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The Concept of Islamic Guidance and Counseling: The Integrity of the Values of the Qur'an and Hadith in the Character Development of Students

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ABSTRACT

Background. Social changes and developments in the world of education underscore the need for guidance and counseling services that are not limited to addressing students' difficulties but are also directed toward character development, emotional regulation, and strengthening the spiritual dimension.

Purpose. This study aims to describe the conceptual foundations of Islamic guidance and counseling, examine the application of the values of the Qur'an and Hadith in counseling services, and identify their role in building students' character.

Method. This study employed a qualitative approach through library research, gathering information from relevant sources, including the Qur'an, Hadith, academic books, scientific journal publications, and various references related to Islamic counseling and character development. The data were analyzed using descriptive-analytical techniques through the stages of searching, classifying, interpreting, and integrating information in accordance with the study's objectives.

Results. The results of the analysis show that the application of Islamic principles in guidance and counseling services has the potential to support students' character development, particularly in fostering honesty, responsibility, discipline, patience, concern for the social environment, self-control, and respect for others.

Conclusion. Therefore, Islamic guidance and counseling can be developed as an educational approach that supports the comprehensive character development of students morally, emotionally, socially, and spiritually.

KEYWORDS

Islamic Guidance, Student Character, Qur'an and Hadith

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INTRODUCTION

Education plays a vital role in improving the quality of human resources, the success of which is measured not only by mastery of knowledge but also by the development of attitudes, behaviors, and the application of values noble values in everyday life.

Therefore, the success of education must be assessed based on various aspects of students' development, including intellectual ability, emotional stability, social awareness, and the strengthening of spiritual values (Zuo, 2024). In this effort, character education is an integral part of the educational process because it plays a role in shaping personality, determining decision-making patterns, and building positive relationships with others. Character that reflects good personality can be demonstrated through honest behavior, discipline, responsibility, concern for the social environment, politeness, and respect for diversity. Character development cannot be achieved overnight; rather, it requires a consistent and ongoing process through learning activities, setting a good example, reinforcing positive behaviors, and providing appropriate guidance (Vassel, 2024). As an educational institution, schools have a responsibility to foster an environment conducive to the character development of students. Therefore, character education must be integrated into various educational activities, including through guidance and counseling services, so that the process of student development does not focus solely on academic achievement but also produces individuals who possess moral values, good character, and integrity in their participation in society (Caldarelli, 2024).

Social transformation, advances in digital technology, and increasing ease of access to various sources of information have both positive impacts and pose challenges to the process of character development in students. The ever-expanding availability of information does not necessarily align with individuals' ability to verify the accuracy of information, control their actions, and understand the moral implications of the decisions they make. In the world of education, this situation can manifest in various issues, such as a lack of discipline, a weak sense of responsibility, dishonesty, conflicts among students, low concern for others, and limited ability to manage emotions when facing stressful situations. While these issues are not necessarily present in every student, their existence highlights the need for guidance tailored to each individual's developmental stage and specific needs (Liao, 2024). Character development cannot rely solely on the enforcement of rules or the imposition of punishments; rather, it must be accompanied by an understanding of the moral values that underpin good behavior. In this process, students need to be supported in recognizing their own abilities, understanding the consequences of their actions, improving self-control, and cultivating the habit of acting responsibly. Thus, educational institutions need to develop systematic support services to help students address various personal, social, academic, and moral issues. In this regard, guidance and counseling are essential components that support the targeted and continuous development of students' character (Zainil, 2024).

Guidance and counseling are part of educational services designed to support students in recognizing their potential, developing their abilities, overcoming various challenges, and making wise and responsible choices. These services are not only intended for students who are currently facing problems but also play a role in preventing problems from arising and facilitating optimal individual development. They can be provided through individual counseling, group counseling, classroom guidance, and various supportive activities tailored to students' needs (Wu, 2024). Through this program, students are expected to improve their social interaction skills, manage their emotions, develop positive behaviors, and build their ability to find solutions to the problems they face. In line with this, Budiyono, (2024) In his study on the development of positive character through guidance and counseling services, he explains that these services play a crucial role in instilling and reinforcing character values such as responsibility, discipline, empathy, and integrity in students' lives.

