

Integrating Guidance and Counseling into Islamic Education: A Framework for Holistic Student Development

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ABSTRACT

This study explores the integration of guidance and counseling (GC) within Islamic education as a strategy for achieving holistic student development in an increasingly globalized world. As traditional knowledge-transfer models are insufficient to address contemporary challenges, there is a growing emphasis on character education grounded in Islamic principles such as Tawhid (oneness of Allah), Akhlak Mulia (noble character), and a spiritual-individual approach. This research employs a library-based qualitative methodology to analyze theoretical frameworks and practical strategies for embedding Islamic values into GC practices. The findings highlight the transformative potential of GC in fostering a balance between academic achievement, ethical character, and spiritual growth. By addressing personal, social, and academic challenges, GC contributes to nurturing morally upright and spiritually grounded individuals. However, challenges such as counselor competency gaps, secular-oriented curricula, and limited inter-stakeholder collaboration necessitate targeted reforms, including enhanced training, Islamically aligned curricula, and collaborative frameworks. This study positions Islamic education as a model for cultivating insan kamil—holistic individuals capable of thriving in a complex, interconnected world while upholding strong moral and ethical values. The findings offer actionable insights for educators and policymakers to design effective character education programs that integrate cognitive and moral dimensions, ensuring students are equipped to contribute meaningfully to society.

Keywords: islamic education, guidance and counseling, holistic development, character education, educational integration



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INTRODUCTION

The contemporary era of globalization presents an unprecedented level of complexity and dynamism across all sectors, including education. As societies become increasingly interconnected, education systems face the dual challenge of equipping learners with competitive skills while ensuring they embody strong moral and ethical values. The traditional approach to education, which emphasized the mere transfer of knowledge, is no longer sufficient. Instead, there is a growing recognition of the need for a more holistic approach that incorporates character development as a central pillar. Among the various frameworks for fostering character and ethics in education, Islamic principles stand out as a comprehensive and universal guide. Rooted in a rich tradition of moral and ethical teachings, Islam provides a robust foundation for cultivating values such as integrity, compassion, and justice, which are

critical for navigating the complexities of the modern world (Ismira et al., 2019; Shafie et al., 2024). Education serves as a vehicle for transmitting cultural and moral wealth across generations, shaping individuals who can contribute meaningfully to society. In many parts of the world, including Indonesia, education is viewed not only as a means of intellectual advancement but also as a pathway to instilling core values. This dual purpose is particularly relevant in the context of globalization, where cultural and moral erosion can occur due to the rapid influx of external influences. By embedding Islamic principles into the educational framework, societies can preserve their cultural identity while equipping learners to thrive in a globalized environment. Islamic teachings emphasize the early inculcation of values and moral principles. From childhood, individuals are exposed to a framework that guides their behavior, decision-making, and interactions with others. This early guidance is essential for developing a commendable character, as psychological research suggests that personality traits and moral values are deeply influenced by formative experiences (Boberiene & Hornback, 2014). Thus, integrating Islamic values into the educational system is not merely an academic exercise but a societal imperative for nurturing individuals who embody both intellectual excellence and ethical integrity.

The shifting paradigm in education has sparked considerable academic interest, resulting in a growing body of literature that explores the integration of character education into formal curricula. Scholars have increasingly highlighted the transition from a knowledge-centric model to a character-centric paradigm, reflecting a broader societal demand for ethical and moral development alongside academic achievement. In this context, Developmental Guidance and Counseling (DGC) and Comprehensive Guidance and Counseling (CGC) have emerged as prominent frameworks. These approaches aim to balance cognitive achievements with character development, ensuring that students are not only knowledgeable but also capable of navigating life's challenges with integrity and resilience (Hanifah & Arif, 2023; Yosef et al., 2023). A significant focus of recent research has been on the role of character education in addressing developmental milestones. Studies have demonstrated that character education contributes to students' social-emotional growth, fostering skills such as empathy, self-regulation, and perseverance. For instance, the integration of standard-based guidance within the CGC framework has been shown to enhance students' independence and problem-solving abilities (Zakaria & Mat Akhir, 2017). These findings underscore the potential of character education to serve as a transformative force in education. In the context of Islamic education, research has increasingly explored how Islamic principles can be operationalized within modern educational systems. Studies have examined the effectiveness of integrating Islamic values into subjects such as moral education, history, and social studies, with promising results. However, much of this research has been conducted in specific cultural and institutional settings, limiting its generalizability. Additionally, while there is a growing acknowledgment of the importance of character education, significant challenges remain, particularly in aligning traditional values with contemporary educational demands (Nurhasanah et al., 2024).

