

# Analysis of Guidance and Counseling Planning in Modern Islamic Boarding Schools in Medan City

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Received: 20-11-2024

Revised: 18-03-2025

Accepted: 27-03-2025

## Info Artikel

### Keywords:

Planning, Guidance and Counseling, Islamic Boarding School

## Abstract

This study examines the planning of guidance and counseling programs in Modern Islamic Boarding Schools (Pesantren) in Medan City. Using a qualitative case study approach, research was conducted in three pesantren: Ar-Raudhatul Hasanah, Al-Kautsar Al-Akbar, and Ta'dib al-Syakirin. Data were collected through observations, interviews, and documentation, then analyzed using Miles and Huberman's interactive model and Saldana's method. Findings reveal that guidance and counseling planning in modern pesantren is systematic and involves multiple stakeholders, including psychologists. Each pesantren follows core planning principles, such as identifying student needs, analyzing school conditions, setting objectives, designing programs, and optimizing resources. Ar-Raudhatul Hasanah uses problem checklists and tabulation analysis, structuring plans from annual to daily levels. Al-Kautsar Al-Akbar conducts academic surveys and collaborates with dormitory teachers to set flexible goals. Ta'dib al-Syakirin emphasizes goal clarification, prioritization, and documentation for continuous development. Despite differences in needs assessment and implementation strategies, all three pesantren recognize structured planning as vital for effective program execution. With systematic planning and regular evaluations, guidance and counseling services become more responsive, enhancing students' academic and personal development.

### Kata Kunci:

Perencanaan, Bimbingan dan Konseling, Pondok Pesantren

### Abstrak

Penelitian ini mengkaji perencanaan program bimbingan dan konseling di Pesantren Modern di Kota Medan. Dengan menggunakan pendekatan studi kasus kualitatif, penelitian ini dilakukan di tiga pesantren: Ar-Raudhatul Hasanah, Al-Kautsar Al-Akbar, dan Ta'dib al-Syakirin. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman serta metode Saldana. Hasil penelitian menunjukkan bahwa perencanaan bimbingan dan konseling di pesantren modern dilakukan secara sistematis dan melibatkan berbagai pemangku kepentingan, termasuk psikolog. Setiap pesantren menerapkan prinsip dasar perencanaan, seperti mengidentifikasi kebutuhan siswa, menganalisis kondisi sekolah, menetapkan tujuan, merancang program, serta mengoptimalkan sumber daya. Ar-Raudhatul Hasanah menggunakan daftar permasalahan dan analisis tabulasi untuk menyusun rencana tahunan hingga harian. Al-Kautsar Al-Akbar melakukan survei akademik dan berkolaborasi dengan guru asrama untuk menetapkan tujuan yang fleksibel. Ta'dib al-Syakirin

menekankan klarifikasi tujuan, penentuan prioritas layanan, dan dokumentasi untuk pengembangan berkelanjutan. Meskipun terdapat perbedaan dalam asesmen kebutuhan dan strategi implementasi, ketiga pesantren menyadari pentingnya perencanaan terstruktur sebagai dasar pelaksanaan program yang efektif. Dengan perencanaan sistematis dan evaluasi berkala, layanan bimbingan dan konseling dapat lebih responsif, sehingga meningkatkan perkembangan akademik dan pribadi siswa.

## INTRODUCTION

Guidance and counselling play a crucial role in education by supporting students' personal and academic development. However, many educational institutions, including Islamic boarding schools, face challenges in systematically and effectively implementing these services. In Islamic boarding schools, guidance and counseling aim to help students overcome academic, social, emotional, and career-related obstacles.(Pasaribu, B. and Suherman, 2024). In the Islamic boarding school environment, guidance and counseling services aim to help students overcome problems that hinder their academic, social, emotional, and career development. (Susanty, 2022)Beyond transferring knowledge, education in these institutions also emphasises character formation and prepares students to face life's challenges. (Prasetyowati, T., Khasanah, Z., Nursalim, M., & Nuryono, 2024).

Effective planning of guidance and counseling services is essential in Islamic boarding schools to create a supportive learning environment. (Ilahi, A. F., & Hafid, 2024)research has highlighted the importance of management models, such as the POAC (Planning, Organizing, Actuating, and Controlling) approach, in ensuring that counseling services address students' needs (Asni, A., Dasalinda, D., & Chairunnisa, 2023)Strengthening problem identification and implementing structured, continuous programs are key strategies for optimising guidance and counseling in these settings. (Fauziyyah, 2023)and (Hanum, S., Dlt, H., Matondang, R., Silalahi, M., & Fakhita, 2024)