This explanation underscores that guidance and counseling services are significantly linked to character education, given that both aim to support students' comprehensive development. The success of these services is determined not only by the methods employed but also by the underlying values, the counselors' professionalism, the students' needs and characteristics, and a supportive educational environment. In Islamic educational institutions, guidance and counseling can be optimized by integrating Islamic teachings as a moral and spiritual foundation that aligns with a professional approach to supporting students (Yang, 2024).

Islamic guidance and counseling is a form of support service that integrates counseling approaches with the principles of Islamic teachings to support individuals' personal, social, moral, and spiritual development. In practice, students are viewed as individuals capable of growth and development, yet they still require guidance to recognize their potential, resolve various issues, and make decisions based on values of goodness (Alhammad, 2024). The orientation of Islamic guidance and counseling is not limited to addressing psychological issues, but also encompasses enhancing religious awareness, fostering virtuous character, and cultivating a sense of responsibility toward oneself and one's social environment. In line with this perspective, Azhara and Irsyadunnas, in their study on the integration and interconnection of ethics in guidance and counseling based on the Qur'an and Hadith, emphasize the relevance of Islamic teachings as a moral foundation for the provision of counseling services (Bastalich, 2024).

Religious values can serve as a foundation for counseling to build relationships that uphold the dignity of every individual, prioritize wisdom, and prevent actions that could have negative consequences. In practice, Islamic principles must be aligned with an understanding of students' psychological conditions so that the counseling process can proceed appropriately and in accordance with their needs (Aguilar-Smith, 2024). In addition, counselors must possess adequate professional competence so that they are able to integrate Islamic teachings with relevant counseling methods. This integration is important to ensure that the services provided are not only oriented toward religious aspects but also take into account the emotional and social development of students. Therefore, Islamic guidance and counseling can be positioned as an approach that balances psychological support, character development, and spiritual strengthening. Through this approach, students are expected to better understand themselves, develop virtuous behavior, and responsibly apply Islamic values in their daily lives (Jehle, 2024).

The Qur'an and Hadith serve as the fundamental foundations of Islamic teachings, providing guidance on faith, character development, social interaction, and the fulfillment of moral responsibilities. The values contained in these two sources can serve as a reference in the practice of Islamic guidance and counseling, particularly to help students distinguish behaviors that align with the values of goodness, evaluate their past actions, and develop habits that reflect virtuous character. For example, instilling the value of honesty can encourage students to be open and responsible, while fostering patience and self-control can help them cope with various pressures and resolve conflicts wisely (Arif, 2024). In addition, the values of compassion, justice, deliberation, and care for others play a role in building harmonious social relationships and creating an educational environment that upholds respect for others. The application of these values should not be limited to quoting verses from the Qur'an and Hadith, but must be translated into mentoring activities tailored to the needs and challenges of students (Youpika, 2024). In practice, counselors can integrate religious teachings through self-reflection, offering wise guidance, modeling good behavior, and consistently reinforcing positive habits. Through this approach, Islamic teachings serve not only as academic knowledge but also as a guiding principle deeply ingrained in students' mindsets, attitudes, and behaviors. Therefore, the integration of values from the Qur'an and Hadith

is a crucial element in developing guidance and counseling services capable of harmonizing students' psychological needs with their moral, social, and spiritual development (Chang, 2025).

The character development of students through Islamic guidance and counseling services must be carried out systematically and continuously so that religious teachings can be internalized and reflected in their daily behavior. This development process can begin by guiding students to understand their own potential and limitations, recognize the consequences of their actions, and formulate goals for self-improvement that are appropriate to their circumstances and needs (Han, 2024). In practice, counselors can instill Islamic principles through individual counseling sessions, group discussions, self-evaluation, leading by example, and reinforcing positive habits that align with noble moral values. In line with this, research by Riza and colleagues on the role of Islamic guidance and counseling in shaping the character of high school students highlights the importance of a counseling approach grounded in the Qur'an and Hadith as one way to help adolescents cope with various character-related issues (Al-Shehbaz, 2026).

The implementation of character education through Islamic guidance and counseling services should be tailored to students' developmental stages, life experiences, family circumstances, and psychological and social characteristics. During the counseling process, counselors need to foster communicative, open, and empathetic interactions so that students feel safe to express their problems or admit their mistakes without fear of being judged negatively (Lagutina, 2024). In addition, synergy among teachers, parents, and the school plays a crucial role in ensuring the continuity of character development, both in learning activities and in daily life outside the classroom. Therefore, the success of Islamic guidance and counseling services is not solely determined by the ability to address the problems faced by students, but is also reflected in increased moral awareness, strengthened self-control, and consistency in practicing positive values in various life situations (Muzakkir, 2024).

