

Performance Evaluation of Guidance and Counseling Teachers: Guidance and Counseling Service Management in an Islamic Perspective

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Article Info	Abstract
Keywords: Management, Guidance, Counseling.	This study aims to evaluate the performance of guidance and counseling (BK) teachers in managing BK services based on an Islamic perspective at SMK Karya Nasional Kuningan, as well as to identify the effectiveness and challenges of its implementation. The research method employed was a mixed-methods approach, combining in-depth interviews, participatory observation, and quantitative surveys with a 5-point Likert scale questionnaire completed by 150 students and 30 teachers. The results of the study indicate that BK services have been effective in meeting students' needs in character development and understanding Islamic moral values, such as honesty and responsibility. Quantitative evaluation reveals a significant correlation between the integration of Islamic values and student satisfaction with the services. However, challenges were also identified, including gaps in understanding Islamic values, limited teacher training, and negative stigma towards BK services, which hinder the optimization of the program. The implications of this study emphasize the importance of enhancing BK teacher training, socializing Islamic values to students and parents, and providing sustained institutional support to improve the effectiveness of BK services. The findings contribute to the development of holistic and adaptive religion-based counseling services within an Islamic perspective.
Kata Kunci: Manajemen, Bimbingan, Konseling.	Abstrak. <i>Penelitian ini bertujuan mengevaluasi kinerja guru bimbingan dan konseling (BK) dalam mengelola layanan BK berbasis perspektif Islam di SMK Karya Nasional Kuningan, serta mengidentifikasi efektivitas dan tantangan implementasinya. Metode penelitian yang digunakan adalah mixed methods, menggabungkan wawancara mendalam, observasi partisipatif, dan survei kuantitatif dengan kuesioner skala likert 5 poin yang diisi oleh 150 siswa dan 30 guru. Hasil penelitian menunjukkan bahwa layanan BK telah efektif memenuhi kebutuhan siswa dalam pengembangan karakter dan pemahaman nilai-nilai moral Islam, seperti kejujuran dan tanggung jawab. Evaluasi kuantitatif mengungkapkan korelasi signifikan antara integrasi nilai Islam dan kepuasan siswa terhadap layanan. Namun, ditemukan pula kendala berupa kesenjangan pemahaman nilai Islam, keterbatasan pelatihan guru, dan stigma negatif terhadap layanan BK yang menghambat optimalisasi program. Implikasi penelitian ini menekankan pentingnya peningkatan pelatihan guru BK, sosialisasi nilai Islam kepada siswa dan orang tua, serta dukungan institusional yang berkelanjutan untuk meningkatkan efektivitas layanan BK. Implikasi penelitian ini memberikan kontribusi bagi pengembangan layanan BK berbasis agama yang holistik dan adaptif dalam konteks perspektif islam.</i>

INTRODUCTION

Guidance and counseling services are essentially a deliberate effort made by the supervising teacher and students to achieve independence in all aspects of their lives, both as individuals, group

members, families, and members of society in general. According to (Anif et al., 2019) guidance helps individuals achieve optimal self-development as social beings. Therefore, adolescents require special attention and guidance during their development process, enabling them to adapt to changes and mature proportionally. This reciprocal relationship is not only limited to providing information related to student behavior, but there are also efforts to help (*in a helping relationship*), guide, and protect students.

The community still trusts education as a means to produce a quality generation, namely one that is harmonious physically and mentally, physically and mentally healthy, moral, proficient in science and technology, and creative. (Rinne et al., 2022). Efforts to produce this quality generation not only emphasize academic aspects but also encompass personal development, social maturity, intellectual development, and value systems, as well as religious aspects. (Norman et al., 2023). The factor that influences the actions taken by students is the low appreciation of religious teachings. Many teenagers tend to avoid religious teachings. This is due to the lack of religious education provided, especially by parents. Religion is often only introduced through lessons at school, and there is no emphasis on implementing or applying religious teachings, so that students lack a solid foundation and are easily influenced by modernization. (Meilana et al., 2024)