Based on the results of the initial observations (*Grand Tour*) carried out on students at Islamic boarding schools in Medan City, namely at Islamic boarding schools, namely at Pondok Ar-Raudlatul Hasanah Modern Islamic Boarding School, Cottage Al-Kautsar Al-Akbar Modern Islamic Boarding School, and Boarding School Ta'dibus Syakirin Modern Islamic Boarding School was discovered that the students are still not accustomed to the atmosphere of the Islamic boarding school, the following are the problems experienced by students in the city of Medan:

**Table 1. Problems of Students in Islamic Boarding Schools in Medan City**

No	Santri Problems	Amount	Percentage
1	Lack self-confidence	30	31%
2	Not focused on studying	25	26%
3	Likes to be alone	40	45%

Source: Data Collection

This condition is experienced by students who have just entered an Islamic boarding school. Habits at home that are carried over to the Islamic boarding school are one problem that must be addressed immediately by using a guidance and counseling service approach. Students' attachment to the environment and culture of Islamic boarding schools often causes problems. (Ruchaini Fitri Rahmawati, 2016). (Kartiko et al., 2024) Despite the growing recognition of guidance and counseling in Islamic boarding schools, many institutions lack well-structured guidance and counseling programs. Counseling services are often incidental rather than integrated

into the curriculum, making them less effective in addressing students' academic, social, and psychological challenges. (Kusuma, 2020). Additionally, traditional counseling methods in formal schools may not fully align with the values and cultural dynamics of Islamic boarding schools, highlighting the need for a more contextualised approach. Proper planning ensures that guidance and counseling services support students' holistic development. (Saputra, 2023) Research indicates that clear management structures provide direction in both academic and character-building aspects. (Rahmadani, R., Anuar, A., & Pribadi, 2023).

Previous studies have examined the implementation of guidance and counseling in Islamic educational settings, focusing on aspects such as management systems, available facilities, and the role of school leadership in supporting these services. (Pertiwi, K. A., Tanjung, K., Nuraida, N., Fadhilah, N., Annisa, N., & Azhari, 2022) Research shows that structured planning enhances the effectiveness of counseling programs, with support from school leaders and teachers playing a critical role. (Pasaribu, B. and Suherman, 2024) Additionally, studies on BK implementation at MAN 2 Medan highlight that effective guidance services are those adjusted to student problems and delivered systematically (Harahap, A., & Saragi, 2022) However, a gap remains in understanding how guidance and counseling can be specifically adapted for modern Islamic boarding schools in Medan, a city with diverse cultural and social backgrounds. While existing studies explore counseling in general education and madrasah settings, there has been a lack of research on context-specific planning in modern Islamic boarding schools. (Muiz, M. R., & Fitriani, 2022)

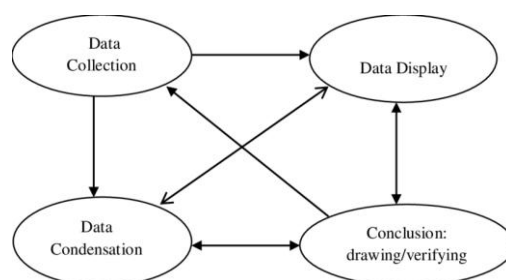
To address this gap, this study aims to analyse the planning of guidance and counseling programs in modern Islamic boarding schools in Medan. This research will use a qualitative approach to identify students' needs and explore how guidance services can be optimised to support their educational and personal development. By providing insights into effective planning strategies, this study aims to contribute to the enhancement of counseling programs in Islamic boarding schools, ensuring they are responsive, structured, and tailored to students' unique challenges.

## METHOD

This study employs a qualitative research approach with a multi-site case study design, enabling an in-depth understanding of the phenomenon by analysing and comparing findings across locations with similar characteristics. (Salmona & Kaczynski, 2024). Data collection is carried out through various techniques. Interviews are conducted with foundation leaders, Islamic boarding school leaders, guidance and counseling teachers, dormitory leaders, employees, and students directly involved in counseling activities. (Raskind et al., 2019). Observations are made by directly monitoring the implementation of guidance and counseling within the Islamic boarding school environment. (Saldaña, 2002). All findings are documented as field notes to enhance data analysis. Additionally, supporting documents such as guidance and counseling policies, school curricula, and administrative records are used as references to strengthen research findings. (Saldaña, 2021).

This study employs the Miles, Huberman, and Saldana model, which comprises three key stages for data analysis. The first stage is data reduction, where collected data is reviewed, and irrelevant information is eliminated to maintain focus and validity. (Kalpokaite & Radivojevic, 2019). The second stage is data presentation, in which relevant data is systematically structured using research instruments to depict the studied phenomenon and facilitate further analysis.

(Saldaña, 2021). The final stage is drawing conclusions and verification, where findings are analysed based on patterns, relationships, and emerging trends. These conclusions are continually verified to ensure accuracy and reliability. (Mallette & Saldaña, 2019).