Despite the progress made in integrating character education into formal curricula, several gaps persist in the existing literature. First, there is a lack of comprehensive research on how Islamic principles can be effectively operationalized in diverse educational contexts. While many studies have explored the theoretical foundations of Islamic education, fewer have investigated practical strategies for implementation. This is particularly evident in regions like Indonesia, where cultural diversity and varying levels of educational resources pose unique

challenges. Second, there is limited empirical evidence on the interplay between character education and global competitiveness. As the world becomes increasingly interconnected, the ability to navigate global challenges with a strong moral compass is more critical than ever. However, existing research often focuses on either character education or global competencies in isolation, leaving a significant gap in understanding how these two dimensions can be integrated. Finally, the role of technology in facilitating character education remains underexplored. In an era dominated by digital technologies, educational practices are undergoing rapid transformation. While technology offers new opportunities for delivering character education, such as through digital platforms and interactive content, it also introduces challenges, including the potential for moral erosion and ethical dilemmas. Addressing these issues requires a nuanced understanding of how technology can be leveraged to reinforce, rather than undermine, character education.

Filling these gaps is critical for several reasons. First, effective integration of Islamic principles into character education can provide a holistic approach to student development, addressing both cognitive and moral dimensions. By bridging the gap between theoretical frameworks and practical implementation, this research can offer actionable insights for educators and policymakers, enabling them to design more effective character education programs. Second, exploring the relationship between character education and global competitiveness can contribute to a more nuanced understanding of how educational systems can prepare students for the demands of the 21st century. In a globalized world, where cultural and ethical diversity is both a strength and a challenge, character education can play a pivotal role in fostering intercultural competence and ethical decision-making. By demonstrating how Islamic values can enhance global competencies, this research can provide a valuable contribution to the broader discourse on education. Finally, addressing the role of technology in character education can help educational institutions adapt to the digital age. By identifying best practices for integrating technology into character education, this research can ensure that digital tools are used to reinforce ethical and moral development. This is particularly important in light of the growing influence of social media and other digital platforms, which can shape students' values and behaviors in profound ways.

This study aims to contribute to the existing body of knowledge by addressing these gaps through a multi-faceted approach. Specifically, it seeks to explore innovative strategies for integrating Islamic values into character education within Indonesia's educational context. By conducting empirical research in diverse settings, this study will provide insights into the practical challenges and opportunities associated with implementing character education programs. In addition, this research will examine the relationship between character education and global competitiveness, highlighting how Islamic values can enhance students' ability to navigate complex global challenges. By demonstrating the synergy between these two dimensions, this study can inform educational practices not only in Indonesia but also in other regions with similar cultural and educational contexts. Furthermore, this study will explore the role of technology in facilitating character education, identifying best practices for leveraging digital tools to enhance moral and ethical development. By addressing the challenges associated with technology integration, this research can provide a roadmap for educational institutions seeking to modernize their character education programs. Ultimately, this study aspires to position character education as a cornerstone of modern education, demonstrating its relevance and importance in a rapidly changing world. By integrating theoretical insights with

practical strategies, this research will provide a comprehensive framework for designing effective character education programs that balance academic excellence with ethical integrity. Through its focus on Islamic values, this study will contribute to a broader understanding of how culturally rooted principles can coexist with and enhance global educational practices, setting a benchmark for similar initiatives worldwide (Shofiyyah et al., 2023; Agustin & Nuha, 2024).