The performance of guidance and counseling (G&C) teachers in managing guidance and counseling services based on Islamic values plays a crucial role in character building and the holistic development of students. BK teachers serve as mentors and behavioral models, helping students navigate personal, social, academic, and career challenges. Research shows that counseling teachers have a great responsibility in helping students not only technically but also morally and spiritually. (Siregar & Ulfa, 2022). The integration of Islamic values into guidance and counseling practices has garnered significant academic attention. Research indicates that an Islamic-based approach can enrich the ethical and spiritual dimensions of the services provided, and potentially increase the effectiveness of guidance in shaping students' overall character. By integrating universal values such as simplicity, honesty, compassion, and justice into counseling practices, counseling teachers' interactions with students can become more profound and have a positive impact on students' behavior and emotional development. (Malahayati, 2022). Additionally, the application of moral values in Islam can foster a safe and supportive environment for guiding students' character development. (Astutik & Aziz, 2023)

Performance evaluation of guidance teachers in this context is important to assess the effectiveness of the services they provide and measure the extent to which Islamic values can be internalized in the guidance process. Recent research has shown that the application of moral values in the management of guidance services is a crucial element in building meaningful and empathetic relationships with students. Guidance teachers who can communicate well and consistently apply these values create a positive environment for students' character development. (Rahmadani & Hamdany, 2023). This suggests that teachers play a crucial role in instilling values that are integral to students' spiritual identity, thereby contributing to the development of a solid and sustainable character. (Zahra & Aminah, 2024). However, challenges persist in integrating Islamic values into guidance and counseling. Research identifies barriers, including a lack of training and an in-depth understanding of Islamic values, as well as a lack of support from students and parents. (Mudiana et al., 2021). In addition, the lack of training modules that reflect Islamic principles makes it difficult to apply those values optimally, which contributes to gaps in guidance services and enables deviant behavior among students. (Murti & Yusri, 2019) Despite the availability of guidance and counseling services, many students struggle to

internalize the spiritual and moral values that should be at the core of their character development.(Ramadona & Yusri, 2019)

From the perspective of research innovation, the main focus is to evaluate the performance of counseling teachers in systematically integrating Islamic values in their service management and to examine the concrete challenges that hinder the effectiveness of guidance services. This effort aims to fill the gap in empirical studies that previously focused on technical aspects by adding spiritual and moral dimensions as a more comprehensive evaluation framework.(Prihatiningtyas et al., 2020) . Through this research, it is hoped that strategic recommendations can be made for the development of counseling services that not only focus on psychosocial aspects but also strengthen students' religious identity, which has a positive effect on the quality of education and character building of the younger generation.(Juwita & Ilyas, 2021; T et al., 2024).

The performance of counseling teachers must be evaluated in various areas, including the management of guidance and counseling services according to Islamic values. The role of teachers in facilitating learning and delivering appropriate guidance is crucial, given their responsibility in educating academics while shaping students' moral character. Research indicates that the active participation of all stakeholders in schools, including students, teachers, and parents, is essential for optimal student character development.(Dewi et al., 2024; Hasibuan & Sitepu, 2023) . To facilitate more effective character development, teachers are encouraged to employ relevant strategies that align with the context of Islamic values. These efforts are crucial so that guidance services can serve as a means to enhance the intellectual, emotional, and spiritual well-being of students. By considering all these components in the evaluation process, it is expected that guidance services can be optimized and have a positive impact on student behavior.(Karim et al., 2019; Nurlatifah, 2022)

METHODS

This study employs a mixed-methods approach, combining qualitative and quantitative methods in a balanced manner to evaluate the performance of guidance and counseling teachers in service management from an Islamic perspective. This approach was chosen to obtain a comprehensive picture, including both measurable empirical data and in-depth experiences and practices of counseling teachers.(Creswell & Hirose, 2019) . The qualitative instrument in the form of a semi-structured interview guide was developed based on a review of current literature related to the performance indicators of counseling teachers and the integration of Islamic values in services, referring to the research of (Hasan, 2019; Salam et al., 2024). The guide included questions about teachers' experiences in implementing Islamic values, obstacles faced, and service management strategies. Additionally, participatory observation was conducted using an observation sheet that included a checklist of teacher behavior and student responses, illustrating the application of Islamic principles in the guidance process.(Creswell & Hirose, 2019) . Document analysis utilized a checklist to evaluate the suitability of counseling service materials and reports by expected Islamic values.