**Figure 1. Analisis Data Proses Miles Huberman, and Saldana**

The entire data analysis process is iterative and interconnected, ensuring that each stage is refined and repeated until comprehensive and credible research results are achieved.

## **RESULTS AND DISCUSSION**

### **Results**

#### **Planning Guidance and Counseling in Modern Islamic Boarding Schools**

Based on the research results, the planning process at the Ar-Raudhatul Hasanah Modern Islamic Boarding School is conducted in several stages, beginning with identifying student needs, clarifying the goals to be achieved, limiting the types of programs to be created, and determining program priorities. Identifying the needs or problems of students. Identifying the needs and issues of students can be accomplished through various instruments, such as using a problem checklist, as well as observations by teachers, homeroom teachers, or guidance and counseling teachers themselves. Based on the data from the results of revealing the problems, the findings are then tabulated and analysed to determine the expected needs and issues that students experience at school. Based on the results of this analysis, planning the guidance and counseling program at the Ar-Raudhatul Hasanah Modern Islamic Boarding School is then prepared.

Classifying the Objectives to be Achieved: In achieving the objectives, guidance and counseling teachers have established standards for providing services, specifically focusing on the development process of students. Creating Program Type Limitations: The program will be made by guidance and counseling teachers to analyse students' problems and needs. Guidance and counseling teachers have a tool called a problem checklist. Before creating a program, guidance and counseling teachers first create a problem checklist. Then, each student is given a problem checklist. The results of the problem check are processed and analysed based on the findings from the problem checklist, guidance, and counseling. This analysis enables teachers to understand the needs of students, encompassing their physical, spiritual, and academic aspects.

Determining Program Priorities: Based on the needs analysis above, what problems require primary attention and should be included in the guidance and counseling program at the Ar-Raudhatul Hasanah Modern Islamic Boarding School? The program implemented by guidance and counseling teachers at the Ar-Raudhatul Hasanah Modern Islamic Boarding School is the creation of an annual program that will be given for one year, then reduced to a semester program, which is based on the yearly program so that it can be planned what activities will be provided for one

semester after that determine the monthly, weekly and daily programs. This program encompasses both annual and semester programs, ensuring that activities are mutually supportive of achieving the objectives of the guidance and counseling service at Ar-Raudhatul Hasanah Modern Islamic Boarding School.

The elements of Ar-Raudhatul Hasanah Modern Islamic Boarding School are involved in planning Guidance and Counseling activities, including the Principal, Guidance and Counseling Coordinator, Homeroom Teachers, and Subject Teachers. In addition to the above planning, the Ar-Raudhatul Hasanah Modern Islamic Boarding School also engages external personnel, such as psychology institutions or other expert teams considered professional, to assess the students' condition. At this stage, the role of the guidance and counseling coordinator is very urgent because apart from at the high school level, this has not been found much nationally; there is no standard guidance and counseling curriculum, so in the realm of curriculum preparation and other administration, the Ar-Raudhatul Hasanah Modern Islamic Boarding School always consults with the Department of Education and Culture.

**Table 2. Interview Results**

<b>Informant</b>	<b>Interview Focus</b>	<b>Statement</b>
Guidance and Counseling Teacher	Guidance and counseling are planned at the Ar-Raudhatul Hasanah Modern Islamic Boarding School.	Planning is carried out in several stages, starting with identifying student needs, clarifying the goals to be achieved, setting limits on the types of programs to be created, and determining program priorities.
Head of the Lodge	The purpose of planning guidance and counseling is carried out at the Ar-Raudhatul Hasanah Modern Islamic Boarding School.	The planning we undertake ensures that the educational program's objectives are achieved in line with the vision and mission of the Ar-Raudhatul Hasanah Modern Islamic Boarding School.
Deputy Head of the Boarding School	The guidance and counseling planning process is carried out at the Ar-Raudhatul Hasanah Modern Islamic Boarding School.	All components of Ar-Raudhatul Hasanah Modern Islamic Boarding School, from the principal to the class teachers, participate in the planning process.
Homeroom Teacher	Cooperation with external parties in planning and implementing guidance and counseling at the Islamic boarding school	We collaborate with external personnel related to psychology institutions or other expert teams, such as the AUM and ITP organising teams.

