

Implementation of Classical Guidance Activities in Improving Student Discipline and Academic Achievement: A Case Study at Al-Falah Deltasari Junior High School

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ABSTRACT

This study aims to describe the implementation of classical guidance activities in improving student discipline and academic achievement at SMP Al-Falah Deltasari. Classical guidance, as a core component of school-based guidance and counseling services, plays a strategic role in character formation and the development of students' academic potential. This research employed a qualitative case study method with data collected through observation, in-depth interviews, and documentation. The subjects consisted of the school counselor and eighth-grade students. The results show that the classical guidance sessions were systematically conducted with relevant materials addressing students' problems, such as time management, motivation, and self-discipline. The impact of these activities was evident in the improved discipline of students in adhering to school rules and a noticeable upward trend in academic performance.

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INTRODUCTION

Education is essentially a holistic, comprehensive, and continuous process of development that encompasses the intellectual, spiritual, social, and emotional dimensions of learners (Fauziah, S. S., Wijayanti, I., Hikmatiar, Z., Syahidin, S., & Parhan, 2025). In the context of Islam, education has a mission to shape perfect human beings, who are not only intellectually intelligent, but also have strong faith, noble character, and are able to carry out their duties as caliphs on earth. Allah SWT says in Surah Al-Mujadalah verse 11: "Allah will raise those who believe among you and those who have been given knowledge several degrees" (QS. Al-Mujadalah: 11).

This verse emphasizes that faith and knowledge are the two main pillars in shaping a person of quality, resilience, and high moral integrity. Faith is the spiritual foundation that guides a person to live according to the values of truth, while knowledge is a means to understand, develop, and apply knowledge for the common good. Therefore, education should not only emphasize academic aspects, such as mastery of subject matter or achieving high grades, but should also include comprehensive character building. This development includes strengthening the values of discipline, honesty, responsibility, empathy, and hard work, which must be instilled from an early age. With this holistic approach to education, it is hoped that students will not only be intellectually intelligent, but also have noble character that can be used as a foundation in living in society and contributing positively to the development of the nation (Shofiyyah, 2014).

One of the challenges faced by educational institutions today is the decline in student discipline and low motivation to learn. Weak discipline leads to behavior that deviates from school rules, such as tardiness, rule violations, and lack of obedience to teachers and school staff. On the other hand, student achievement will not be optimal if it is not accompanied by discipline, hard work, and the desire to progress (Siregar, D., & Syaputra, 2022). This is in accordance with the words of the Prophet Muhammad SAW: "Verily, Allah loves a person who, when doing a job, does it with *itqan* (sincerity and discipline)" (HR. Al-Baihaqi).

To address these issues, systematic and targeted efforts are needed through guidance and counseling services, particularly in the form of classical guidance. Classical guidance is a highly strategic approach because it is carried out on a scheduled and comprehensive basis for all students in the classroom, thereby enabling the equitable distribution of services and the effective achievement of students' personal and social development goals (Mukhtar, Syamsu Yusuf, 2016). This service not only functions as a medium for conveying information but also as a means of fostering positive values and developing the potential of each individual.

In its implementation, the material presented in classical guidance is tailored to the developmental stages and needs of the students, making it more contextual and directly impactful. Some common and relevant topics include effective time management, increasing motivation to learn, instilling a sense of responsibility for tasks and roles, and understanding the importance of obeying the rules that apply both in the school environment and in society. Thus, classical guidance becomes a strategic forum for instilling life values that will shape students' character holistically and help them face various challenges that arise in the learning process and daily life (Rosidah, A., & Irawan, 2017).

SMP Al-Falah Deltasari, as an Islamic educational institution committed to shaping students' character through Islamic values and noble morals, consistently implements classical guidance services as part of its character education strategy. The school realizes that building discipline and improving academic achievement is not only achieved through an academic curriculum approach, but also requires intensive psychopedagogical assistance through the role of Guidance and Counseling (BK) teachers.

However, the effectiveness of classical guidance services in schools remains a question that needs further study, particularly in terms of the extent to which these services are truly capable of contributing to changes in student behavior and improvements in their academic achievement (Sari, Wulan Purnama; Martika A, Tyas; Tursilawati, 2024). Although these services have been designed and implemented systematically, an in-depth evaluation of their direct impact on student development is still needed, both in terms of discipline, learning motivation, and learning outcomes.