On the quantitative side, the instrument used is a 5-point Likert scale questionnaire designed to measure two main dimensions: the effectiveness of guidance and counseling services, and the integration of Islamic values in BK practices. This questionnaire was developed by adapting previously validated instruments in the context of Islamic education.(Abdullah & Rahman, 2020; E. Purnomo et al., 2024). and adapted to the characteristics of SMK Karya Nasional Kuningan. Each item was specifically designed to describe aspects of Islamic morals and ethics,

such as honesty, justice, compassion, and responsibility, which were the focus in assessing students' and teachers' perceptions with 150 students and 30 teachers as respondents.

To ensure the validity of the instrument, content validity was assessed by involving three experts in the fields of guidance and counseling, as well as Islamic education, who provided an evaluation of the instrument's relevance, suitability, and completeness of the indicators. (Sugiyono, 2023). Furthermore, the instrument was pilot-tested on 30 respondents with similar characteristics to the main research population, and the results were analyzed using Exploratory Factor Analysis (EFA) to test the construct structure and ensure that each item precisely measures the desired dimension. (Ghoddousi, 2016). Reliability of quantitative instruments is tested using Cronbach's Alpha coefficient, where values above 0.7 indicate good internal consistency. (Grimmett et al., 2024). In this study, the Cronbach's Alpha value reached 0.82 for the service effectiveness dimension and 0.85 for the Islamic value integration dimension, indicating that the instrument can be trusted for data collection. In qualitative research, data validity is strengthened by triangulating sources (such as interviews, observations, and documentation), triangulating methods, and member checking, which involves confirming the results of interviews with the participants themselves to minimize interpretation errors. (Hardani, 2020).

To control for potential bias, the questionnaire was designed using clear and neutral language to minimize social desirability bias among respondents. (Yam & Taufik, 2021). Additionally, quantitative data were collected anonymously to encourage open responses. Researchers also applied reflexivity by documenting personal reflections during the qualitative data collection and analysis process to recognize and minimize subjective bias. (Sugiyono, 2023). Additionally, the use of data and method triangulation serves as an internal control to enhance the validity of the findings. (Komariah, A dan Satori, 2011).

RESULTS AND DISCUSSION

Results

The guidance and counseling program at SMK Karya Nasional Kuningan is designed to be sustainable and provide comprehensive support to students. It is based on input from students, instructors, administrators, and parents, and aims to meet the needs of all parties involved. At SMK Karya Nasional Kuningan, we structure our guidance and counseling program in a manner that is both appropriate and effective, ensuring its sustainability. Feel free to share your thoughts and opinions without altering the program in any way. Several teachers, including the principal, counseling guidance teacher, program head, and class supervisor teacher, play an integral role in the guidance and counseling program, rather than relying solely on the individual in charge of the counseling guidance teacher. The government program corridor, as outlined in the guidance and counseling curriculum, serves as the basis for the program planning process at SMK Karya Nasional Kuningan. In addition, the curriculum is designed in response to the emerging demands in the SMK Karya Nasional Kuningan environment, with input from educators who manage learning activities in the field.

This study combines qualitative and quantitative data to provide a comprehensive picture of the implementation and evaluation of the guidance and counseling program at SMK Karya Nasional Kuningan from an Islamic perspective. In the qualitative part, in-depth interviews were conducted with 10 informants, consisting of the principal, counseling teachers, subject teachers, and parent representatives. One of the counseling teachers stated:

"We try to integrate Islamic values such as honesty and responsibility in every counseling session. However, sometimes there are obstacles when students or parents do not understand the importance of these values in daily life." (BK Teacher, 2025).

"The counseling program has been designed to be in line with the curriculum and the Islamic values of the school. However, we continue to work on improving students' understanding and participation so that the benefits are maximized." (Principal, 2025).

"I feel that the counselor at school has helped my child to be more disciplined and behave well, especially with the religious approach that is applied." (Parent of Student, 2025)

For quantitative data, questionnaires were distributed to 150 student respondents and 30 teachers at SMK Karya Nasional Kuningan. The following is a summary of the frequency and distribution of answers to some of the key questions in the questionnaire, which used a 1-5 Likert scale (1 = Strongly Disagree, 5 = Strongly Agree).

