



IMPROVING ENVIRONMENTAL AWARENESS OF MADRASAH STUDENTS THROUGH GUIDANCE AND COUNSELING MANAGEMENT

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Abstract:

The widespread environmental damage of today increasingly emphasizes the importance of environmental awareness. The lack of environmental awareness demonstrated by students in their daily school environment indicates a low level of environmental awareness. This study examines the implementation of Guidance and Counseling (GC) services in fostering environmental responsibility among students at Madrasah Aliyah Nahdlatul Muslimin during the 2025/2026 academic year, analyzes the contribution of GC services to the development of students' environmental care character, and identifies the supporting and inhibiting factors affecting the implementation of GC services in promoting environmental responsibility. This study employed a qualitative approach using a descriptive research design. Data were collected through interviews, observations, and document analysis and were analyzed using data reduction, data display, and conclusion drawing techniques. The findings reveal that GC services were implemented through personal, social, academic, career, group counseling, crisis intervention, and mediation services. Improvements in students' environmental character were reflected in maintaining classroom and school cleanliness, caring for plants, supporting school greening programs, utilizing waste segregation facilities, and maintaining hygiene through adequate sanitation facilities. Supporting factors included exemplary behavior of teachers, adequate facilities, stakeholder collaboration, and active student participation. Conversely, the major barriers were the lack of systematic integration between GC programs and environmental education, students' limited environmental awareness and behavioral consistency, insufficient counseling time, and the influence of external environmental factors.

Keywords: *Guidance And Counseling Management, Madrasah, Environmental Awareness*

INTRODUCTION

Education is a strategic instrument for improving the quality and competitiveness of a nation. Consequently, national progress is closely linked to the advancement of its educational system. The experience of developed countries demonstrates that sustainable national development is largely achieved through continuous investment in education and systematic human resource development (Surakhmad, 2023). In Indonesia, education aims to develop individuals who are intellectually, morally, spiritually, physically, and socially competent, encompassing cognitive, affective, and psychomotor dimensions (Idi, 2016). This objective is reflected in the National Education System Law No. 20 of

2003, which emphasizes the development of learners who are faithful, knowledgeable, creative, independent, democratic, and responsible citizens (Law of the Republic of Indonesia No. 20 of 2003, n.d.).

Character education, therefore, constitutes a fundamental component of the educational process at all levels. It serves as the foundation for developing ethical individuals whose thoughts, words, and actions are aligned with moral values. Among the essential character values promoted in schools are environmental responsibility, social awareness, responsibility, religious tolerance, and honesty. Effective character education should not only cultivate students' understanding of these values but also encourage their internalization through continuous habituation and positive behavioral practices. Consequently, fostering environmental care becomes an integral aspect of character education, preparing students to become socially responsible individuals who contribute to environmental sustainability and the well-being of society.

The Qur'an emphasizes humanity's responsibility to protect the environment, as stated in Qur'an 30:41: "Corruption has appeared on land and sea because of what people's hands have earned, so He may let them taste part of the consequences of their deeds, that they might return to the right path" (Qur'an 30:41, Saheeh International). According to Quraish Shihab's interpretation, this verse explains that environmental degradation—including droughts, pollution, and ecosystem destruction—is largely the result of human actions that violate the balance established by God. Such consequences serve as a reminder for humanity to repent and fulfill its role as khalifah (stewards) responsible for preserving the natural environment (Shihab, 2011).

The increasing severity of environmental degradation highlights the urgent need to cultivate environmental responsibility among students. However, environmental character cannot be developed instantly; it requires a continuous process of value internalization, habituation, and meaningful educational experiences (Setyawati, 2023). Schools, particularly through guidance and counseling (GC) services, play a crucial role in fostering students' environmental awareness. Group guidance activities provide opportunities to develop ecological responsibility by encouraging reflection, social interaction, and environmentally responsible behaviors (Surya, 2019).