Some schools may face challenges in terms of time constraints, active student involvement, or a lack of innovation in the delivery of material. Therefore, it is important to continuously review and evaluate the implementation of classical guidance services on an ongoing basis, in order to determine their actual effectiveness and potential for improvement. In this way, this service will not only be a formal routine, but will truly become a strategic instrument in shaping the character and improving the overall achievement of students. Therefore, this research is important to obtain an objective picture of the implementation of classical guidance activities at Al-Falah Deltasari Junior High School and its impact on student discipline and learning achievement.

This study is expected to contribute significantly to the development of guidance and counseling services in Islamic schools, particularly in presenting an approach that is more relevant to the needs of students in the modern era. The results of this study are also expected to be a useful reference for guidance and counseling (BK) teachers in developing classical service programs that are not only contextual and effective, but also based on noble Qur'anic values. Thus, education in Islamic schools can truly become a strategic means of shaping students' character, improving the quality of the younger generation, and producing individuals with high integrity, broad knowledge, and noble character in accordance with Islamic teachings.

Based on this background, this study aims to describe the implementation of classical guidance activities and analyze their impact on student discipline and academic achievement at Al-Falah Deltasari Junior High School. This study is expected to provide practical contributions to the development of guidance and counseling services in schools and serve as a reference for improving the quality of education in general.

METHOD

This study uses a qualitative approach with a case study type, which was chosen to understand the phenomenon in depth in a natural context. The focus of the study is directed at the implementation of classical guidance services at Al-Falah Deltasari Junior High School as an effort to improve student discipline and learning achievement (Sutikno, M. Sobry & Hadisaputra, 2021). Case studies allow researchers to intensively examine the strategies of guidance counselors, the process of implementing services, and the dynamics of student interactions during the activities. The research subjects were selected purposively, namely guidance counselors as the main implementers of the services and seventh-grade students as active participants in the program.

Data collection techniques included direct observation during classical guidance activities, semi-structured interviews with guidance counselors and several students, as well as documentation in the form of RPLBK, attendance lists, and service evaluation results (Setiyabudi, R., & Yulianti, 2016). This combination of techniques was used to obtain comprehensive data related to planning, implementation, and students' perceptions of the benefits of the service (Moleong, 2019). The collected data was then analyzed to identify patterns, important findings, and factors that influence service implementation.

Data analysis was conducted using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. The analysis process was carried out continuously from the time the data was collected until the research was completed. To ensure data validity, source and method triangulation techniques were applied by comparing the results of observations, interviews, and documentation. This step helped produce accurate, objective, and scientifically accountable findings.

RESULTS

Implementation of Classical Guidance Activities at Al-Falah Deltasari Junior High School

The implementation of classical guidance services at Al-Falah Deltasari Junior High School was carried out in a structured and scheduled manner with the aim of providing optimal assistance to students in academic and non-academic aspects. This service was provided by Guidance and Counseling (BK) teachers on a regular basis, namely once every two weeks, with each meeting lasting 45 minutes. The schedule is designed to avoid interfering with core lessons while still being effective in achieving the service's objectives.

The material presented in each session is compiled based on the needs and issues relevant to the students' circumstances, making it contextual and applicable. Some of the topics often raised in this classical service include: Study Time Management, The Importance of Discipline at School, and Strategies for Improving Academic Achievement. With this approach, the classical guidance service is expected to make a real contribution to character building and improving the quality of student learning.

The implementation of classical guidance services at Al-Falah Deltasari Junior High School is carried out with a highly participatory approach, so that students are not only passive listeners but also actively involved in each session. Guidance and Counseling (BK) teachers use a variety of learning methods to increase student engagement and understanding, such as group discussion methods and the screening of educational videos relevant to the material being presented.

Each activity begins with an *apersepsi*, an introductory stage that aims to stimulate interest and build a conducive and interactive atmosphere in the classroom. After that, the BK teacher systematically delivers the prepared material in language that is easy to understand and tailored to the students' circumstances. Next, a question and answer session is held to give students the opportunity to ask questions or express their opinions, thereby creating effective two-way dialogue.

The service process then ends with a reflection activity, which is an important stage that not only closes the session but also deepens students' understanding and engagement with the material that has been presented. In this reflection session, students are invited to reflect on what they have learned, both in terms of knowledge, attitude, and emotional experiences during the guidance process. The guidance counselor guides students to identify values that are relevant to their daily lives and invites them to think of concrete ways to apply the material in school, family, and community settings.

Through this approach, the classical guidance process is not only informative or merely a delivery of material, but also becomes a transformative learning space. Reflection encourages students to build self-awareness, foster personal responsibility, and cultivate internal motivation to continue developing themselves optimally, both academically and character-wise. Thus, classical guidance services become more meaningful and have a long-term impact on shaping students' personalities to be people of integrity and noble character.