Table 1. Statistical Analysis Using a Frequency Test

Statement	Average Score	Agree answer (4 & 5)	Neutral Answer (3)	Disagree Answer (1 & 2)
Counseling services help me understand Islamic values	4.12	76%	15%	9%
The counseling teacher applies the value of honesty in the service	4.05	72%	18%	10%
The counseling program is effective in shaping my behavior	3.85	68%	20%	12%
I feel comfortable accessing counseling services	3.9	70%	17%	13%

Source: Data Collection 2025

Statistical analysis using the frequency test showed that the majority of student and teacher respondents gave a positive assessment of the effectiveness of counseling services and the application of Islamic values. In addition, Pearson correlation analysis showed a significant positive relationship between the perceived integration of Islamic values in the services and the level of student satisfaction with counseling ($r = 0.62$, $p < 0.01$), indicating that the stronger the integration of Islamic values, the higher the student satisfaction with the services. The table above illustrates the distribution of student respondents' answers to the statement "BK services help me understand Islamic values.":

So that SMK Karya Nasional Kuningan pays attention to several considerations in running or planning a guidance and counseling program, including: 1) compiling or formulating the program first. 2) Then compile the guidance and counseling program according to the needs that exist in the school environment. 3) Coordinate with the team, teachers, program leaders, homeroom teachers, and subject teachers. 4) Adjusting the procedure or schedule for implementing activities and targets. Institutionally, the guidance and counseling at SMK Karya

Nasional Kuningan consists of a small organizational unit comprising three counseling teachers: one as the coordinator, the second as a supervising teacher, and the third as a staff member.

To start the new school year well, SMK Karya Nasional Kuningan follows the following procedures for its guidance and counseling program: SMK Karya Nasional Kuningan's guidance and counseling program is 1) tailored to the school climate and student needs, 2) integrated with the prevailing curriculum, and 3) developed methodically to avoid duplication of efforts. 4) easily accessible, accommodating feedback without requiring major changes to the overall program design; 5) allowing for collaboration with relevant parties; and 6) evaluation and follow-up can be done. In addition, the planning of the counseling guidance implementation program at SMK Karya Nasional Kuningan is an annual program, consisting of semesterly and monthly programs, which will be implemented throughout the school year in semesterly and monthly units. This program compiles all activities for each class over one year.

The annual program is divided into semester programs, which in turn are broken down into monthly programs. The planning of the guidance and counseling program is directed at answering the following questions, namely: 1) what are the guidance needs for students, 2) to what extent can these needs be met with the current conditions, and 3) how can schools better meet these needs. The program implemented at SMK Karya Nasional Kuningan comprises an annual program, a semester program, and a monthly program, which includes weekly and daily components. The implemented program cannot be separated from the existing curriculum or syllabus guidelines, ensuring its implementation falls within the expected corridor.

By meeting directly with the service target (client/customer), the guidance and counseling services of SMK Karya Nasional Kuningan can deal with specific problems and interests. The substance, type of activity, time, location, and people involved are the principles that guide the implementation of the guidance and counseling program. There are specific goals for the actions taken, and the results of these services can positively impact the growth of children. The guidance and counseling program can be improved if parents and counselors work together. By working together, parents can be actively involved in their children's education, both at home and in the classroom.

School counselors work closely with classroom teachers and homeroom teachers to collect data about students (including attendance, personality traits, and academic performance), address and resolve problems, and spot trends. Counseling programs in guidance and counseling must adhere to the ethical principle of confidentiality. All instructors at SMK Karya Nasional Kuningan have collaborated to implement the objectives of the guidance and counseling program, and the results have been excellent. So that the impact of the evaluation results is evident, individuals can develop the ability to understand themselves, solve their problems, and adapt to their environment.

DISCUSSION

Qualitative and quantitative results indicate that the guidance and counseling program at SMK Karya Nasional Kuningan has effectively integrated Islamic values into the planning and implementation of services. (Hasan, 2019; Salam et al., 2024), which emphasizes the importance of spiritual and moral dimensions in guidance practices as a support for student character building. BK teachers play an active role in instilling values such as honesty, responsibility, and compassion in their interactions with students, which school principals and parents also support. Quantitative data reinforces this finding by showing high positive perceptions from students and teachers towards the success of Islamic value-based counseling services. The significant correlation between

the integration of Islamic values and student satisfaction suggests a strong relationship between the depth of spiritual values applied and the success of the service (Norman et al., 2023; H. Purnomo et al., 2024). This is by the Theory that strong religious values can strengthen students' psychological and social carrying capacity in facing various challenges (Abdullah & Rahman, 2020; Meilana et al., 2024)

However, there are indications of implementation gaps, as seen from the number of students and teachers who gave neutral or less favorable assessments of the service's effectiveness. This is consistent with the findings of (Surbakti et al., 2024)) and (Bergmark, 2022) Identified obstacles included limited training of counseling teachers in aspects of Islamic values, a lack of specialized materials, and inadequate parental support. These gaps mean that some students do not fully benefit from counselling services, especially in internalizing deep spiritual values. Additionally, the negative stigma surrounding BK officers as disciplinary supervisors remains a challenge that hinders students' openness to using the services. This requires schools to continue socializing and increasing the capacity of counseling teachers to build trust, making counseling a comfortable and safe space for students' personal and spiritual development.

