

Counseling Model Design in Optimization Learning the Qur'an

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ABSTRACT

Learning the Qur'an plays a role crucial in Islamic education, not only in increase skills reading and memorizing, but also deep form character and spirituality students. However, various challenge like low motivation, difficulties in understand text, and obstacles psychological often hinder effectiveness of the learning process. This study aim For designing a counseling model systematically to optimize learning the Qur'an in institutions Islamic education. The methods used is review literature that analyzes theory and research relevant about integration counseling in Islamic education. Findings show that counseling model consists of from three stage Main : (1) Initial Assessment, which identifies obstacle Study students, (2) Assistance Based Counseling, which applies technique like listening, empathy, reflection, and exploration For increase motivation and understanding student towards the Qur'an, and (3) Evaluation Sustainable, which involves monitoring progress and adjustment of intervention strategies If required. This model recommended as approach holistic For increase effectiveness learning the Qur'an and can implemented in institutions Islamic education.

Keywords : Counseling Model, Al-Qur'an Learning, Guidance and Counseling

INTRODUCTION

The Qur'an is a holy book Muslims who become source main teachings and guidelines live. In it contained various instructions that include spiritual, moral, social and legal aspects that aim For guide people man going to good life in accordance with Islamic teachings. Therefore, That understand and internalize the values of the Qur'an are something must for every Muslim to be able to undergo harmonious life with Islamic principles.

In some year lastly, interest public to Islamic education includes learning the Qur'an, experiencing improvement. This is seen from the more many institution Islamic education,¹ both formal and non-formal, which offer special programs For read, memorize and understand the Qur'an. Development technology has also open more access wide for public For learn the Qur'an through digital platforms such as applications, online courses, and social media. Innovation in method learning, such as use technology interactive and more tahfiz programs systematic, participate contribute in increase interest study the Qur'an.² Phenomenon this show

¹ Andri, "Public Interest in Islamic Educational Institutions," *Al- Mabhats: Journal of Social and Religious Research* Vol. 5, no. 2 (December 2020): 161–88.

² Nur Asitah and Muawwinatul Laili, "The Dynamics of Child Psychology in the Educational Process: The Perspective of a Prospective Elementary School Teacher," *Introduction to the Field of Elementary School Teacher Education* 1, no. 1 (April 2024): 127–28, 1, <https://doi.org/10.55732/plppgsd.v1i1.1201>.

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increasing awareness will increase the importance of understanding and practicing the teachings of the Qur'an in daily life.

On the other hand, though interest in Al-Qur'an learning increases, challenges are faced in the learning process, which is increasingly complex.³ One of the main constraints is the difference in background and abilities of students, which causes variation in the level of understanding as well as the speed of learning. Some students can read the Qur'an smoothly, while others experience difficulty in pronunciation, tajweed, or understanding the meaning of the verse. In addition, low motivation and lack of consistency in study become frequent challenges, especially among children and teenagers who lose focus if the learning method is not interesting enough.

Another challenge that is not less important is the psychological and emotional aspect of the student in studying the Qur'an. Pressure from the environment, high expectations from family or educational institutions, and fear of error often make students feel worried or not confident in reading and memorizing the Qur'an. On the other hand, the development of technology that offers many alternative entertainments also becomes a challenge, because students tend to be more interested in digital activities compared to learning the Qur'an. Therefore, it is necessary to adopt a learning approach that is not only focused on academic aspects, but also pays attention to psychological, emotional, and motivational aspects of students, so that students can learn the Qur'an with more comfort, effectiveness, and sustainability.

Success in learning the Qur'an is not only dependent on the cognitive aspect, but also requires an approach that includes psychological and spiritual aspects of students.⁴ This was also expressed by Lickona that the development of good character is an important element in education,⁵ including in learning the Qur'an. Therefore, it is necessary to adopt a holistic and integrated approach that is not only focused on reading and understanding the Qur'an, but also considers the emotional and mental state of students. One of the approaches that can be implemented is guidance and counseling in learning the Qur'an.

Guidance and counseling play an important role in supporting the psychological, emotional, and motivational aspects of students in Al-Qur'an learning. Not all students have the same psychological and environmental conditions, so that a number of students experience obstacles such as lack of motivation, anxiety in reading or memorizing, as well as difficulty in understanding the meaning of the verses of the Qur'an. Therefore, it is necessary to adopt a more comprehensive approach, one of which is through guidance and counseling in the learning process. This approach assists mentors (teachers/educators) to not only focus on cognitive aspects, but also on emotional and mental factors that greatly influence the internalization process of the values of the Qur'an.⁶

Although guidance and counseling have been widely implemented in the world of education, its application in learning the Qur'an is still not yet structured well. Mostly, the approach used is still general and not yet designed in a special way to overcome the obstacles faced by students.