Although Islamic guidance and counseling are grounded in solid religious teachings, the application of the values of the Qur'an and Hadith in the character development of students still requires a structured and in-depth conceptual foundation. Several important aspects that need to be examined include the process of translating Islamic principles into the practice of counseling services, the relationship between religious values and students' developmental stages, and their contribution to comprehensive character development. A lack of understanding regarding the relationship between Islamic teachings, counseling principles, and character education goals can result in the application of religious values remaining at a theoretical and normative level, without considering the concrete needs of students. Furthermore, a spiritual approach in the counseling process must be applied proportionately while taking into account the psychological, emotional, and social conditions of the individuals receiving guidance. Based on this, research is needed that not only outlines the functions and benefits of Islamic guidance and counseling but also analyzes the relationship between the teachings of the Qur'an and Hadith, the principles of counseling services, and the process of instilling Islamic values in character development. In line with these issues, this study aims to conceptually examine the integration of Qur'anic and Hadith values into Islamic guidance and counseling as an effort to support students' character development. The results of this study are expected to strengthen the theoretical understanding of the implementation of counseling based on Islamic values while also serving as a conceptual foundation for designing educational services that support the development of students with noble personalities and virtuous character (Shen, 2025).

Various previous studies have examined the relationship between guidance and counseling services, Islamic teachings, and student character development, with varying emphases. First,

Chotimah, (2025) Through an article titled "Unveiling Islamic Wisdom: The Integration and Interconnection of Ethics in Guidance and Counseling Based on the Qur'an and Hadith," the author discusses the use of the Qur'an and Hadith as the ethical foundation for counseling practice, particularly regarding the application of the principles of justice, patience, compassion, and gentleness in interactions between counselors and clients. Both, Green, (2024) A study titled "The Importance of Building Positive Character in Students through Guidance and Counseling" outlines the role of guidance and counseling services in fostering positive character traits such as responsibility, discipline, empathy, and integrity through a comprehensive and ongoing guidance process. Third, Ikhwan, (2025) Through the study titled "The Role of Islamic Guidance and Counseling in Character Development Among High School Students," the researchers examined the contribution of Islamic counseling services to the character development of students at the high school level, with a focus on the aspects of religiosity, discipline, responsibility, and self-control. All three studies view guidance and counseling as an important part of supporting character development, although each has a different focus. The studies by Azhara and Irsyadunnas center on strengthening counseling ethics based on Islamic teachings; Aminudin's study emphasizes positive character development through guidance and counseling services in general; while the study by Riza and colleagues focuses on fostering high school students' character through an Islamic counseling approach. Meanwhile, this study focuses on a conceptual analysis that integrates discussions on the fundamentals of Islamic guidance and counseling, the incorporation of values from the Qur'an and Hadith, and their relevance to the comprehensive character development of students. With this focus, this study is expected to elucidate the interconnection between Islamic teachings as a normative foundation, the principles of guidance and counseling practice, and the character-building process, which encompasses moral, emotional, social, and spiritual dimensions.

RESEARCH METHODOLOGY

This study employs a qualitative approach using a literature review design to gain a comprehensive understanding of the concept of Islamic guidance and counseling, as well as the role of the values of the Qur'an and Hadith in the process of character development among students. This approach was chosen because the study focuses on the analysis and interpretation of theoretical ideas drawn from various sources of literature, rather than on the measurement of numerical data or statistical testing of research variables (Qi, 2025). The focus of this study includes an examination of the conceptual foundations of Islamic guidance and counseling, the principles underpinning the delivery of these services, and the relevance of Islamic teachings in supporting the development of students' personalities. In addition, this study examines the connection between Islamic values and the goals of character education through a structured discussion. The literature review method allows the researcher to explore key ideas, examine the differences and similarities in experts' perspectives, and develop a conceptual synthesis aligned with the study's objectives. The analysis process was conducted by studying and interpreting various written sources relevant to the research topic. Through these stages, the study is expected to produce logical scientific arguments, supported by an adequate theoretical foundation, and accountable in accordance with the principles of academic research.