In an interview with Guidance and Counseling (BK) teachers, it was conveyed that the classical guidance services implemented in schools are not only aimed at conveying information or learning material, but more than that, they are aimed at shaping character and instilling positive attitudes in students. BK teachers emphasized that classical guidance is a strategic platform for guiding students to have self-awareness,

responsibility, and internal motivation in undergoing the educational process. This is in line with the basic principles of classical guidance services, which are preventive and developmental in nature, namely preventing problems from arising and developing students' potential optimally, not just dealing with problems that have already occurred (curative).

In its implementation, these classical activities also consistently integrate Islamic values, such as inserting relevant verses from the Qur'an and hadith, especially those related to topics such as discipline, enthusiasm for learning, honesty, and responsibility. The delivery of these values not only strengthens the spiritual aspect of students, but also gives a deeper meaning to the material presented, so that students can relate it to real life and use it as a guideline in their daily behavior.

The Impact of Classical Guidance Services on Student Discipline

Interviews conducted with students and teachers showed significant changes in student discipline after they regularly participated in classical tutoring services. This was reflected in several behavioral indicators, such as the habit of arriving at school on time, dressing more neatly and politely in accordance with the rules, and an increase in responsibility in completing tasks assigned by teachers. These positive changes reflect the success of classical guidance services in instilling values of discipline and shaping more focused and responsible student behavior.

Several students said that they felt more aware of the importance of discipline, not only as a rule that must be obeyed, but also as part of personal responsibility and a form of religious practice. They began to understand that a disciplined attitude is a tangible form of daily worship that reflects obedience to Allah SWT and respect for time and responsibility.

In classical guidance services, guidance counselors convey Islamic values such as patience, trustworthiness, and steadfastness in a contextual and relevant manner to students' lives. These values are not only accepted intellectually but also begin to be internalized and practiced in students' daily lives at school. For example, students become more patient in facing the learning process, more responsible in completing tasks, and strive to consistently maintain good behavior. This shows that the integration of Islamic values in guidance services has a real power in shaping students' character and behavior, so that it not only has a cognitive impact, but also an affective and spiritual one.

This finding is in line with the results of research conducted by Syamsuddin (2020), which states that classical guidance services that are delivered consistently and structurally, and are based on Islamic values, have a significant influence in increasing students' awareness of the importance of obeying school rules and regulations. In his research, Syamsuddin emphasized that the integration of Islamic values, such as honesty, responsibility, and obedience, can foster students' intrinsic motivation to be disciplined, not merely because of fear of punishment, but because of moral and spiritual awareness (Ramadhani, R. K., & Hartini, 2018).

This supports the findings in this study, where the classical guidance services implemented at Al-Falah Deltasari Junior High School not only provide cognitive understanding but also touch on the affective and spiritual aspects of students. Consistency in delivering material that is rich in Islamic messages makes guidance services more meaningful and impactful in shaping students' behavior to be obedient, responsible, and characterful.

Impact of Classical Guidance Services on Student Learning Achievement

In addition to having a positive impact on discipline, classical guidance services at SMP Al-Falah Deltasari have also been proven to contribute significantly to increasing student learning motivation and academic achievement. This can be seen from the results of an analysis of student academic records before and after the classical service program was implemented consistently for one semester. The data obtained shows an increase in the average daily scores and semester exam results in several core subjects, such as Mathematics, Indonesian Language, and Natural Sciences.

This improvement did not happen by chance, but was the result of a systematic approach applied in guidance services, which not only motivated students to study more seriously, but also helped them manage their time, develop learning strategies, and build a sense of responsibility towards their academic tasks and obligations. In other words, classical services do not only function as a means of conveying information, but also as an effective forum for fostering a spirit of learning and improving students' overall academic performance.

Students also revealed that they felt various positive changes in themselves after regularly participating in classical guidance services. One of the most notable changes was their ability to manage their study time more effectively. They began to understand the importance of setting clear and realistic learning goals and strived to be more consistent in achieving them. In addition, the habit of procrastinating, which was previously common, began to decrease, replaced by a more proactive and responsible attitude towards academic obligations.

Guidance and Counseling (BK) teachers also emphasized that through classical services, students are not only given theoretical understanding, but are also invited to reflect on their daily study habits. In these sessions, students are given the space to evaluate the learning patterns they have been applying, and are then guided to develop independent and structured learning plans. This process not only helps students improve their academic performance, but also trains them in self-management skills that are essential in facing future learning challenges.