³ Yulinda Erma Suryani, *Learning Difficulties*, nd

⁴ Ahmad Falah, "Internal Factors That Influence the Success of Memorizing the Qur'an of Madrasah Tsanawiyah Students," *Tarbawiyah: Educational Scientific Journal* 5, no. 1 (June 2021), <https://doi.org/10.32332/tarbawiyah.v5i1.3020>.

⁵ Thomas Lickona, *Character Matters: How to Help Our Children Develop Good Judgment, Integrity, and Other Essential Virtues* (Simon and Schuster, 2004), 7.

⁶ Mufadhhal Barseli, Riska Ahmad, and Ifdil Ifdil, "The Relationship Between Students' Academic Stress and Learning Outcomes," *EDUCATIO Journal: Indonesian Education Journal* 4, no. 1 (April 2018): 41, 1.

in reading, understanding, and memorize the Qur'an. Some study show that technique counseling in education can increase motivation learn and help student overcome various obstacle academic as well as psychological. In other words, the approach this no only help student increase skills academic, but also forms more mental and spiritual strong in understand and practice Islamic teachings in life daily.⁷

Based on the description above so study this aim for designing a counseling model that can integrated in learning the Qur'an to optimize effectiveness of the learning process. This model expected capable give a more approach systematic and applicable, so that can help student in increase motivation, understanding as well as skills student⁸ in read and memorize the Qur'an. With existence more counseling model design structured, expected learning the Qur'an in various institution Islamic education can walk more optimal and sustainable.

RESEARCH METHODS

This study use approach *systematic literature review* that aims for designing an integrated counseling model in Qur'an learning. Search literature done in a way systematic through several academic databases, namely google scholar, directory of open access journals (DOAJ), and articles indexed by Scopus which can accessible in a way open. Search process use keyword combination such as "Qur'an learning model", "Islamic education and counseling", "guidance counseling in Islamic education", "motivation learning the Qur'an", and "psychological approach in religious learning". The range publications analyzed limited to 2014–2024 for ensure relevance and novelty study.

Selection literature done based on criteria established inclusions and exclusions in a way explicit. Included literature is article journal relevant scientific with Qur'an learning, guidance and counseling education, as well as approach psychological in religious studies . Selected articles is publication in journals accredited national or indexed international (DOAJ/Scopus), as well as load discussion conceptual or findings empirical support integration counseling in the learning process. Literature that is opinion popular, not own relevance direct with focus research, or no published in journal scientific issued from the analysis process. Through stages the obtained a number of articles that meet the requirements criteria For analyzed more carry on.

Data analyzed use approach combined *thematic analysis* with *content analysis*. Stage beginning done with identify themes main in literature, such as al-Qur'an learning models, counseling strategies education, motivation learning, anxiety academic, and approach psychological (humanistic) and cognitive-behavioral). Next coding process is carried out conceptual for grouping ideas that have relatedness meaning . Themes the then synthesized for find pattern connection between need psychological participant al-Qur'an education and learning strategies. Synthesis results this is what it is base counseling model design integrated

⁷ Lickona, *Character Matters* , 122.

⁸ Ibnu Mahmudi, "Improving Learning Motivation Through Islamic Guidance and Counseling," *Counsellia: Journal of Guidance and Counseling* 1, no. 2 (November 2016), <https://doi.org/10.25273/counsellia.v1i2.189>.

nature systematic and applicable. This procedure designed to be able to replicated by other researchers with use criteria search, selection, and stages similar analysis.

RESULT AND DISCUSSION

Optimization Learning the Qur'an Through Guidance Counseling

In the world of education, teachers have role main as educator, teacher, mentor, director, trainer, assessor and evaluator student,⁹ as regulated in law no. 20 of 2003 and law no. 14 of 2005. Apart from teaching material lessons, teachers also have not quite enough answer For help student in develop potential academic, social, and psychological.

In learning the Qur'an, the teacher plays a role as teacher at a time the mentor who provides support psychological and motivational to students. Factors such as trust self, anxiety, and understanding paragraph often influence effectiveness learning. The teaching method is only focus on aspects cognitive not yet enough effective without support emotional and spiritual. Therefore that, guidance counseling become part important in learning the Qur'an, helping student overcome obstacle academic and psychological through a more personal and supportive approach.