The data in this study are sourced from primary and secondary literature relevant to Islamic guidance and counseling as well as student character development. Primary sources include the Qur'an and Hadith as the main references containing moral and ethical values, responsibility, self-control, compassion, and guidelines for building social relationships. The analysis of the content of the verses of the Qur'an and the Hadith was conducted by taking into account the context of the

discussion and referring to explanations in Islamic literature that are scientifically grounded and reliable. Secondary sources were obtained from scholarly books, journal articles, previous research publications, and various other references that discuss the theories of guidance and counseling, educational psychology, Islamic teachings, and character education. The selection of literature was based on its relevance to the research focus, the clarity of the author's and publisher's identities, the appropriateness of the subject matter, and the credibility of the publication medium. The simultaneous use of primary and secondary sources is intended to provide a comprehensive perspective on the relationship between Islamic principles and the practice of guidance and counseling. Through an analysis of these various references, this study aims to establish a robust conceptual framework to explain the role of Qur'anic and Hadith values in supporting the formation and development of students' character (Paal, 2024).

The data collection process was carried out through the search, review, and documentation of various literature sources relevant to the scope of the study. The first step involved formulating a number of keywords that reflect the focus of the study, including Islamic guidance and counseling, the Qur'an and Hadith, the integration of Islamic principles, character education, and student development. These keywords served as guidelines for searching for references through library catalogs, scientific publication databases, and various other academic sources. The references successfully collected were then screened based on their relevance to the research problem, the credibility of the sources, and the information they contributed to the development of the discussion. After the selection process, the researcher conducted a critical reading and took notes on information related to the conceptual foundations of Islamic counseling, character dimensions, principles of assistance, and their implementation in an educational context (Kasapakis, 2024). The literature data obtained was then organized into several thematic categories to facilitate the identification of relationships among the concepts under study. Each source was documented by recording complete bibliographic information and identifying relevant ideas for analysis. This procedure was carried out to ensure that the origins of the information could be traced, to facilitate the comparison of ideas across sources, and to minimize the possibility of misinterpretation or the use of references that were inconsistent with the research context.

Data processing in this study was conducted using descriptive-analytical techniques, which involve presenting information obtained from various references in a structured manner and then analyzing it to generate insights relevant to the research focus. The analysis process encompasses several stages, namely data search and identification, grouping information by theme, interpreting the content of the literature, examining differences and similarities in scientific perspectives, and synthesizing the findings. In the initial stage, the researcher selected various pieces of information related to Islamic guidance and counseling as well as efforts to foster character development in students. The selected information was then organized according to several key themes, including the normative foundations derived from the Qur'an and Hadith, ethical principles in counseling services, the process of instilling Islamic values, and the character development of students. Subsequently, an interpretation was conducted by examining the substance of each idea and its relevance based on the context of the literature used. Comparisons across sources were applied to identify commonalities in thought, differences in argumentation, and connections between the various perspectives examined. The findings from each of these stages were then integrated into a conceptual synthesis that outlines the role of Islamic values as the foundation for character development through guidance and counseling services. To ensure the accuracy of the analysis, the researcher prioritized credible references, consistently cited sources, and ensured that every conclusion was supported by adequate literature. Through these stages, the study is expected to

produce a coherent, structured, and accountable discussion in accordance with academic principles (Zhou, 2024).

RESULT AND DISCUSSION

The changing times and the dynamics of educational life demand a guidance and counseling approach that is not only oriented toward resolving students' problems but also focuses on character development, emotional maturity, and spiritual strengthening. In this context, Islamic guidance and counseling play a strategic role because they use the values of the Qur'an and Hadith as a foundation for helping students develop a personality characterized by noble moral character. This study aims to examine the concept of Islamic guidance and counseling, analyze the integration of the values of the Qur'an and Hadith in its implementation, and explain its contribution to students' character development. This study employs a qualitative approach using the library research method. The data were obtained through a review of the Qur'an, Hadith, scholarly books, journal articles, and relevant literature discussing Islamic guidance and counseling as well as character education. Data analysis was conducted using a descriptive-analytical approach through the identification, categorization, interpretation, and synthesis of information based on the research focus. The results of the study indicate that the integration of Islamic values into guidance and counseling can strengthen students' character development by instilling honesty, responsibility, discipline, patience, social concern, self-control, and respect for others. These values can be applied through the counselor's exemplary behavior, the cultivation of positive behaviors, wise advice, spiritual guidance, and empathetic communication oriented toward the students' needs. This discussion underscores that the success of Islamic counseling requires an integration of religious understanding, the counselor's professional competence, and a supportive educational environment. Thus, Islamic guidance and counseling can serve as a relevant approach to holistically develop students' character, encompassing moral, emotional, social, and spiritual aspects.