Guidance and counseling services contribute significantly to students' personal, social, academic, and career development while simultaneously supporting character formation (Syafaruddin & Hidayat, 2023). Through individual and group interventions, counselors help students develop emotional, social, and moral competencies necessary for responsible citizenship (Salahuddin, 2018). These services also strengthen students' capacity for independent problem-solving, emotional regulation, and positive social engagement, enabling them to contribute constructively to society (Suyadi, 2024). Furthermore, counseling promotes healthy learning environments by addressing psychological barriers such as stress, anxiety, interpersonal difficulties, and low self-confidence (Surya, 2019).

Within the context of environmental education, counselors play a vital role in helping students recognize environmental challenges and encouraging sustainable behaviors through experiential, value-based, and emotionally engaging learning activities (Hidayat & Nurhasanah, 2024). Previous studies further support this approach. Setiawan (2023) reported that local wisdom-based counseling significantly improved students' participation in environmental conservation activities, including recycling and reducing plastic consumption. Similarly, Setyawati (2023) proposed the Joyco Learning model, which integrates character education, joyful learning, and ecotherapy. Conducted in natural settings, this model enables students to establish direct connections with nature, thereby enhancing both psychological well-being and environmental responsibility. Collectively, these findings demonstrate that integrating guidance and counseling with contextual, experiential, and environmentally oriented learning provides an effective strategy for developing students' environmental character.

Preliminary observations conducted at Madrasah Aliyah Nahdlatul Muslimin revealed that students' awareness of environmental issues remains

relatively low. Environmentally irresponsible behaviors, such as littering and the frequent use of single-use plastics, are still commonly observed within the school environment. These findings indicate that environmental responsibility has not yet become an integral part of students' daily habits. Furthermore, the school has not implemented a guidance and counseling (GC) program specifically designed to internalize environmental values among students. Existing classroom guidance and individual counseling services have provided limited attention to environmental issues and have not systematically encouraged participation in environmental activities such as tree planting, recycling, or school cleanliness campaigns. This situation suggests that the substantial potential of GC services to promote environmental character development has not yet been fully utilized.

Despite these limitations, the school has demonstrated a commitment to strengthening character education, particularly in fostering environmental responsibility. Several initiatives have been introduced, including the provision of waste-segregation bins (organic, inorganic, and recyclable waste), tree-planting programs, and environmental awareness campaigns for students. However, these initiatives have not yet been systematically integrated into the school's guidance and counseling services. Consequently, this preliminary study identifies both opportunities and challenges in optimizing GC services as a strategic approach to developing students' environmental character.

Based on these preliminary findings, this study is entitled "Guidance and Counseling Services in Developing Environmental Care Character among Students of Madrasah Aliyah Nahdlatul Muslimin in the 2025/2026 Academic Year." It is expected that the findings will contribute to the advancement of guidance and counseling practices and serve as a valuable reference for future research on environmental character education. This study aims to describe and analyze guidance and counseling services in developing environmentally conscious character in students at Nahdlatul Muslimin Islamic Senior High School, Describe and analyze the results of developing students' environmentally conscious character through guidance and counseling services at Nahdlatul Muslimin Islamic Senior High .

RESEARCH METHODS

This study employed a qualitative approach with a descriptive research design to obtain an in-depth understanding of the role of guidance and counseling services in fostering the environmental care character of students at Madrasah Aliyah Nahdlatul Muslimin during the 2025/2026 academic year. A qualitative approach was selected because it enables researchers to describe phenomena naturally through direct engagement in the field, thereby producing comprehensive data that reflect real conditions (Yusanto, 2019; Moleong, 2007). The study was conducted at Madrasah Aliyah Nahdlatul Muslimin and involved the principal, guidance and counseling teachers, vice principals, the public relations officer, and the facilities and infrastructure staff as the primary informants. The research data consisted of primary and secondary data collected through interviews, observations, and documentation (Sinaga, 2024; Sugiyono, 2015). Data trustworthiness was established through triangulation, particularly methodological triangulation, by comparing findings from interviews, observations, and documentation to enhance the credibility of the research results (Sugiyono, 2015, 2017; Moleong, 2017). Furthermore, data were analyzed using the Miles, Huberman, and Saldana model, which includes data reduction, data display, and conclusion drawing and verification. This analytical process ensured that the findings were presented systematically, validly, and comprehensively, providing an accurate representation of the research phenomenon (Sugiyono, 2017; Suryabrata, 2016).