Guidance is the process of giving assistance provided by experts to a or several individuals in matter understand self alone, connecting understanding about himself alone with environment, selecting, determining and composing plan in accordance draft himself and his demands environment based on applicable norms.¹⁰

Counseling in a way etymological originate data language latin, namely "consilium" which means with or together in a row with accept or understand.¹¹ whereas in anglo-saxon terms counseling originate from "sellan" which means " to hand over" or convey". Counseling in a way terminology is counseling is one of the technique in service guidance where the process of giving help that ongoing through interview in a series meeting direct face advance between counselor and client with the goal is for the client that capable get greater understanding good to himself and with use strength self clients to be able to solve the problem. Tolbert in Prayitno and Amti¹² to finish counseling is connection personal actions taken in a way face advance between two people in which the counselor through connection that with abilities special that he has. In this case this counselee assisted for understand self alone , the situation now , and possibly the situation is a possible future he create with use the potential it has , in order to welfare personal and society. More carry on counselee can study how solve problems and find the needs that will be come.

Optimization learning is the process of improving effectiveness, efficiency and quality of the teaching and learning process in order to achieve maximum results in accordance with objective education.¹³ optimization done with adapt strategies, methods and approaches learning based on characteristics, needs, and potential participant educate.

⁹ " Law of the Republic of Indonesia Number 14 of 2005 Concerning Teachers and Lecturers," accessed June 27, 2024, <https://jdih.kemenkeu.go.id/fulltext/2005/14tahun2005uu.htm>.

¹⁰ "Guidance and Counseling in the Perspective of the Qur'an and Science," nd, 12, accessed June 27, 2024,

¹¹ Ati Kusmawati, *Counseling* (Muhammadiyah University of Jakarta, 2019), 4.

¹² Prayitno and Erman Amti . (Fundamentals Guidance and Counseling . Jakarta: Rineka Cipta, 2004, 100

¹³ Fauza Djalal, *Optimizing Learning Through Learning Approaches, Strategies, and Models* , nd

With so optimization learning the Qur'an through guidance counseling is effort increase effectiveness Study with give support academic, psychological, and spiritual to students. Through guidance here, the teacher helps student understand self alone, overcome obstacle learning, and internalize the values of the Qur'an in life everyday approach this no only focus on aspects technical like reading and memorizing , but also strengthening motivation, sense of confidence self, as well as involvement students' emotional and moral in practice the teachings of the Qur'an in general more meaningful.

Challenge Learning the Qur'an

As learning in general, learning the Qur'an also faces various problems and challenges that can hinder achievement objective or its effectiveness, both from aspect academic, psychological, and environment social.

First, the aspect academic,¹⁴ obstacles faced student in aspects academic covering difficulty in reading the Qur'an with correct recitation , incl inaccuracy in pronunciation letters (makharijul letters) and long-short reading (mad). In addition, the technique memorizing less appropriate as well as lack of understanding to meaning verses also become obstacles. Teaching methods that are still nature conventional and less varied often make student feel saturated, bored, and lacking motivated, so that hinder involvement active student in the learning process.

Second, the aspect psychology¹⁵ also plays a role important in success al-Qur'an learning. Lack motivation in study become matter main in learning because no all student own encouragement strong for studying the Qur'an. Low motivation this can caused by lack of understanding about the importance of the Qur'an in life or method lack of learning interesting and not relevant with interest students. In addition, fear or anxiety in learning also becomes factor inhibitor. Feeling of anxiety or afraid do error can cause student lost trust yourself and even avoid learning the Qur'an.

Third, the aspect development social and technological¹⁶ advancements progress. Competition with digital entertainment, such as social media, video games, and apps entertainment others, often reducing interest student in studying the Qur'an. Many of student more choose use up time with device electronic compared to with learn. This is the more aggravated with lack of the role of parents in support al-Qur'an learning . In some case, parents deliver fully not quite enough answer religious education to institution education without give home support. In fact, support family is very important in form habit learn the Qur'an in a sustainable. In addition, the environment is less conducive and minimal support emotional also contributes to low success student in understand and internalize teachings of the Qur'an. Therefore that, the effort for overcome challenge this must done in a way holistic with consider aspect academic, psychological, and social and technological, so that learning the Qur'an can walk optimally.

¹⁴ Nur Mawakhira Yusuf and Jannatul Ma'wa Yusuf, "Factors Influencing Academic Stress," *Psyche 165 Journal* , January 6, 2020, 236–37, <https://doi.org/10.35134/jpsy165.v13i2.84>.

¹⁵ Selvia Erita, *Psychological Aspects in Learning* , nd

¹⁶ Putri Nur Anggraeni et al., "The Influence of Advances in Communication Technology on Children's Social Development," *Journal of Social Science Education* 14, no. 1 (May 2022): 1, <https://doi.org/10.37304/jpips.v14i1.4743>.

