing behavioral development to be linked with character formation and ethical awareness.

The strength of this study lies in its contribution to the field of guidance and counseling by presenting a contextual and practice-oriented understanding of discipline management in an Islamic school environment. The research contributes empirically by showing how counseling services are implemented in everyday school life to address concrete disciplinary problems among first-year madrasah students. It also contributes conceptually by connecting preventive counseling, collaborative school management, and Islamic values within one analytical framework. In contrast to studies that discuss BK teachers' roles in general terms, this study provides a more focused account of how discipline is actually built through relational, humanistic, and coordinated intervention. Its contribution is also visible in the identification of several interconnected dimensions of discipline, including time discipline, dress discipline, learning discipline, behavioral discipline, and compliance with school regulations. In this way, the study enriches the literature on counseling-based character education and offers a useful reference for BK teachers,



school leaders, and parents who seek to develop more effective and sustainable discipline strategies in madrasah institutions.

Nevertheless, this study has several limitations that should be acknowledged. First, the research was conducted in only one madrasah, namely MTsS Al-Washliyah Stabat, so the findings are contextual and cannot be generalized broadly to all schools or madrasahs with different institutional cultures and student characteristics. Second, the study relied on a qualitative case-study design with a limited number of informants, which means that the findings emphasize depth of understanding rather than statistical generalization. Third, although the study succeeded in describing the role and strategies of BK teachers, it did not measure long-term behavioral change quantitatively, so the sustainability of disciplinary improvement over time remains open for further investigation. Future studies are therefore recommended to involve a wider range of institutions, compare different school contexts, and consider mixed-method approaches in order to produce more comprehensive findings. Further research may also examine how counseling interventions influence student discipline over longer periods and how institutional support systems can strengthen the effectiveness of BK services in shaping student character.

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