RESULTS AND DISCUSSION

RESULTS

Guidance and Counseling Services in Nahdlatul Muslimin Islamic Senior High School are;

Personal guidance and counseling services

Personal guidance and counseling services at Madrasah Aliyah Nahdlatul Muslimin play a crucial role in fostering students' environmental care character during the 2025/2026 academic year. These services extend beyond resolving individual problems by cultivating students' internal awareness of environmental responsibility through personalized counseling, religious values, and behavioral guidance. Counselors emphasize that protecting the environment reflects gratitude to God, thereby integrating ecological responsibility with Islamic moral principles. Furthermore, individual counseling is provided responsively when students exhibit environmentally inappropriate behavior both inside and outside the school environment. Observation findings reveal positive behavioral changes, including students' voluntary participation in maintaining classroom cleanliness, sorting waste, caring for plants, and preserving school facilities. Document analysis also confirms that personal guidance enhances students' self-awareness, responsibility, and commitment to environmental sustainability. Collectively, interview, observation, and documentation data indicate that personal guidance and counseling effectively contribute to developing environmentally responsible character, although more systematic implementation is recommended to ensure long-term sustainability (Observation, 2026; Dokumentasi, 2026).

Social Guidance Services

Based on interviews, observations, and document analysis conducted at Madrasah Aliyah Nahdlatul Muslimin during the 2025/2026 academic year, social guidance services play an important role in fostering students' environmental care character, although they have not yet been systematically organized. These services are implemented through group guidance, classroom guidance, and collaboration with homeroom teachers and student affairs staff. The principal explained that school counselors not only address disciplinary issues but also conduct group guidance sessions to encourage students to maintain school cleanliness and environmental sustainability (Muhlisin, personal communication, January 15, 2026). Group guidance provides opportunities for peer interaction, allowing students to influence one another positively while strengthening moral values, including their responsibility as stewards of the Earth (Sulikhah, personal communication, January 15, 2026). Collaboration among counselors, teachers, and school administrators further reinforces environmental awareness through consistent supervision and character education (Ety Muznah, personal communication, January 15, 2026). Community feedback regarding students' environmental behavior is also incorporated into counseling interventions, extending social guidance beyond the school environment (Suharno, personal communication, January 15, 2026). Observations revealed that students increasingly practiced waste segregation, maintained classroom cleanliness, participated in greening activities, and cared for school gardens (Observation, 2026). Document analysis further confirms that environmental values are integrated into social guidance programs, including environmental campaigns, community service, and school sustainability initiatives (Documentation, 2026).

Career Guidance Services

Based on research conducted at Madrasah Aliyah Nahdlatul Muslimin during the 2025/2026 academic year, career guidance services contribute to the development of students' environmental care character, although they have not yet been implemented as a fully structured program. Environmental values are integrated into counseling activities, character education, and cross-sector collaboration. Career guidance emphasizes not only career readiness but also the development of social responsibility and ecological awareness. School counselors provide group guidance and experiential learning activities that encourage students to maintain environmental cleanliness while integrating religious values, emphasizing environmental stewardship as gratitude to God. Students also participate in external environmental projects after receiving value-based preparation from counselors. Observations revealed positive behavioral changes, including waste segregation, participation in greening programs, and responsible use of school environmental facilities. Document analysis further indicates that career guidance promotes self-awareness, responsibility, and sustainable values alongside career planning. Overall, the integration of religious, social, and ecological principles strengthens students' career readiness by fostering competencies and environmental responsibility, despite the absence of a dedicated environmental career guidance program (Observation, 2026; Documentation, 2026; Personal Interview with Kepala Madrasah, Guru BK, Waka Humas, & Waka Kesiswaan, 15 Januari 2026).