Approach Counseling in Learning the Qur'an

Approach in counseling covers various theory and method, but not all can be implemented in a way effective in context education, in particular in learning the Qur'an. Selection of the right approach must consider objective learning, skills educators, availability of time and resources, power, as well as characteristics of students. Approaches humanistic, cognitive-behavioral, and integrative in study research are the most relevant in learning the Qur'an because they can accommodate academic, psychological, and spiritual aspects of students in a holistic approach. Humanistic approaches focus on creating a supportive learning environment, improving intrinsic motivation, as well as building trust in the student to read and memorize the Qur'an, as explained below.

1. Approach Humanistic

Humanistic approaches in counseling emphasize that every individual has their own unique potential and is responsible for their own life. ¹⁷ Two main figures in this approach are Carl Rogers and Abraham Maslow. Carl Rogers developed the theory *Person-Centered Therapy*¹⁸ which emphasizes that educators play a role as facilitators in creating a learning atmosphere that supports, values, and provides freedom for students to explore their potential. In learning the Qur'an, this approach is implemented through a number of main principles¹⁹ namely (1) *Self-Concept*, namely building a positive self-image for students to believe in their abilities in reading and understanding the Qur'an, (2) *actualizing Tendency*, namely helping students to develop their potential through emotional and motivational support, (3) *Unconditional Positive Regard*, namely accepting students without judging their mistakes in reading or memorizing the Qur'an, (4) *Empathy*, namely understanding students' difficulties and providing the support needed for students to learn without pressure, and (5) *Congruence*, namely building an authentic, honest, and open connection between teachers and students to create a conducive learning atmosphere.

Besides Rogers, the humanistic approach in psychology education was also developed by Abraham Maslow through his hierarchy of needs theory. Maslow states that individuals must fulfill their basic needs before they can reach actualization of their self or potential. In learning the Qur'an, the fulfillment of needs becomes an influencing factor for learning effectiveness. Five levels of needs according to Maslow which are relevant in learning the Qur'an include (1) physiological needs, such as food, sleep, and health, which affect concentration and memory of students. (2) security needs, namely feeling safe and free from pressure during the learning process. (3) social needs, namely support and positive interaction between students, teachers, and the learning environment. (4) needs for awards, namely recognition of effort and achievement of students in learning the

¹⁷ Zulfikar et al., "Humanistic Counseling: A Philosophical Review," *GUSJIGANG Counseling Journal* Vol. 3, no. 1 (June 2017).

¹⁸ Darwin Harahap, "Carl Rogers' Theory in Forming a Healthy Personal and Social Life," *AL-IRSYAD: Journal of Islamic Guidance and Counseling* Volume 2 Number 2, December 2020, no. Number 2 (December 2020): 286.

¹⁹ Bau Ratu, "Humanistic Psychology (Carl Rogers) in Guidance and Counseling," *Guidance and Counseling Study Program, Department of Education, Faculty of Teacher Training and Education, Tadulako University, Palu*, nd

Qur'an. And ta (5) needs actualization self, which allows student not only control reading the Qur'an, but also internalizing and practicing its values in life daily.

Approach humanistic in learning the Qur'an provides framework effective work. For create experience learn more meaningful and appropriate with need psychological students. With notice aspect emotional, motivational intrinsic, as well as support conducive environment, students can develop skills read and memorize the Qur'an with more optimal. In addition, the approach this also helps student understand and apply the teachings of the Qur'an in general more deep in life personal and social. Therefore that, the implementation approach humanistic in learning the Qur'an is not only increase skills academic, but also supports development student character and spirituality in a way holistic.

2. Approach Cognitive-Behavioral

The approach cognitive - behavioral approach developed by Aaron Beck and Albert Ellis emphasizes that thought influences emotions and behavior.²⁰ In the context of learning the Qur'an, approach this can help student overcome anxiety, increasing trust self, as well as build habit learn more effective. Students who have pattern think negative, such as feel not capable reading the Qur'an with good, tend to experience difficulty in learning. On the other hand, with form pattern think more positive and rational, students can more motivated and confident self in face challenge study.

Approach this based on three principle main. *First*, cognition influence behavior, namely method think student will determine attitudes and results learning. If students believe that himself capable understand the Qur'an, then they will more active learn. *Second*, pattern think can changed, which means thought negative can replaced with more thinking rational and positive. If students afraid make error moment reading the Qur'an, then can directed for understand that error is part from the learning process. *Third*, change behavior can achieved through training and strengthening positive, where learning is consistent and supported by appreciation or award can help student build habit learn more good.

A number of technique in approach this is what can implemented in learning the Qur'an includes²¹ (1) Identification and change thought negative, where the teacher helps student recognize pattern thoughts that inhibit and direct it to patterns think more positive. (2) Gradual training (Graduated Exposure), for example scared students reading in front general can trained in a way gradually, starting from read together Friend until appear in front class. (3) Reconstruction mind (cognitive restructuring), namely help student understand that error is part from the learning process and not something that must be done feared. (4) Strengthening positive (Positive Reinforcement), with give appreciation or award on business student in read or memorizing the Qur'an. (5) Modeling, where the teacher provides example attitude believe self and skills reading the Qur'an with good for students can imitate it.