Source: Data Collection

At the Al-Kautsar Al-Akbar Modern Islamic Boarding School, the guidance and counseling planning process involves adjusting to the needs of students and analysing the school's conditions, objectives, service facilities, and other relevant factors. The activity planning process carried out at the Al-Kautsar Al-Akbar Modern Islamic Boarding School includes:

### **Analysis of Students' Needs**

The first step guidance and counseling teachers take in planning guidance and counseling programs is to analyse the needs and problems of students. The first activity in diagnosing the issues and needs of students at the Al-Kautsar Al-Akbar Modern Islamic Boarding School was

planning, which involved distributing questionnaires during the new school year. From there, the needs of students were identified, and the services required to support them were discussed, which formed the basis for compiling the Guidance and Counseling program. Additionally, guidance and counseling teachers collaborate with dormitory teachers to gather information on children experiencing difficulties. Based on the above, the researcher can conclude that guidance and counseling teachers at the Al-Kautsar Al-Akbar Modern Islamic Boarding School carry out activities to analyse the needs and problems of students as evidenced by the existence of guidance and counseling instrumentation tools and student data in the guidance and counseling room, as well as the existence of guidance and counseling instrumentation activities in the guidance and counseling program, so that the program that will be created can be right on target according to the needs of students, and students can achieve optimal development.

### **Analysis of School Conditions and Situations**

The next planning activity involves analysing the school's situation and conditions, which includes gathering data on various aspects of the school, ranging from school policies to all factors within the Al-Kautsar Al-Akbar Modern Islamic Boarding School that can impact students' implementation of guidance and counseling. The schedule for the presence of guidance and counseling teachers at the Al-Kautsar Al-Akbar Modern Islamic Boarding School is from Monday to Saturday. Goal determination is a guidance and counseling activity conducted after gathering data on the needs of students and the school's conditions. The purpose of guidance and counseling reflects the school's vision and mission; therefore, determining the objectives of the guidance and counseling program must be aligned with the school's vision and mission. Still, its implementation must follow the conditions that occur. The objectives of guidance and counseling at Al-Kautsar Al-Akbar Modern Islamic Boarding School are contemporary, meaning they can evolve according to the prevailing conditions at the time. The principal and vice principal provide proposals to prepare the program. At the same time, other personnel provide input when the guidance and counseling program is running.

### **Determination of Type of Service**

Determination of type of service refers to the purpose of guidance and counseling, in the guidance and counseling program at Modern Islamic Boarding Schools throughout Medan City, determined by the guidance and counseling teacher, the types of services are as follows: Orientation, namely services that help students understand the new environment, especially the school/madrasah environment and the objects being studied, to adapt and facilitate and smooth the role of students in the new environment, Information, namely services that help students receive, understand various information about themselves, social, learning, career/position, and further education, Placement, and Distribution, namely services that help students obtain the right placement and distribution in the classroom, study groups, majors/study programs, training programs, internships, and extracurricular activities.

Learning, namely services that help students master certain content, especially competencies or habits that are useful in life at school, family, and society; individual counseling, namely services that help students overcome their problems; individual guidance, namely services that help students in personal development, social relationship skills, learning activities, career/position, and decision making, Group Counseling, namely services that help students in

discussing the alleviation of personal problems through group dynamics, Group guidance, assistance to individuals who did through group dynamics.

### **Determination of Time and Place of Activities:**

At the Al-Kautsar Al-Akbar Modern Islamic Boarding School, there is no special time for class hours in the classroom; therefore, guidance and counseling services are implemented only outside the school, including after congregational Dhuha prayers, during free hours, during critical situations, and on certain days, depending on the situation and conditions. Determination of Facilities and Budget: The need to complete the facilities and equipment for guidance and counseling at the Al-Kautsar Al-Akbar Modern Islamic Boarding School has been included in the annual RKAS; the budget is adjusted to the RKAS (School Budget Activity Plan) using guidance and counseling teachers making proposals for guidance and counseling activities, regarding the equipment needed. At the same time, the costs associated with psychological tests are charged to the parents, with the school committee's approval.

After knowing the program planning process at the Al-Kautsar Al-Akbar Modern Islamic Boarding School, which includes analysis of student needs, analysis of school situations and conditions, determination of objectives, determination of types, techniques, and strategies of activities, determination of time and place of activities and determination of facilities and budget costs, this shows that the process of preparing the guidance and counseling program of the Al-Kautsar Al-Akbar Modern Islamic Boarding School goes through several stages so that it can produce a program that is needed or by the needs of students.

**Table 3. Interview Results**

<b>Informant</b>	<b>Interview Focus</b>	<b>Statement</b>
Head of Islamic Boarding School	Does the guidance and counseling planning process work? Which is carried out at the Al-Kautsar Al-Akbar Modern Islamic Boarding School	Guidance and counseling management planning for addressing student problems begins when guidance and counseling teachers receive data from both problematic and non-problematic schools.
Vice Principal	Stages of guidance and counseling planning at the Al-Kautsar Al-Akbar Modern Islamic Boarding School	When planning a guidance and counseling program, several key steps are taken, including identifying student needs, assessing the school's conditions and situations, determining objectives, selecting service types, techniques, and strategies, scheduling services, and allocating facilities and budget.
Guidance and Counseling Teacher	The Al-Kautsar Al-Akbar Modern Islamic Boarding School analysed students' planning, guidance, and counseling needs.	The questionnaire was distributed at the beginning of the new school year, and guidance and counseling teachers collaborated with dormitory teachers to collect data on children experiencing problems.
Guidance and Counseling Teacher	The purpose of guidance and counseling at the Al-Kautsar Al-Akbar Modern Islamic Boarding School is to provide support and guidance to students.	The objectives of guidance and counseling at Al-Kautsar Al-Akbar Modern Islamic Boarding School are contemporary, meaning they can be adjusted according to the prevailing conditions at the time. The principal and vice principal provide

suggestions for compiling the program, while other personnel offer input during its implementation.