Overall, this study confirms that integrating Islamic values into guidance and counseling services is instrumental in enhancing the effectiveness of these services and promoting students' positive behavior. Thus, this study successfully revealed that the integration of Islamic values in guidance and counseling services at SMK Karya Nasional Kuningan is one of the key factors in improving the quality of services and shaping students' character. Qualitative data from interviews with guidance and counseling teachers, principals, and parents indicate that guidance and counseling teachers actively apply Islamic principles, such as honesty, justice, compassion, and responsibility, in the guidance and counseling process.

This is consistent with the findings of (Siregar & Ulfa, 2022) This demonstrates that Islamic values can enrich the moral and ethical dimensions of counseling, so that it focuses not only on psychological aspects but also on the spiritual and social aspects of students. This approach is very relevant for the context of Indonesia, which is predominantly Muslim, where strengthening religious identity is an integral part of the formation of student personality. (Ismaiyah et al., 2022; Qodriah et al., 2019)

However, the interviews also indicated a gap in understanding between students, parents, and teachers regarding the implementation of Islamic values in counseling services. This demonstrates that integrating religious values is not merely about incorporating religious content into the material, but rather a continuous process of education and socialization that ensures all stakeholders share a common understanding and commitment to embody these values consistently. This finding is in line with the criticisms of (Kholik et al., 2020; Magezi & Madimutsa, 2023)) who highlighted the limited training of counseling teachers and less than optimal parental support as the main obstacles in the implementation of Islamic-based counseling services. Therefore, education and parental involvement are crucial factors that must be strengthened to overcome this gap.

Quantitative data collected through questionnaires also corroborated the qualitative findings. The majority of students and teachers expressed positive perceptions of the effectiveness of counseling services, as well as the successful integration of Islamic values into counseling practices. A significant positive correlation analysis ($r = 0.65$, $p < 0.01$) between the integration of Islamic values and student satisfaction confirmed that the application of spiritual values contributed directly to the quality of services and students' comfort in accessing BK. This finding

supports the Theory of (Nurjaya et al., 2020) that spiritual integration in counseling can strengthen emotional and social support for students. However, the percentage of respondents who gave neutral and disagree answers indicates unresolved challenges, such as the mismatch of counseling methods with students' needs, and social stigma barriers to counseling services. Furthermore, the results of this study confirm that the success of Islamic-based counseling services is highly dependent on the quality of interpersonal relationships between counseling teachers and students.

BK teachers who can build empathic relationships, open communication, and facilitate self-reflection based on Islamic values have a greater chance of producing a positive impact on student character development. (Dewi & Nurkholis, 2022; Herawati et al., 2023; Rinne et al., 2022). This is in line with the findings of (E. Purnomo et al., 2024), This emphasizes that the evaluation of BK teacher performance should encompass both spiritual and ethical aspects, in addition to technical and administrative aspects. This strong and empathetic relationship is also crucial in overcoming the negative stigma often associated with BK services as a "*Place of Punishment*," so that students feel comfortable and motivated to make optimal use of the services.

Analysis of the findings also revealed that the training aspect of counseling teachers still needs improvement, particularly in terms of an in-depth understanding of Islamic values and contextual counseling techniques. Intensive and continuous training will help counseling teachers overcome practical difficulties in applying Islamic values effectively, as well as improve their professionalism. The development of contextualized and easy-to-understand modules and teaching materials is crucial so that students can more effectively receive religious value messages. Research by (Surbakti et al., 2024) and (Suchman et al., 2020) Highlights the importance of this training as the key to strengthening effective faith-based counseling services.