This finding is reinforced by Corey's (2013) theory of student development, which states that educational and proactive counseling support plays an important role in facilitating student academic achievement. According to Corey, constructively designed counseling services not only help students overcome personal or emotional problems, but can also improve their learning skills, self-awareness, and intrinsic motivation to achieve success.

In the context of classical guidance services at Al-Falah Deltasari Junior High School, these principles are reflected through an approach that encourages students to understand and evaluate their learning habits, develop more effective planning, and form a positive attitude towards the learning process itself. Thus, the success of this service can be observed not only in terms of behavior and academic results, but also in changes in students' thinking about the importance of education and their active role in achieving learning goals independently and responsibly.

Integration of Islamic Values in Classical Services

The uniqueness of the implementation of classical guidance services at Al-Falah Deltasari Junior High School lies in the integration of Islamic values that are strongly embedded in each service session. This approach not only emphasizes academic aspects and life skills but also prioritizes the formation of students' character and spirituality in accordance with Islamic teachings. For example, in the material on discipline, guidance counselors specifically relate the concept of discipline to the values contained in the hadith of the Prophet Muhammad SAW, namely: "The best of people are those who are most beneficial to others" (HR. Ahmad). This hadith is used as the basis for the importance of being punctual and carrying out obligations with full responsibility, so that students can understand that discipline is not only about rules, but also about making a positive contribution to oneself and others.

On the other hand, in the material related to academic achievement, students are invited to reflect on verses 1 to 5 of Surah Al-Alaq in the Qur'an, which contain a strong message about the obligation to seek knowledge and the importance of the learning process as a way to achieve success in this world and the hereafter. By integrating Islamic values systematically and contextually, the classical guidance services at Al-Falah Deltasari Junior High School are able to provide a more meaningful learning experience and shape students into individuals who are not only intellectually intelligent, but also have noble character and strong faith.

The integrative approach applied in this classical guidance service means that the student development process is not limited to cognitive aspects, namely the development of knowledge and skills, and affective aspects related to attitudes and emotions, but also touches on the spiritual dimension of students'. Thus, the classical guidance services at Al-Falah Deltasari Junior High School are able to provide a holistic and comprehensive learning experience, which not only hones intellectual and emotional intelligence but also strengthens faith and piety towards Allah SWT.

This approach is very much in line with the general objectives of Islamic education, which emphasizes the formation of insan kamil, individuals who not only have broad and deep knowledge, but also have strong faith and noble character in every aspect of daily life. Islamic education does not only focus on intellectual aspects, but also on integrated spiritual and moral development, resulting in individuals who are balanced and harmonious in their thoughts, attitudes, and actions .

Through a process of classical guidance that integrates Islamic values, it is hoped that students will not only be prepared to face various complex academic and social challenges in the modern era, but also become individuals with strong character and determination. Furthermore, they are expected to be able to make positive and constructive contributions to their surroundings and society at large, by adhering to Islamic values such as honesty, trustworthiness, compassion, and justice. Thus, education based on this approach not only produces intellectually intelligent generations, but also generations with dignity who bring positive change to the people and the nation.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the implementation of classical guidance activities at Al-Falah Deltasari Junior High School is systematic, structured, and designed with consideration for the developmental needs of students in their adolescence. This service is not only designed as a routine activity but is truly tailored to the actual conditions of students, both psychologically, academically, and spiritually. Overall, classical guidance has been proven to have a significant positive influence on improving student discipline and academic achievement. This success is inseparable from the approach used, namely a participatory, educational approach that is integrated with Islamic values, which form the basis of education at the school. One of the main strengths of this service is the inclusion of Qur'anic values and hadith in each session, which indirectly fosters spiritual awareness and builds students' intrinsic motivation to behave positively and study hard. The religious values taught are not only emphasized as doctrine, but contextualized in the daily lives of students, including in terms of compliance with school rules, academic responsibility, and social ethics. This has a real impact on improving learning attitudes, time management skills, and enthusiasm for achieving better results. In addition, the active involvement of students in the guidance process makes classical services not just a forum for one-way delivery of material from teachers to students, but a dialogical and interactive forum that encourages students to think critically, reflect on themselves, and develop concrete steps for behavioral change. Thus, classical guidance services in this school not only contribute to cognitive aspects but also serve as an important means of shaping a well-rounded character, in line with the main objectives of Islamic education, which integrates knowledge, faith, and morals in every learning process.

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