METHOD

Methodological Foundation

This research employs a library research approach, a qualitative method designed to collect and analyze data from an extensive range of library-based resources, including books, manuscripts, journals, magazines, and other pertinent materials. The primary aim is to synthesize existing knowledge and generate meaningful insights into the integration of guidance and counseling services with Islamic education as a strategy to prevent cyberbullying among students. This method is particularly suitable for exploring theoretical frameworks, identifying gaps in the literature, and offering practical recommendations for educational improvement (Yusuf, 2014; Cresswell, 2014).

Data Sources

The study draws on both primary and secondary data sources to ensure a robust exploration of the research topic. Primary sources consist of peer-reviewed journal articles and seminal texts that directly address the subject of integrating Islamic education with counseling practices. These were accessed through academic search engines such as Google Scholar and ScienceDirect, chosen for their comprehensive repositories of scholarly work (Bailey, 2007; Hart, 2018). Secondary sources, including review articles, encyclopedias, and biographies, were also incorporated to provide contextual depth and strengthen the theoretical foundation of the study. The process began with targeted keyword searches related to themes such as cyberbullying prevention, Islamic ethics, and guidance counseling. Specialized encyclopedias and academic databases were utilized to identify potential resources (Boote & Beile, 2005; Rowley & Slack, 2004). Selected materials were systematically categorized into themes like "cyberbullying in schools," "Islamic educational principles," and "integrative counseling methods," facilitating an organized and detailed examination of recurring patterns and key insights (Kumar, 2011; Machi & McEvoy, 2022).

Validation and Synthesis of Data

Verification and synthesis formed critical components of the methodology. Each resource was meticulously examined for its validity and reliability to ensure credibility. In cases where conflicting findings were identified, these were analyzed within broader theoretical contexts to develop balanced conclusions (Merriam & Tisdell, 2015). All materials were rewritten in the researcher's own words to maintain academic integrity, summarized effectively, and integrated into a cohesive narrative aligned with the study's objectives. This process ensured that the final synthesis reflected both theoretical depth and practical relevance (Cooper, 1988).

Analytical Framework

The data analysis was conducted using content analysis, a qualitative technique for interpreting textual data by identifying patterns, themes, and relationships. The analysis began with data reduction, where irrelevant or redundant information was filtered out to focus on the core themes. Thematic coding followed, categorizing data into key areas such as "ethical values in Islam," "strategies for cyberbullying prevention," and "student development within an Islamic framework" (Grbich, 2012). Cross-referencing across various sources ensured consistency and enhanced the credibility of the findings. The synthesis and interpretation phase integrated these themes into an overarching narrative, highlighting the interplay between Islamic education, counseling practices, and strategies for addressing cyberbullying (Bowen, 2009).

Literature Exploration

The exploration of literature followed a structured and systematic approach to ensure a comprehensive dataset. Research variables, such as cyberbullying and Islamic counseling, were mapped to identify related subtopics and associated keywords, creating a clear framework for data collection and analysis. Searches were conducted across multiple databases using Boolean operators like AND and OR to refine search results. Articles were screened for relevance through title and abstract reviews, with selected works undergoing full-text analysis to confirm their alignment with the study's objectives. Each selected source was critically appraised for methodological rigor and relevance using frameworks like PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) (Moher et al., 2009). This iterative process allowed for the inclusion of new keywords and sources as the research evolved, ensuring a comprehensive and up-to-date dataset (Flick, 2018).