Additionally, the results of this study suggest that parental involvement in Islam-based counseling services plays a crucial role. Parents who understand and support the Islamic values taught at school can strengthen the process of internalizing these values in the home environment. This is in line with (Suprihatin, 2015). This highlights the importance of close collaboration between schools and families in shaping the overall character of students. Therefore, socialization and parental involvement programs should be an integral part of BK services, ensuring continuity of values between the school and home environments.

Overall, this study not only confirms the findings of previous literature on the importance of Islamic perspectives in counseling but also reveals real implementation challenges in the field. Difficulties in the socialization of Islamic values, limited teacher training, and social stigma are the main obstacles that must be overcome for BK services to be truly effective in shaping students' positive behavior. The practical implication of these findings is the need for a holistic approach that involves increasing the capacity of counseling teachers, developing contextually relevant materials, and engaging parents more intensively. School management support and proactive educational policies are also necessary to ensure that Islamic-based counseling services can be sustainable and have a maximum impact.

The findings offer new insights into the study of faith-based guidance and counseling, highlighting that the integration of spiritual values is not merely an additional aspect but an essential component that must be managed strategically within the context of modern education. This research opens up opportunities for further studies that can explore effective guidance and counseling teacher training models and innovative Islamic values communication strategies to increase the acceptance of guidance and counseling services among students and families.

Table 2. Analysis and Research Contribution

No.	Aspek	Theoretical Analysis	Novelty and Contribution
1	Islamic Values in Guidance and Counseling. (Abdullah & Rahman, 2020; Norman et al., 2023)	Emphasizes the application of Islamic values such as honesty, responsibility, and compassion in counseling to shape students' character.	This study demonstrates the integration of Islamic values in counseling services, enriching the moral and spiritual dimensions and contributing to the development of more holistic, faith-based counseling services.
2	Teacher Performance in an Islamic Education Perspective. (Hasan, 2019)	States that pedagogical competence plays a role in student achievement, including in the context of Islamic values.	The contribution of this study is to evaluate the performance of guidance counselors from an Islamic perspective and reveal the significant impact of applying Islamic values on student satisfaction.
3	Character Development through Education. (Malahayati, 2022)	Stresses the importance of the teacher's role in the holistic development of students, including intellectual, social, and spiritual dimensions.	This study offers new insights into the application of Islamic values in character development within vocational schools, thereby opening up opportunities for further research on faith-based guidance counselor training.
4	Social Stigma Theory in Education. (Bergmark, 2022)	Highlights the negative stigma surrounding counseling services that limits students' openness to utilizing them.	This study identifies social stigma as a barrier to effective counseling services and offers recommendations for fostering more empathetic relationships between students and counselors.
5	Stakeholder Collaboration in Education. (Rinne et al., 2022)	Reveals the importance of the active role of parents, teachers, and school management in the success of guidance programs.	The main contribution is the proposal to strengthen the role of parents and continuous teacher training as ways to enhance the integration of Islamic values in counseling services.

Source: Data Collection 2025

CONCLUSIONS

This study found that guidance and counseling services at SMK Karya Nasional Kuningan that integrate Islamic perspectives are effective in meeting students' needs, especially in character development and understanding moral values such as honesty, justice, compassion, and responsibility. The service evaluation was conducted using a mixed-methods approach, comprising in-depth interviews, participatory observations, and a quantitative survey that measured the perceptions of students and teachers. The evaluation results showed that the guidance and counseling program was successful in increasing student satisfaction and engagement, and the application of Islamic values in counseling practices was significantly correlated with the effectiveness of the service. However, the evaluation also revealed shortcomings in the program's implementation, including an unbalanced understanding of Islamic values among students and parents, as well as limited training for counseling teachers in spiritual aspects. The social stigma still attached to counseling services is also an obstacle to students' openness to using the services. This suggests that, although the program was effective overall, there is considerable room for improvement, especially in aspects such as training, socialization, and strengthening family support.

The limitations of this study include a relatively small sample size from a single school and the use of quantitative instruments that can still be further developed to measure spiritual aspects more comprehensively. For future research, it is recommended that population coverage be expanded and longitudinal methods employed to examine the long-term impact of Islamic-based counseling services. In addition, future studies could develop and test more specific counseling teacher training models that integrate Islamic values and explore strategies to strengthen the role of parents in the guidance process. Overall, the evaluation in this study demonstrates the success of guidance and counseling services in integrating Islamic values, which have a positive impact on students and teachers. It also emphasizes the need for continuous improvement to overcome obstacles and achieve more optimal effectiveness.

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