Source: Data Collection

At the Ta'dibus Modern Islamic Boarding School, four key activities are undertaken: planning, guidance, counseling, and support. Clarifying the goals to be achieved is a crucial initial step to ensure that every step and program is successful. Provide clear and measurable direction for every activity undertaken, ensuring that all efforts consistently contribute to students' academic goals and personal development. Limiting the type of program to be created helps focus and specify each guidance and counseling activity, allowing each intervention or guidance and counseling activity to be implemented optimally. Determining program priorities is crucial for organising the implementation order and allocating the appropriate resources. This ensures optimal and effective resource utilisation in line with the school's needs and priorities.

Documentation becomes concrete evidence and a valuable reference for monitoring progress and evaluating the effectiveness of each planned program. Additionally, it serves as a crucial tool for evaluation and continuous improvement, ensuring that guidance and counseling services continually evolve to meet the challenges and needs of students and the broader educational community. By considering these four elements holistically, Ta'dibus Modern Islamic Boarding School can ensure that its guidance and counseling services are well-planned and have a significant impact on student development and educational progress. Planning Guidance and Counseling activities at the Ta'dibus Syakirin Modern Islamic Boarding School involves collaboration between the Principal, Guidance and Counseling Coordinator, Homeroom Teachers, and Subject Teachers. Each element makes unique contributions based on its respective perspective and responsibilities.

**Table 4. Interview Results**

<b>Informant</b>	<b>Interview Focus</b>	<b>Statement</b>
Head of Islamic Boarding School	Does the guidance and counseling planning process work? Which is carried out at the Ta'dibus Syakirin Modern Islamic Boarding School	The planning process at the Ta'dibus Syakirin Modern Islamic Boarding School begins with clarifying objectives, setting boundaries for program types, determining program priorities, and emphasising understanding the importance of documentation.
Vice Principal	Collaboration in planning guidance and counseling at the Ta'dibus Syakirin Modern Islamic Boarding School	The participation of all parties, including the principal, guidance counsellor, and homeroom and subject teachers, is very important in the planning process. Each individual has a different role.
Guidance and Counseling Teacher	The importance of planning guidance and counseling at the Ta'dibus Syakirin Modern Islamic Boarding School	This planning is the basis for implementing subsequent activities. When preparing the plan, it is essential to ensure that all plans align with the school's vision, mission, and goals. The planning must reflect and support the school's vision, mission, and goals. Thus, every step taken will be in line with the direction set by the school and help achieve long-term goals.

Source: Data Collection



In planning the program, the supervising teacher refers to the activities and implementation of the program last year and analyses the problems that students often experienced in previous years. Evaluating the earlier program is a crucial basis for determining the effectiveness of the activities and identifying areas that require improvement. Additionally, the supervising teacher takes into account the latest trends and issues relevant to the students' conditions and needs. The preparation of guidance and counseling program planning is carried out comprehensively at the beginning of the school year by designing a structured and measurable annual guidance and counseling work program. This aims to ensure that each program is continuous with previous efforts and adaptive to the dynamics of student needs so that guidance and counseling services can have a maximum positive impact throughout the school year.

### **Similarities and Differences in Guidance and Counseling Planning at Modern Islamic Boarding Schools**

Based on the results of the exposure at Site I of the Ar-Raudhatul Hasanah Modern Islamic Boarding School, Site II of the Al-Kautsar Al-Akbar Modern Islamic Boarding School, and Site III of the Ta'dibus Syakirin Modern Islamic Boarding School, a cross-site effect was observed. In the cross-site, similarities and differences were found in guidance and counseling planning at the Ar-Raudhatul Hasanah Modern Islamic Boarding School, guidance and counseling planning at the Al-Kautsar Al-Akbar Modern Islamic Boarding School, and guidance and counseling planning at the Ta'dibus Syakirin Modern Islamic Boarding School based on the results of interviews, observations, and documentation studies. The cross-site similarities in guidance and counseling planning at Islamic Boarding Schools throughout Medan City are as follows:

#### **Cross-Situs Equation Management at Ar-Raudhatul Hasanah Modern Islamic Boarding School, Al-Kautsar Al-Akbar Modern Islamic Boarding School, and Ta'dibus Syakirin Modern Islamic Boarding School jointly plan guidance and counseling.**

Planning at Ar-Raudhatul Hasanah Modern Islamic Boarding School, Al-Kautsar Al-Akbar Modern Islamic Boarding School, and Ta'dibus Syakirin Modern Islamic Boarding School jointly believe that planning is the foundation for further work. Planning at Ar-Raudhatul Hasanah Modern Islamic Boarding School, Al-Kautsar Al-Akbar Modern Islamic Boarding School, and Ta'dibus Syakirin Modern Islamic Boarding School jointly develops guidance and counseling plans in alignment with the Islamic Boarding School's vision, mission, and objectives.