Ensuring Rigor and Transparency

The rigor of this study is upheld through systematic data collection, meticulous analysis, and transparent reporting. The use of multiple databases and cross-referencing techniques enhances the validity and reliability of the findings. Additionally, integrating diverse perspectives allows for a holistic understanding of the research topic, contributing both theoretical and practical insights to the academic discourse on integrating Islamic education with counseling practices. This comprehensive methodology not only enables a thorough examination of the research problem but also lays a strong foundation for future empirical investigations and policy development, particularly in the context of addressing cyberbullying in educational settings.

RESULTS AND DISCUSSION

Understanding Guidance and Counseling

Guidance and counseling (GC) form a cornerstone of educational practices aimed at supporting individual growth and problem resolution. Defined as professional assistance provided by qualified counselors, GC helps individuals recognize their potential, address personal and social challenges, and achieve autonomy in decision-making. According to Prayitno and Amti (2004), the primary goal of GC is to empower individuals to make responsible choices, fostering their self-reliance and independence. This definition underscores the importance of professional training, as counselors must possess the expertise to guide

students effectively while adhering to ethical principles. In an educational context, GC functions as a bridge, addressing not only academic concerns but also psychological, social, and career-related issues. By equipping individuals with the tools to navigate life's complexities, GC plays a transformative role in shaping well-rounded individuals.

Psychological Perspective on Guidance and Counseling

From a psychological viewpoint, GC is essential for promoting mental health and mitigating psychological disorders. Mental health involves the harmonious functioning of cognitive, emotional, and behavioral processes, enabling individuals to adapt effectively to internal and external demands (Anadiora et al., 2021). A state of mental well-being is often linked to happiness, a universal pursuit characterized by diverse interpretations across cultures and individuals (Iswari et al., 2017). GC contributes to this pursuit by fostering intellectual and emotional stability, allowing individuals to respond constructively to environmental changes (Palopo et al., 2024). Moreover, GC extends beyond problem-solving; it supports the holistic development of well-being by addressing the root causes of psychological distress and providing preventive measures. Chawki (2010) highlights that counseling sessions emphasizing emotional resilience and adaptability significantly enhance individuals' ability to thrive in dynamic environments. This multifaceted approach positions GC as an indispensable component of education, especially in contexts that prioritize mental health and personal development.

The Role of Guidance and Counseling in Islamic Education

Within the framework of Islamic education, GC serves as a vital instrument for achieving holistic development, encompassing spiritual, emotional, and social dimensions. The Islamic perspective on counseling integrates faith-based principles to guide students toward moral and spiritual maturity (Yuhana & Aminy, 2019). Islamic counseling focuses on aligning personal growth with religious values, encouraging students to internalize teachings derived from the Quran and Hadith. This alignment enables students to address challenges while adhering to ethical and moral standards. Mustika et al. (2024) emphasize that GC in Islamic education extends its scope to nurture not only academic excellence but also the cultivation of spiritual and social harmony. The dual emphasis on personal and moral development reflects the broader objectives of Islamic education, which seeks to foster a balance between cognitive, affective, and psychomotor growth (Supriatna & Budiman, 2009; Tiffani et al., 2024).

Integrating Guidance and Counseling into Islamic Education

The integration of GC into Islamic education involves embedding core Islamic values into counseling practices. These practices are rooted in key principles such as Tawhid (the oneness of Allah), Akhlak Mulia (noble character), and a spiritual-individual approach. Tawhid emphasizes understanding life challenges as part of Allah's divine plan, encouraging reliance on God while striving for proactive solutions. Akhlak Mulia underscores the significance of ethical behavior and Islamic manners in shaping students' interactions and decisions. Additionally, the spiritual-individual approach incorporates Quranic and Hadith-based

guidance, fostering a deeper connection between students and their faith during counseling sessions (Aziz & Zakir, 2022). These principles align with Islamic education's overarching mission of developing "insan kamil" (complete individuals) who exhibit excellence in academic, ethical, and spiritual domains (Sura et al., 2022; Mustika, Karneli, et al., 2023).