Academic Guidance Services

Based on interviews, observations, and document analysis conducted at Madrasah Aliyah Nahdlatul Muslimin during the 2025/2026 academic year, academic guidance services play a significant role in fostering students' environmental care character, although they have not yet been systematically organized into a dedicated program. These services are primarily delivered through classical guidance sessions and information services integrated into classroom learning. The principal explained that school counselors provide students with an understanding of the environmental consequences of human behavior, encouraging not only cognitive awareness but also emotional commitment toward environmental preservation (Muhlisin, personal communication, January 15, 2026). Furthermore, counselors employ contextual and experiential learning approaches, including discussions of real-life environmental issues and multimedia resources, enabling students to internalize ecological values while strengthening their religious and moral awareness (Sulikhah, personal communication, January 15, 2026). Collaboration between counselors and school management also reinforces environmental discipline through personal guidance for students who violate cleanliness regulations (Nur Wahid, personal communication, January 15, 2026). Observational findings indicate positive behavioral changes, including waste segregation, classroom cleanliness, and participation in school greening programs (Observation, 2026). Document analysis further confirms that environmental values are embedded within academic guidance materials, promoting sustainable attitudes alongside academic achievement (Documentation, 2026). Collectively, these findings demonstrate that academic guidance services effectively cultivate environmental responsibility through integrated, contextual, and character-based educational practices.

Crisis Guidance Services

Based on interviews, observations, and document analysis conducted at Madrasah Aliyah Nahdlatul Muslimin during the 2025/2026 academic year, crisis guidance services play a significant role in addressing students' environmentally inappropriate behaviors while fostering environmental responsibility through corrective and preventive interventions. These services are primarily provided to students who violate school environmental regulations, such as littering or neglecting school cleanliness, using educational rather than punitive approaches. The Vice Principal for Student Affairs explained that students who violate cleanliness rules receive personal counseling designed to help them recognize that environmental responsibility reflects self-discipline and personal character (Nur Wahid, personal communication, January 15, 2026). Community reports concerning students' environmental misconduct are also followed up through individual counseling, demonstrating collaboration between the school and the surrounding community (Suharno, personal communication, January 15, 2026). School counselors further integrate religious values into crisis interventions by emphasizing environmental stewardship as an expression of gratitude to God, thereby strengthening students' emotional and spiritual awareness (Sulikhah, personal communication, January 15, 2026). The principal also highlighted that counseling services support students' mental, emotional, and behavioral development beyond disciplinary concerns (Muhlisin, personal communication, January 15, 2026). Observations revealed improvements in students' environmental behavior, including maintaining classroom cleanliness, caring for plants, reducing cleanliness violations, and properly using waste segregation facilities (Observation, 2026). Document analysis further confirms that crisis guidance promotes sustainable environmental awareness through responsive and student-centered interventions (Documentation, 2026).

Mediation Services

Based on interviews, observations, and document analysis conducted at Madrasah Aliyah Nahdlatul Muslimin during the 2025/2026 academic year, mediation services play a strategic role in fostering students' environmental care character by resolving behavioral issues through collaborative and educational approaches. These services function as a bridge between students, school personnel, and the wider community in addressing environmental concerns. The Vice Principal for Public Relations explained that reports from community members regarding students' environmentally irresponsible behavior are forwarded to the counseling unit for follow-up through personal guidance (Suharno, personal communication, January 15, 2026). Within the school, counselors collaborate with the Student Affairs Office to address violations of cleanliness regulations by combining disciplinary measures with personal counseling that encourages students to understand the importance of environmental responsibility (Nur Wahid, personal communication, January 15, 2026). The principal emphasized that counselors, homeroom teachers, and student affairs staff work together to ensure that environmental values are consistently reinforced across school activities (Muhlisin, personal communication, January 15, 2026). Group guidance also promotes peer mediation, enabling students to remind one another about environmentally responsible behavior and strengthening collective commitment to environmental stewardship (Sulikhah, personal communication, January 15, 2026). Observational findings revealed improvements in classroom cleanliness, waste segregation, and plant maintenance (Observation, 2026). Document analysis further confirms that mediation services strengthen conflict resolution skills,

social responsibility, and positive environmental character through systematic and collaborative interventions (Documentation, 2026).