²⁰ Michel Hersen and William Sledge, *Encyclopedia of Psychotherapy* (Elsevier Science (USA), nd), 453.

²¹ Fibriana Miftahus Sa'adah and Fibriana Miftahus Sa'adah, "The Concept of Guidance and Counseling Cognitive Behavior Therapy (CBT) with an Islamic Approach to Improve Students' Altruism," *Hisbah: Journal of Guidance, Counseling and Islamic Da'wah* Vol. 1, no. 1 (nd): 49-59.

With apply approach Cognitive-Behavioral in learning the Qur'an, students can develop pattern think more positive, overcome obstacle psychological, as well as increase motivation and effectiveness in learning. Approach this no only help in aspect technical read and memorize the Qur'an, but also deeply build trust students' self and mental readiness for face challenge in learning.

3. Approach Integrative in Learning the Qur'an

Approach integrative in al-Qur'an learning combines theory cognitive-behavioral, humanistic, and Islamic for create a more effective learning process adaptive and comprehensive approach this emphasize that every student own background background, motivation, and obstacles different learning, so that learning strategies must adjusted to be more effective, comfortable, and sustainable approach²² humanistic, as developed by Carl Rogers and Abraham Maslow, applied with build environment supportive, free learning pressure, and based empathy, so that student feel more believe self in studying the Qur'an. Meanwhile that, approach cognitive-behavioral from Aaron Beck and Albert Ellis help student overcome anxiety through restructuring cognitive, strengthening positive, and exercise gradually for build habit learn more effective.

In addition, the Islamic approach becomes runway main in learning the Qur'an with integrate method tarbiyah (education) character), tazkiyah (purification soul), and ta'lim (teaching) science), which aims form a person with good morals glorious as well as own understanding deep to Islamic teachings. Implications from implementation approach this covering improvement motivation and confidence self through aspect humanistic, change pattern think negative become more positive with technique cognitive-behavioral, as well as strengthening spiritual dimension through Islamic approach. Students no only taught reading and memorizing, but also understanding and internalizing the values of the Qur'an in life daily.

Stages implementation approach integrative started with identification needs and obstacles student through observation or interviews to determine the appropriate learning strategy. Next, the combination approach implemented in accordance condition students, where aspects humanistic help build trust self, approach cognitive-behavioral help overcome anxiety, and the Islamic approach provides spiritual meaning in Study.²³ Environment interactive and supportive learning created through discussion, reflection, and method variations that increase involvement students. Evaluation periodic is also required for adjust learning strategies to remain optimal and appropriate with need students. With thus, the approach integrative in learning the Qur'an is not only results-oriented academic, but also on strengthening character, understanding Islamic values, and experiences learn more meaningful.

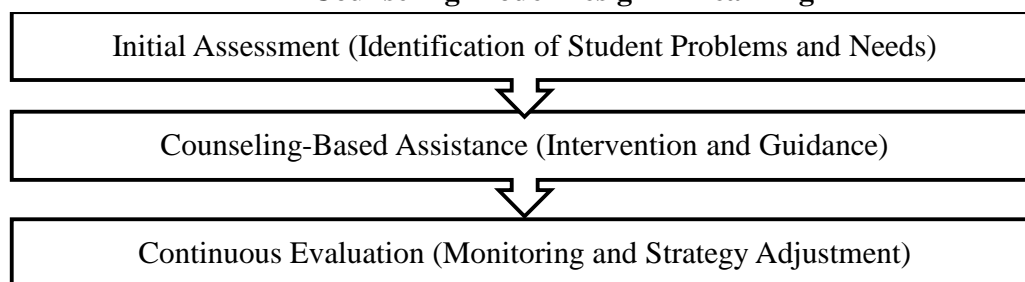
²² Nuning Nadzirah, "Integrative Counseling in Handling Learning Concentration Disorders in Children with ADHD (Attention Deficit Hyperactivity Disorder)," *Intellectual: Journal of Education and Islamic Studies* 7, no. 1 (May 2017): 19–20, 1, <https://doi.org/10.33367/intelektual.v7i1.366>.

²³ Dede Parida et al., "Implementation of Individual Counseling with Islamic Therapeutic Communication in Increasing Student Self-Confidence," *Al-Ittizaan: Journal of Islamic Counseling Guidance* Vol. 7, no. 2 (2024): 105–12.