The study's findings indicate that the principles contained in the Qur'an and Hadith can serve as a foundation for fostering students' character through guidance and counseling services. Values such as honesty, responsibility in upholding trust, patience, justice, compassion, and respect for others are relevant to the development of positive behavior in educational settings. For example, the application of the value of honesty can foster students' awareness to avoid cheating and give them the courage to admit their mistakes. Meanwhile, the value of trustworthiness encourages a commitment to carrying out tasks and fulfilling obligations responsibly. Patience helps students manage stress and cope with difficulties, while compassion and justice can strengthen harmonious social interactions. Instilling these values requires a continuous process, beginning with an understanding of the meaning of the teachings, an appreciation of the values they contain, and finally, their application through daily habits. Thus, the internalization of Islamic values cannot be achieved solely through the theoretical transmission of religious knowledge; rather, it must be connected to the students' experiences and the concrete challenges they face. In this process, counselors play a role in guiding students so they can understand the relevance of Islamic teachings in shaping their attitudes and making decisions. Through focused guidance, these values are expected to be instilled as personal principles that are consciously, continuously, and consistently embodied in daily life.

Studies on character development show that the values of honesty, responsibility, and discipline are key elements that can be cultivated through the application of Islamic teachings in the guidance and counseling process. Honesty is manifested through consistency between words and actions, a willingness to speak the truth, and the courage to admit one's mistakes. Responsibility is

demonstrated through the ability to complete tasks, fulfill obligations in accordance with commitments, and be willing to accept the consequences of decisions that have been made. Discipline, meanwhile, reflects the ability to comply with rules, manage time effectively, and carry out responsibilities consistently. These three character values can be strengthened through individual counseling, setting goals for behavioral change, introspective activities, and the adoption of habits that support positive behavior. In this process, the counselor helps students assess the alignment between their behavior and Islamic principles, while guiding them to design improvement plans that can be implemented gradually. The delivery of these services must prioritize an educational approach, constructive dialogue, and respect for students' self-esteem. Therefore, character development through Islamic guidance and counseling is not merely aimed at complying with school regulations but also at fostering an inner awareness within students so they can consistently apply honesty, responsibility, and discipline in their daily lives.

In addition to character development related to individual responsibility, this conceptual study also emphasizes the need to cultivate self-control, patience, empathy for others, and concern for the social environment. Students need to be guided so they can understand their emotional states, consider the consequences of their actions, and respond to differing viewpoints in a mature manner without causing harm to others. From an Islamic perspective, self-control and patience are important values that can help individuals maintain appropriate behavior and address various issues with wise judgment. Meanwhile, the development of social concern can be strengthened by fostering compassion, respecting the dignity of others, upholding justice, and being willing to help those in need. These values can be internalized through group counseling sessions, discussions of cases involving moral dilemmas, conflict resolution exercises, and self-evaluation activities. During the counseling process, counselors can guide students to understand the experiences and perspectives of others, thereby developing their ability to empathize and appreciate differences. This effort is important because character is not only determined by a person's ability to manage themselves but is also reflected in their attitudes and actions when interacting with their social environment. Thus, Islamic guidance and counseling can be utilized to foster positive social interactions while continuously enhancing students' emotional maturity.

Table 1. Integration of Qur'anic and Hadith Values in Student Character Development

Islamic Values	Normative Basis	Character Traits to Cultivate	Implementation in Guidance and Counseling
Honesty (ṣidq)	Quran 9:119	Honesty and integrity	Behavioral reflection, practicing admitting mistakes, and developing the habit of speaking truthfully
Trustworthiness	Quran 4:58	Responsibility and trustworthiness	Establishing commitments, evaluating responsibility, and monitoring behavior
Discipline	Quran 103:1–3 as a reminder of time and righteous deeds	Discipline and consistency	Scheduling, setting goals, and evaluating habits
Patience	Quran 2:153	Patience and resilience in the face of difficulties	Emotional regulation exercises, self-reflection, and support when facing problems
Self-control	Quran 3:134	Ability to control anger and behavior	Practicing pausing before acting, recognizing emotions,

			and conflict resolution
Compassion and care	Quran 21:107	Empathy and social awareness	Group counseling, mutual support activities, and practicing understanding others' perspectives
Respect for others	Quran 49:11–12	Respect for others and maintaining social relationships	Bullying prevention, respectful communication, and cultivating respect for differences

Source: Compiled based on the researcher's conceptual synthesis of the Qur'an and literature on Islamic guidance and counseling.