Models and Strategies for Integration

Achieving effective integration of GC and Islamic education requires strategic models and approaches tailored to diverse educational contexts. One such strategy is curricular integration, which involves embedding Islamic principles into counseling materials and incorporating Quranic verses and Hadiths to inspire and motivate students during sessions (Fitri et al., 2023). Another approach is collaboration with religious educators, where counselors work alongside Islamic studies teachers to design comprehensive programs addressing spiritual and moral guidance (Lase, 2018). Extracurricular activities, such as religious mentoring, Quranic recitation sessions, and community service projects, also play a pivotal role in reinforcing Islamic values within the counseling framework (Mustika et al., 2024). Furthermore, individual and group counseling provides tailored interventions for students, promoting personal reflection and spiritual growth within a supportive group setting (Khairuldin et al., 2024). These strategies collectively enhance the effectiveness of GC in fostering holistic development.

Challenges in Integration

Despite its potential, integrating GC into Islamic education presents several challenges. A primary concern is the competency of counselors, as not all professionals possess adequate knowledge of Islamic teachings to deliver effective faith-based guidance (Supriatna & Budiman, 2009). Another challenge lies in curriculum design, as many counseling programs continue to follow secular frameworks that lack alignment with Islamic principles (Iswari et al., 2017). Additionally, coordination issues between counselors and religious educators hinder the development of cohesive and collaborative guidance programs (Aziz & Zakir, 2022). Addressing these challenges requires targeted training for counselors, the development of Islamically aligned curricula, and improved communication and collaboration between stakeholders.

Implications of Holistic Education

The integration of GC into Islamic education contributes significantly to the realization of holistic educational objectives. By addressing students' intellectual, emotional, and spiritual dimensions, this integration promotes the formation of ethical character and supports the optimal development of individual potential. Holistic education also facilitates quicker resolution of personal and social challenges, enabling students to achieve self-awareness and recognize their roles as servants of Allah and responsible members of society (Mustika, Karneli, et al., 2023). Moreover, it aligns educational practices with Islamic teachings, ensuring that students are equipped to navigate contemporary challenges while upholding their faith and values (Rowley & Slack, 2004). Hassan et al. (2010) argue that such integrative approaches

enrich the educational experience, fostering well-rounded individuals capable of contributing meaningfully to their communities.

Future Directions and Recommendations

To strengthen the integration of GC and Islamic education, future initiatives should focus on enhancing counselor training programs with modules on Islamic teachings and ethical principles. Developing standardized curricula that align with Islamic values while addressing contemporary educational needs is also essential. Additionally, fostering partnerships between counselors, educators, and community leaders can create a cohesive support system for students. Research on the effectiveness of integrative counseling models in diverse educational settings can further inform best practices and policy development. These efforts collectively ensure that Islamic education continues to evolve as a comprehensive and inclusive framework for student development.

CONCLUSION

The integration of guidance and counseling (GC) within Islamic education emerges as a transformative approach to achieving holistic student development. By embedding Islamic principles such as Tawhid, Akhlak Mulia, and a spiritual-individual focus into counseling practices, this integration fosters a balance between academic achievement, moral character, and spiritual growth. GC not only addresses the immediate academic, personal, and social challenges of students but also nurtures their self-awareness and sense of responsibility as faithful servants of Allah. While the approach offers immense potential, challenges such as the limited competency of counselors in Islamic teachings, secular-oriented curricula, and insufficient collaboration between educators and counselors highlight the need for strategic reforms. Strengthening counselor training, designing Islamically aligned curricula, and promoting inter-stakeholder collaboration are essential to overcoming these barriers. Ultimately, the integration of GC into Islamic education ensures that students are not only prepared to navigate contemporary challenges with resilience and ethics but are also equipped to contribute meaningfully to society as morally upright and spiritually grounded individuals. This comprehensive framework positions Islamic education as a model for cultivating "insan kamil"—holistic individuals capable of excelling in all aspects of life.

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