Counseling Model Design in Optimization Learning the Qur'an

Based on study literature show that obstacle in learning the Qur'an is not only nature academic, but also includes aspect psychological and emotional, such as low motivation, anxiety, and difficulty understand and memorize verse. For overcome challenge this requires a systematic counseling model. with approach humanistic, cognitive -behavioral, and integrative. This model consists of from three stage main as following :

Counseling Model Design in Learning



1. Assessment (Identification of Student Problems and Needs)

Stage This aim For understand obstacle academic, psychological, and emotional in al-Qur'an learning.²⁴ teacher collects information through observation to behavior students, interviews and discussions open for dig obstacles faced, as well as test diagnostics to assess ability beginning as basic learning strategies. In this stage approach humanistic implemented with give room for student for express feeling without pressure, while approach cognitive-behavioral used for identify pattern think negative that hinders progress study.

2. Mentoring Based Counseling (Intervention and Guidance)

This stage aim help student overcome obstacle academic and psychological through various technique counseling.²⁵ Empathy and listening active implemented For building a sense of appreciation and support . Reflection and meaning help student connect learning the qur'an with life daily basis. Individual counseling is provided for student with obstacle more big , while positive self-talk and techniques relaxation used for reduce anxiety. Modeling helps increase confidence self in reading the qur'an, supported with strengthening strategy positive in the form of appreciation on progress students. In the stage this approach humanistic in mentoring counseling aim create supportive environment, increasing sense of trust yourself, and help student overcome anxiety through empathy as well as reflection. Meanwhile that, approach integrative combine method individual, group, and spiritual values to give comprehensive guidance, so student no only control aspect technical learning the Qur'an, but also understanding its meaning as part from worship and formation character.

3. Evaluation Sustainable (Monitoring and Adjusting Strategy)

Stage evaluation done in a way periodically for evaluate effectiveness method counseling in learning the Qur'an. The method used covering evaluation performance for observe development students, discussion reflective in order to understand his experience during the

²⁴ Wenda Asmita and Wahidah Fitriani, "Analysis of Basic Concepts of Guidance and Counseling Assessment in the Context of Education," *An-Nur Guidance and Counseling Student Journal : Different, Meaningful, Noble* 8, no. 2 (June 2022): 129, <https://doi.org/10.31602/jmbkan.v8i2.7042>.

²⁵ Gusman Lesmana M.Pd S. Pd, *Learning Guidance and Counseling* (Prenada Media, 2022), 17–19.

learning process,²⁶ as well as bait come back from teachers and parents for increase support at home. If found obstacles that have not been overcome resolved, counseling strategies customized with need students. The approach used in stage this covers approach humanistic for create environment comfortable learning, approach cognitive-behavioral for develop a more strategic effective, and approach integrative to ensure holistic learning with notice aspect academic, psychological, and spiritual.

Implementation of Counseling Model in Optimization Learning the Qur'an

1. Stage Initial Assessment

In its implementation, the teacher starts assessment with observation directly in class, paying attention expression face, language body, as well as level involvement student in read and memorize the Qur'an. If found visible students worried or not enough believe self, teachers can approach student personally for dig more in the cause for increase confidence self students²⁷ and more relax in learning.²⁸ interview done in a way individual or group small, with question open that encourages student for disclose experiences and difficulties faced without fear.

In addition, the teacher held test diagnostic in a way periodically for measure ability students learning the Qur'an like reading, tajweed, memorization student or understanding verse. Test this can done in form read one by one in front of the teacher or use system evaluation based group for reduce anxiety students. For understand aspect psychologically, teachers can use technique reflection, where students invited speak about his feelings moment learn the Qur'an. Teachers can also use scale simple, like request student evaluate level trust himself from 1 to 5.

From the results assessment this, the teacher then develop appropriate guidance strategies, such as give mentoring more intensive for students who have constraint big or create atmosphere learn more supportive for students feel comfortable. Implementation assessment This done in a way gradually and repeatedly so that development student can Keep going monitored and adjusted with his needs.

2. Mentoring Based Counseling in Optimization Learning the Qur'an

Mentoring based counseling in learning the Qur'an requires role active teachers in implement various supporting techniques development academic and psychological students. Teachers must create environment supportive learning with apply empathy and listening active. This is done with give chance to student for disclose the difficulty without afraid judged, shown Language body that shows attention full, and give bait constructive feedback.

In helping student understand and internalize meaning verses from the Qur'an, the teacher invites discuss about relevance paragraph with life everyday. This is can done with give question reflective, asking student write meaning personal to verses, and share experience related in life.

²⁶ M.Pd, *Guidance and Counseling for Learning*, 40–42.

²⁷ Luh De Indrayani, I. Ketut Dharsana, and Kadek Suranata, "The Effectiveness of Humanistic Counseling with Modeling Techniques to Improve Students' Self-Exhibition," *Indonesian Guidance and Counseling Journal* 4, no. 1 (July 2020): 1.