The planning process at the Ar-Raudhatul Hasanah Modern Islamic Boarding School, the Al-Kautsar Al-Akbar Modern Islamic Boarding School, and the Ta'dibus Syakirin Modern Islamic Boarding School are carried out in several stages. The planning process at the Ar-Raudhatul Hasanah Modern Islamic Boarding School, the Al-Kautsar Al-Akbar Modern Islamic Boarding School, and the Ta'dibus Syakirin Modern Islamic Boarding School encompass all elements of the Islamic Boarding School in guidance and counseling planning activities.

#### **Cross-Situs Differences**

Planning Guidance and Counseling at Ar-Raudhatul Hasanah Modern Islamic Boarding School involves the Principal, Guidance and Counseling Coordinator, Homeroom Teachers, and Subject Teachers. Planning guidance and counseling at Al-Kautsar Al-Akbar Modern Islamic Boarding School is provided by the principal, vice principal, dormitory teachers, and subject teachers. Planning guidance and Counseling activities at Ta'dibus Syakirin Modern Islamic Boarding School involves the Principal, Guidance and Counseling Coordinator, Homeroom

Teachers, and Subject Teachers.

Planning at Ar-Raudhatul Hasanah Modern Islamic Boarding School is carried out in several stages, starting from identifying student needs, clarifying the goals to be achieved, making limitations on the types of programs to be created, and determining program priorities. At the same time, guidance and counseling planning at Al-Kautsar Al-Akbar Modern Islamic Boarding School proceeds through several stages, including analysing school conditions and situations, determining goals, identifying types, techniques, and service strategies, determining the time and place, and allocating facilities and budgets. In contrast, guidance and counseling planning at Ta'dibus Syakirin Modern Islamic Boarding School proceeds through the stages of clarifying goals, setting limitations on program types, determining program priorities, and emphasising the importance of documentation.

The Ar-Raudhatul Hasanah Modern Islamic Boarding School also employs external personnel related to its operations, such as psychologists and psychiatrists. In contrast, the Al-Kautsar Al-Akbar Modern Islamic Boarding School and the Ta'dibus Syakirin Modern Islamic Boarding School do not.

### **Site Proposition**

Planning must be done as well as possible in managing guidance and counseling services. Planning is the main step in the entire education process. This planning is undertaken to ensure that the Islamic Boarding School's vision and mission align with the objectives of its education program. The planning process in Islamic boarding schools throughout Medan City. Several key steps must be taken when planning a guidance and counseling program, including identifying students' needs, assessing school conditions and situations, determining goals, and selecting types, techniques, and service strategies.

All components of the Islamic Boarding School, including the principal, teachers, and others, participate in the planning stages to implement guidance and counseling throughout Medan City. In planning the program, the supervising teacher refers to the activities and implementation of the program from the previous year, as well as the problems experienced by many students in past years. This arrangement is implemented at the beginning of the school year and outlined in the annual Guidance and Counseling Work Program. Based on the research results, the research findings can be concluded as described in the following table:

**Table 5. Research Finding**

<b>Aspect</b>	<b>Findings</b>
<b>Planning guidance and counseling in Modern Islamic Boarding Schools in Medan City</b>	<ol style="list-style-type: none"><li>1. Guidance and Counseling Planning at Ar-Raudhatul Hasanah Modern Islamic Boarding School begins by identifying student needs, clarifying the goals to be achieved, setting limits on the types of programs to be created, and determining program priorities.</li><li>2. At the Al-Kautsar Al-Akbar Modern Islamic Boarding School, analysis of student needs, analysis of school conditions and situations, goals, service facilities, and others</li><li>3. At the Ta'dibus Modern Islamic Boarding School, guidance and counseling planning consists of four key elements. Clarifying the goals to be achieved, making limitations</li></ol>