Table 1 presents the relationship between Islamic principles, the character traits targeted for development, and strategies for their application in the delivery of guidance and counseling services. Each value serves a distinct function, yet collectively they support one another in shaping a positive personality in students. The values of honesty and trustworthiness play a role in fostering integrity, while discipline and patience help students develop the ability to manage their behavior in a purposeful manner. On the other hand, self-control, compassion, and respect for others contribute to the creation of harmonious social interactions. The verses from the Qur'an cited in the table serve as a normative foundation for explaining the Islamic basis of these values; however, they cannot be regarded as empirical evidence of the success of any particular form of counseling intervention. Therefore, the application of these values in guidance and counseling services must take into account the characteristics and needs of students, the conditions of the educational environment, and the professional capacity of counselors to ensure that their implementation is relevant and aligned with the goals of character development.

Based on the results of a review and synthesis of various literature, the internalization of Islamic values in guidance and counseling services requires the application of targeted methods so that religious teachings can be translated into concrete actions in daily life. One approach that can be applied is for counselors to set an example through behavior that reflects honesty, fairness, patience, responsibility, and respect for students. Such behavior on the part of counselors can strengthen the effectiveness of the counseling process because students not only receive verbal explanations but can also directly observe the application of positive values in everyday interactions (Cardullo, 2024). In addition to leading by example, character development can be supported by fostering constructive behaviors through setting measurable goals for change, acknowledging progress made, and conducting ongoing reviews. For example, students can receive guidance to develop the habit of submitting assignments on time, expressing their views politely, and showing a willingness to apologize when they make mistakes. In this process, counselors need to provide guidance and advice wisely, taking into account each individual's circumstances, needs, and readiness. An approach that prioritizes empathy without making demeaning judgments can help students recognize their mistakes while maintaining self-respect. Thus, setting a good example and fostering positive habits must be accompanied by reflective dialogue that encourages students to evaluate their own behavior independently, so that character development does not rely solely on external supervision but grows through moral awareness and personal responsibility (Sotirov, 2024).

In the practice of Islamic guidance and counseling, empathy-based communication plays a crucial role in helping counselors comprehensively understand students' circumstances, experiences, emotions, and needs. The application of active listening skills, the use of polite

language when conveying messages, and an attitude of respect for personal experiences foster a counseling relationship that is comfortable, safe, and encourages openness. This environment provides students with the opportunity to express the problems they face, reflect on their behavior, and make wiser choices regarding problem-solving. The counseling process can also be strengthened through spiritual guidance that directs students to reflect on the teachings of the Qur'an and Hadith, understand their moral responsibilities, and cultivate an internal drive for self-improvement. However, the spiritual aspect should not be used as a reason to view every psychological problem as a result of weak faith or to place the blame entirely on the student. In providing services, counselors must take into account the individual's personal circumstances, background, needs, and readiness, while protecting their confidentiality and respecting their dignity. If the issues faced exceed the counselor's professional expertise and authority, consultation with relevant professionals or a referral to an expert with the appropriate competencies is necessary. Therefore, a balanced combination of empathetic communication and spiritual guidance, carried out in a proportionate manner, can support students' integrated development in moral, emotional, social, and spiritual aspects.