²⁸ Istiana Nurcahyani and Lutfi Fauzan, "The Effectiveness of Relaxation Techniques in Behavioral Group Counseling to Reduce Student Learning Stress," *Journal of Guidance and Counseling Studies* Vol. 1, no. 1 (2016): 1–6.

For students who are facing obstacle more big, the teacher gives session individual counseling with accompany for repair reading, memorization or meaning verses. The teacher also encourages student for use *positive self-talk* with give affirmation before reading the Qur'an and guiding student in build pattern think optimistic to his ability. For reduce anxiety moment reading in front in general, teachers apply technique relaxation with teach student method arrange breathing before reading and doing visualization his success in read with smoothly. The modeling method is also applied, where the teacher or more students proficient give example read correctly, so that other students can imitate and feel more believe self.

In improving motivation students, teachers apply reinforcement strategies positive with give praise verbal, appreciation simple, or give role to more students proficient as a mentor for his friends. Counseling group done with share student to in group small for discuss about challenges faced, mutual give support, as well as share helpful strategies in learning the Qur'an.²⁹ In addition, teachers integrate spiritual values in learning with give reminder that reading and memorizing the Qur'an is not it only task academic, but also part from worship and ways get closer self to god and this will form character students.³⁰ This is done with insert priority reading the Qur'an in every meeting as well as give motivation that every business will get reward kindness.

With implement this strategy in a way consistent, teachers can create environment supportive learning development student in a way academic, psychological, and spiritual. Proper implementation from techniques counseling this help student no only in increase skills read³¹ and memorize the Qur'an, but also deeply build trust self, motivation, and love towards the Qur'an.

3. Evaluation Sustainable (Monitoring and Adjusting Strategy)

Evaluation sustainable is stage end in implementation of the counseling model for optimization qur'an learning. Evaluation this aim for measure effectiveness of the strategies that have been applied, identified development students, as well as determine steps repair if still found constraint in learning.

First, the teacher applies evaluation performance with observe development student in a way direct in reading and memorizing the Qur'an. Observation done with notice smoothness reading, understanding recitation, as well as amount verses that have been memorized. The teacher gives bait come back in a way straight away, good in form correct technical and motivation for students the more believe self in study.³² If found students who are still experience constraint significant, teachers can give guidance in a way more personal through session mentoring special.

²⁹ Samjural Mokoagow , "The Role of Assistant Teachers in Improving Student Learning Motivation," *Journal of Elementary Educational Research* 1, no. 1 (September 2021): 1, <https://doi.org/10.30984/jeer.v1i1.39>.

³⁰ Dur Brutu, Saipul Annur, and Ibrahim Ibrahim, "Integration of Educational Philosophy Values in the Independent Curriculum in Islamic Educational Institutions," *Jambura Journal of Educational Management* , September 30, 2023, 442–53, <https://doi.org/10.37411/jjem.v4i2.3075>.

³¹ Yuyun Nuriyah Muslih, Mungin Eddy Wibowo, and Edy Purwanto, "Behavioral Counseling Using Behavioral Contract Techniques with Students's™™ Logbook to Increase Students's™™ Interest in Reading," *Journal of Counseling Guidance* 6, no. 1 (September 2017): 1, <https://doi.org/10.15294/jubk.v6i1.17432>.

³² Mokoagow, "The Role of Companion Teachers in Increasing Student Learning Motivation."

Second, the teacher held discussion reflective as part from the evaluation process. Session this done in group small for give chance to student in disclose challenges, difficulties, and his success during learning the Qur'an. The teacher plays a role as facilitator who encourages student for evaluate self alone, share experience, as well as find solution together in face constraint learning. Teachers also provide question reflective so that students more understand progress made and feel more motivated for keep going increase ability.

Third, the teacher establishes good communication with parents through bait come back periodically. Because the role of teachers and parents as a support system to provide good impact for development students.³³ teachers can stage meeting or give report development student to parents , so that the learning process also gets better support from environment home. In session here, the teacher gives advice to parents about method support child in reading and memorizing the qur'an at home, such as create atmosphere comfortable and providing learning moral encouragement . With parent involvement, students will more easy maintain spirit learn and develop habit read the Qur'an regularly .

Lastly, if results evaluation show existence obstacles that have not been resolved, the teacher did adjustment of guidance strategies.³⁴ Teachers can review return method counseling that has been implemented and carried out modification in accordance with need specific every students. A more hands-on approach flexible can applied, for example with give session guidance addition or use technique more personalized learning. With continuous evaluation and a tailored approach, learning the Qur'an can walk more effective, no only increase skills technical student in reading and memorizing, but also forming character and spirituality in a way more deep.