<b>Similarities and differences in planning Guidance and Counseling at Modern Islamic Boarding Schools in Medan City</b>	<p>regarding the type of program, determining program priorities, Documentation</p> <hr/> <p><b>Equality</b></p> <ol style="list-style-type: none"> <li>1. Providing planning guidance and counseling in alignment with the Islamic Boarding School's vision, mission, and goals.</li> <li>2. All Islamic boarding schools carry out planning in several stages, starting from the needs of the students</li> <li>3. All elements of the Islamic Boarding School are involved in planning guidance and counseling activities.</li> </ol> <p><b>Difference</b></p> <ol style="list-style-type: none"> <li>1. There are differences in the planning stages</li> <li>2. Ar-Raudhatul Hasanah Modern Islamic Boarding School also collaborates with external personnel, including psychology institutions, psychiatrists, and other relevant organisations. In contrast, Al-Kautsar Al-Akbar Modern Islamic Boarding School and Ta'dibus Syakirin Modern Islamic Boarding School do not take on external personnel.</li> </ol>
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## DISCUSSION

Based on the findings regarding guidance and counseling planning in three modern Islamic boarding schools in Medan City Ar-Raudhatul Hasanah, Al-Kautsar Al-Akbar, and Ta'dibus Syakirin a pattern emerges, indicating institutional awareness in adjusting guidance and counseling programs to meet students' needs. However, several aspects require further discussion regarding the effectiveness, continuity, and integration of guidance and counseling theory in the practices carried out. In general, the plans of Islamic boarding schools are based on identifying students' needs. The methods employed, including distributing questionnaires, observation, and consultation with dormitory teachers, align with the needs assessment model in guidance and counseling theory. (Gibson, R. L., & Mitchell, 2016; Muyana, 2018).

However, the effectiveness of this method still requires further study. Research by. Emphasised that the ideal needs assessment in guidance and counseling relies not only on formal instruments, such as questionnaires, but must also be combined with in-depth interviews and focus group discussions (FGD). In this case, Islamic boarding schools such as Ar-Raudhatul Hasanah, which use problem checklists, have the advantage of identifying students' problems more systematically. However, reliance on only one instrument can be a weakness if not balanced with other methods. (Sukatin et al., 2022).

One interesting finding is how each Islamic boarding school has a different planning system. Ar-Raudhatul Hasanah has more detailed planning stages, from annual to daily programs. This reflects a systematic approach supported by the strategic planning theory in guidance and counseling. (Rahman, 2015) On the other hand, the flexibility applied by Al-Kautsar Al-Akbar and Ta'dibus Syakirin shows good adaptability. Still, it needs to be questioned whether this flexibility contributes to the lack of program continuity from one year to the next. Program sustainability is an important element in the effectiveness of guidance and counseling. According to an effective guidance program, there must be clear continuity from one period to the next. If the planning is too flexible and changing, it is feared that students will not get long-term benefits from the

program being implemented (Hidayat, 2020).

Ar-Raudhatul Hasanah Islamic Boarding School has the advantage of involving external professionals, such as psychology institutions, and consultations with the Department of Education and Culture. This aligns with the view that effective guidance and counseling must be based on multidisciplinary collaboration. On the other hand, other Islamic boarding schools still seem to rely on internal staff to implement their programs. This can be an obstacle, especially if the teaching staff lacks an adequate academic background in guidance and counseling. Research by. Confirms that the role of professional counselors in the educational environment is crucial to improving the quality of guidance services (Hidayat, 2020). Therefore, Islamic boarding schools that have not yet collaborated with external professionals should consider this strategy to enhance the effectiveness of their services.

Another factor is the limited facilities and budget for organising guidance and counseling programs. Although Al-Kautsar Al-Akbar integrates the budget in the School Activity and Budget Plan (RKAS), some service costs, such as psychological tests, are still borne by students' parents. This raises questions about the accessibility of guidance services for all students, particularly those from low-income backgrounds. According to research (R. T., Gysbers, N. C., & Sun, 2018), the availability of an adequate budget has a significant impact on the success of guidance and counseling programs in schools. In other words, if funding remains a constraint, the effectiveness of guidance services can be compromised. Therefore, an alternative strategy needs to be developed, such as seeking funding from educational grants or cooperating with social institutions that support guidance and counseling programs. (Subagyo, H., & Rahmatullah, 2023).

Ta'dibus Syakirin Modern Islamic Boarding School emphasises the importance of program evaluation in planning and implementation. Considering the program evaluation theory in guidance and counseling, this is a good step. (Ardimen, 2018) Continued evaluation is necessary to improve the quality of guidance and counseling services. In the study (Lismaini, L., Hidayah, N., & Khotifah, 2024). It was found that many educational institutions conducted evaluations of guidance and counseling programs, but the implementation of the evaluation results was still minimal. Therefore, Islamic boarding schools must ensure that evaluation results are effectively implemented when planning the next program so that it does not become merely a formality.