The character development of students through Islamic guidance and counseling requires the involvement of various elements within the educational environment, including counselors, subject teachers, families, peers, and the school administration through the policies it implements. Instilling values through counseling services will be more effective if supported by an environment that consistently models positive behavior. Conversely, a discrepancy between the values taught and the behavior demonstrated by the surrounding environment can become an obstacle in the process of internalizing and applying those values (Dabdoub, 2024). On that basis, collaboration between counselors, teachers, and parents needs to be strengthened to create a targeted and continuous guidance framework, while maintaining the confidentiality of students' data and personal information. Monitoring character development can be carried out through self-evaluation activities, documentation of behavioral changes, feedback from teachers, and communication with parents based on needs and applicable ethical principles. Aspects that can be observed include the ability to consistently fulfill obligations, manage emotions well, openly acknowledge mistakes, and show concern for others. The assessment process should be conducted objectively, taking into account behavioral changes over a specific period of time, rather than being based solely on a single incident or personal perception. Thus, the evaluation of character development can serve as a foundation for improving the quality of guidance and counseling services and for designing support tailored to students' needs not as a means to categorize them based on "good" or "bad" judgments (Erumit, 2024).

Based on the overall results of the literature review, it can be understood that the integration of the values of the Qur'an and Hadith into Islamic guidance and counseling forms a conceptual foundation that supports the comprehensive character development of students. Principles such as honesty, trustworthiness, discipline, patience, self-control, social solidarity, and respect for others can serve as guidelines for setting counseling objectives and developing counseling methods. Implementing these principles requires synergy between counselors setting a good example, reinforcing positive habits, offering wise advice, communicating with empathy, providing spiritual guidance, and creating a conducive educational environment (Feng, 2024). However, the application of religious teachings must be adapted to the conditions and developmental stages of students while remaining guided by the principles of professionalism in guidance and counseling services. This study also shows that character development cannot be achieved through a short-term process but requires continuous guidance, periodic monitoring, and contributions from various

educational components. Given that this study employed a literature review method, the conclusions focus on explaining the theoretical relationships and opportunities for applying Islamic values in character development, rather than on empirical evidence regarding the extent of their influence on students' behavior. Therefore, future research is recommended to conduct field studies to evaluate the relevance of the strategies implemented, explore students' experiences while participating in the program, and identify changes in character that emerge within specific educational settings (Stavrakakis, 2024).

CONCLUSION

The results of the literature review indicate that Islamic guidance and counseling is an approach in the field of education that contributes to the development of students' personalities and the strengthening of their character, guided by the principles of Islamic teachings. The Qur'an and Hadith serve as normative sources of guidance that contain moral and spiritual values to underpin the delivery of counseling services and encourage the development of behavior consistent with virtuous character. The application of these two sources of guidance in the counseling process can support the internalization of values such as honesty, trustworthiness, discipline, patience, responsibility, self-control, concern for the social environment, and respect for others. Therefore, the function of Islamic guidance and counseling is not limited to providing assistance in overcoming the various difficulties faced by students, but also includes the development of individual potential and the continuous cultivation of noble character. This perspective shows that achieving educational goals must be supported by the balanced development of various aspects of personality, including intellectual abilities, emotional stability, social interaction skills, and the strengthening of spiritual awareness. The harmony of these aspects serves as a crucial foundation for shaping individuals with positive character who are capable of applying virtuous values in their daily lives.

The integration of the teachings of the Qur'an and Hadith into the practice of guidance and counseling must be carried out through systematic planning, implemented consistently, and tailored to the characteristics and needs of students. This can be implemented by counselors modeling good behavior, reinforcing positive habits, providing wise guidance, communicating with empathy, facilitating self-evaluation activities, and offering spiritual guidance tailored to the issues students are facing. Support from teachers, families, and the school environment also plays a crucial role in fostering an educational environment where Islamic values can be understood, internalized, and applied in daily activities. In practice, counseling services must take into account each student's developmental stage, psychological state, and background, while adhering to professional ethics and counseling standards. Based on this foundation, Islamic guidance and counseling has the potential to become an educational approach that supports holistic character development, encompassing moral, emotional, social, and spiritual dimensions. The synergy between the practice of religious values, professional guidance, and a positive educational environment is expected to encourage students to develop responsible personalities, possess commendable moral character, and consistently demonstrate positive behavior in various life situations.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

In the course of preparing this work, the author employed Google Assisted assistance for language refinement, academic paraphrasing, and plagiarism detection to ensure that the content was original and free from duplication. Following the use of this tool, the author conducted a

thorough review and revision of the material, thereby accepting full responsibility for the accuracy, integrity, and authenticity of the publication.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.
Author 4: Formal analysis; Methodology; Writing - original draft.
Author 5: Supervision; Validation.
Author 6: Other contribution; Resources; Visuali-zation; Writing - original draft.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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