Implications of Research Results

Research result this show that integration of counseling models in learning the Qur'an strengthens assumptions base approach humanistic as put forward by carl rogers, namely that the learning process will takes place optimally when participant educate is at in condition psychologically safe, accepted, and valued³⁵. The model designed in study this put assessment emotional and support empathetic as stage beginning before intervention learning technical conducted. Findings this implies that success learning the Qur'an is not only determined by quality method read or memorization, but also by quality interpersonal relations between educators and participants educate as emphasized in theory *client- centered approach*.

In addition, the results study this also strengthens theory need abraham maslow's levels, especially at the level of safety needs and needs for esteem *needs*.³⁶ the counseling model designed put fulfillment need psychological student as prerequisite before reach actualization self in form internalization the values of the Qur'an. With thus , learning the Qur'an

³³ Anisa Rahman, Annisa Rahmi Rambe, and Reni Triana, "The Role of Teachers and Parents in Student Development," *PEMA* 2, no. 2 (2022): 2, <https://doi.org/10.56832/pema.v2i2.302>.

³⁴ Farid Mashudi, *Practical Guide to Evaluation and Supervision of Guidance and Counseling* (DIVA PRESS, nd), 65–97.

³⁵ Indra Prajoko and M. Sayyidul Abrori, "Application of Carl Rogers' Humanistic Theory in Islamic Religious Education Learning," *Tarbawiyah: Scientific Journal of Education* 5, no. 1 (2021), <http://e-journal.metrouniv.ac.id/tarbawiyah/article/view/2894>.

³⁶ Shannon L. Navy, "The Theory of Human Motivation—Abraham Maslow," in *Science Education in Theory and Practice* , ed. Ben Akpan and Teresa J. Kennedy, Springer Texts in Education (Cham: Springer International Publishing, 2020), 17–28, https://doi.org/10.1007/978-3-030-43620-9_2.

is just that focused on achievement memorization without notice need emotional student potential hinder achievement optimal spiritual actualization. Implications this expand implementation maslow's theory in context religious education, in particular learning the Qur'an.

On the other hand, if collided with approach cognitive-behavioral (CBT) developed by Aaron Beck and Albert Ellis, the resulting model show that obstacle learn the Qur'an like anxiety reading , fear of being wrong, and low motivation can understood as results from pattern think irrational or belief negative student to ability himself³⁷. With integrate technique restructuring cognitive in learning, this model strengthen CBT assumption that change behavior Study can started from change pattern think. However thus, research this also shows that approach cognitive just no enough without support strong spiritual and relational dimensions.

In a way conceptual, findings study this implies the need for redefinition learning the Qur'an from a paradigm that is solely technical going to paradigm holistic-integrative. The model developed bring together theory psychology humanistic theory cognitive-behavioral , and approaches Islamic values in One framework applicable operations. This is show that theories modern psychology does not contradictory with Islamic education, but precisely can enriched through integration spiritual values as runway normative.

Implications practical from findings this is the need training for al-Qur'an teachers to understand principle base counseling education, so that the learning process no only achievement-oriented cognitive, but also on strengthening condition psychological students . Meanwhile that , the implications theoretically is openness room development of a Qur'an-based learning model integration psychology higher education and spiritual values systematic and tested in a way empirical in the future.

CONCLUSION

Learning the Qur'an is not only need approach academic, but also support psychological and spiritual so that students more motivated and comfortable in learning. Counseling model in optimization learning the Qur'an consisting of from assessment early, mentoring based counseling and evaluation sustainable this is designed for help overcome obstacle academic and psychological students. Approach humanistic create environment supportive and enhancing learning motivation intrinsic, approach cognitive-behavioral help student overcome anxiety and building habit effective learning, whereas approach integrative ensure that learning no only skills-oriented technical, but also on internalization islamic values in life everyday. With the existence of this model, this model, is expected student no only capable read and memorize the Qur'an with good, but also understand as well as practice his teachings in life daily as reflection the spiritual potential that he possesses.

This study can developed more carry on with implementing counseling models this is in various level Islamic education for evaluate its effectiveness in various context learning. In addition, this model potentially can also implemented in other learning that requires balance between aspect academic, psychological, and values life, such as education character and learning based reflection. Technology integration in learning based counseling can also be

³⁷ Albert Ellis, Christine A. Padesky, and Aaron T. Beck, "Discussion of Christine A. Padesky and Aaron T. Beck, "Science and Philosophy: Comparison of Cognitive Therapy and Rational Emotive Behavior Therapy"/Response to Ellis' Discussion of "Science and Philosophy: Comparison of Cognitive Therapy and Rational Emotive Behavior Therapy", *Journal of Cognitive Psychotherapy* 19, no. 2 (2005): 181,

become innovation for increase motivation, engagement, and effectiveness learning for students in today's era.

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