This study contributes to a deeper understanding of guidance and counseling planning in modern Islamic boarding schools in Medan City. Some of the main contributions of this study are: This study reveals the planning stages implemented in three modern Islamic boarding schools, namely Ar-Raudhatul Hasanah Modern Islamic Boarding School, Al-Kautsar Al-Akbar Modern Islamic Boarding School, and Ta'dibus Syakirin Modern Islamic Boarding School. Thus, this study enriches the literature on the BK planning model in Islamic boarding school-based educational institutions. Additionally, this study identifies effective steps in designing BK programs in modern Islamic boarding schools, including collaboration among BK teachers, homeroom teachers, principals, and external professionals (Habsy, 2017).

The results of this study can help policymakers at the Islamic boarding school level and local governments develop more effective policies related to guidance and counseling in modern Islamic boarding schools. This study demonstrates how BK planning in modern Islamic boarding schools aligns with the school's vision and mission, ensuring that BK services are oriented towards both academics and character development for students (Ulfah & Arifudin, 2020). This study has several novel aspects compared to previous studies in guidance and counseling in modern Islamic boarding schools (Mutia, 2021). This study analyses BK planning in one Islamic boarding school and compares BK planning practices in three modern Islamic boarding schools in Medan City (Fitriani et al., 2022). With this cross-site approach, the study offers a more comprehensive

understanding of the similarities and differences in BK planning practices across various modern Islamic boarding schools (Evi, 2020). This study discusses the stages of BK planning in general and reveals how modern Islamic boarding schools involve multiple parties, including external professionals such as psychology institutions and expert teams.

This study found that modern Islamic boarding schools evaluate the previous year's program as a basis for developing new programs. This approach ensures the sustainability and effectiveness of BK services in facing ever-evolving challenges. Unlike the guidance and counseling model in public schools, this study found that modern Islamic boarding schools have the flexibility to tailor BK services to meet the specific academic, spiritual, and social needs of students. The following is a summary table of the results of the discussion regarding guidance and counseling planning in three modern Islamic boarding schools in Medan City:

**Table 5. Research Contribution**

Aspect	Ar-Raudhatul Hasanah	Al-Kautsar Al-Akbar	The Story of Syakirin	Notes
<b>Needs Identification Method</b>	Problem checklist, questionnaire, observation, consultation with dormitory teacher	Questionnaire, observation, consultation with dormitory teachers	Questionnaire, observation, consultation with dormitory teachers	The advantages of Ar-Raudhatul Hasanah are in systematising assessments, but it needs to be combined with other methods such as in-depth interviews and FGDs
<b>Planning System</b>	Structured (annual, monthly, daily programs)	<i>Flexible</i>	<i>Flexible</i>	A systematic approach ensures greater program continuity, while flexibility risks service continuity.
<b>Program Sustainability</b>	Continuous from year to year	Tends to change according to conditions	Tends to change according to conditions	Program sustainability is critical to long-term effectiveness
<b>Collaboration with External Parties</b>	Involving professional staff (psychologists, Department of Education)	Relying only on internal power	Relying only on internal power	Collaboration with professionals increases service effectiveness
<b>Funding</b>	Available, but still depends on the internal funds of the Islamic boarding school.	The parents of the students bear some of the costs.	Not explicitly stated	Adequate funding increases the effectiveness of BK programs

<b>Program Evaluation</b>	Using the previous year's evaluation as a basis for new planning	The evaluation was conducted, but the implementation of the results was unclear	Evaluation is an important part of planning	Continuous evaluation is necessary to apply the results in program improvements.
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Source: Data Collection 2025

## CONCLUSION

The study reveals that guidance and counseling planning in Modern Islamic Boarding Schools in Medan City follows a systematic approach involving school leaders, counseling teachers, homeroom teachers, and external experts, such as psychology institutions. While each school adopts a unique approach, all adhere to core principles, including identifying student needs, analysing school conditions, setting goals, designing services, and allocating resources effectively. Ar-Raudhatul Hasanah focuses on structured student need identification through checklists and tabulation analysis, implementing programs at various stages, from yearly to daily. Al-Kautsar Al-Akbar utilises student questionnaires at the start of the academic year, collaborating with dormitory teachers to maintain flexible goals. Ta'dibus Syakirin prioritises goal clarification, program limitations, and structured documentation for evaluation and service improvement. Despite differences in need identification and implementation strategies, all three schools recognise planning as essential for effective program execution. Properly structured guidance and counseling services ensure that Islamic boarding schools can effectively support students' academic and personal development.

This study has several limitations, including its focus on a single city, its emphasis on planning without evaluating long-term implementation, and the lack of exploration of students' perspectives on the effectiveness of guidance and counseling services. Additionally, the study has not addressed the integration of technology in the planning and execution of these services. Future research should expand its scope to other regions, assess the long-term effectiveness of program implementation, and incorporate students' perspectives more comprehensively. Furthermore, it is essential to explore the use of technology in guidance and counseling services and develop a more adaptive and flexible planning model that aligns with social, cultural, and technological changes, thereby enhancing the quality of services for students.

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