Maintaining the Classroom and School Environment

Based on interviews, observations, and document analysis conducted at Madrasah Aliyah Nahdlatul Muslimin during the 2025/2026 academic year, the development of students' environmental care character has resulted in significant improvements in maintaining classroom and school environments. These positive changes are closely associated with the implementation of structured guidance and counseling services, including classroom guidance, group guidance, and the continuous reinforcement of environmental values in students' daily activities. The principal emphasized that school counselors not only address disciplinary issues but also guide students to develop awareness of environmental cleanliness and sustainability through preventive and developmental counseling programs (Muhlisin, personal communication, January 15, 2026). Counselors further reported that students have gradually shifted from responding only to teachers' instructions to voluntarily collecting litter and maintaining school cleanliness, indicating the internalization of environmental responsibility (Sulikhah, personal communication, January 15, 2026).

The Vice Principal for Curriculum also observed that students willingly care for plants in front of their classrooms and demonstrate a stronger sense of ownership toward the school environment (Ety Muznah, personal communication, January 15, 2026). These improvements have been recognized by community members, who appreciate the school's clean and green surroundings (Suharno, personal communication, January 15, 2026). Observational evidence confirmed students' consistent participation in classroom cleaning, waste segregation, and routine environmental maintenance (Observation, 2026). Document analysis further indicates that guidance and counseling services effectively strengthen students' environmental awareness, responsibility, and sustainable behavior through information services, group guidance, and individual counseling (Documentation, 2026).

Caring for Plants Without Stepping on or Damaging Them

Based on interviews, observations, and document analysis conducted at Madrasah Aliyah Nahdlatul Muslimin during the 2025/2026 academic year, students demonstrated significant improvement in caring for plants without stepping on or damaging them. This positive development is closely associated with the implementation of structured guidance and counseling services through classroom guidance, group guidance, and environmental habituation programs that emphasize ecological responsibility. The principal reported that students increasingly regard the plants in front of their classrooms as their own and voluntarily water and care for them, indicating that environmental stewardship has gradually become part of the school culture (Muhlisin, personal communication, January 15, 2026). Similarly, school counselors observed that students have become more proactive in maintaining plants and preserving the school environment without requiring constant supervision, reflecting the internalization of environmental values (Sulikhah, personal communication, January 15, 2026).

The Vice Principal for Public Relations further noted that visitors frequently praise the school's green and well-maintained surroundings, demonstrating the visible impact of students' environmental responsibility (Suharno, personal communication, January 15, 2026). Observational findings confirmed that students regularly watered plants, cleaned garden areas, and

avoided damaging vegetation, while experiential learning activities strengthened empathy toward nature and ecological awareness (Observation, 2026). Document analysis also indicates that guidance and counseling services effectively foster responsibility, environmental awareness, and sustainable behaviors through systematic and continuous character education (Documentation, 2026).

Supporting the School's Go Green Program

Based on interviews, observations, and document analysis conducted at Madrasah Aliyah Nahdlatul Muslimin during the 2025/2026 academic year, students demonstrated substantial improvement in supporting the school's Go Green program through guidance and counseling services. These services function not only as a source of environmental information but also as a means of cultivating ecological awareness and sustainable behaviors through classroom guidance, group guidance, and collaboration with school stakeholders. The principal explained that school counselors encourage students to participate actively in environmental preservation by providing group guidance and classroom sessions that emphasize the consequences of human actions on nature and the importance of environmental stewardship (Muhlisin, personal communication, January 15, 2026). Students are also assigned responsibility for caring for plants in front of their classrooms, fostering a sense of ownership and accountability toward the school environment (Muhlisin, personal communication, January 15, 2026). The Vice Principal for Public Relations reported that visitors frequently appreciate the school's green and well-maintained environment, reflecting the positive impact of students' participation in the greening program (Suharno, personal communication, January 15, 2026).

Observational findings confirmed that students actively maintain plants, avoid damaging vegetation, and participate consistently in greening activities, indicating that environmental responsibility has become part of the school culture (Observation, 2026). Document analysis further demonstrates that guidance and counseling services strengthen environmental responsibility, teamwork, discipline, and social awareness through sustainable character education integrated with the school's Go Green initiatives (Documentation, 2026).

Availability of Separate Organic and Non-Organic Waste Bins

Based on interviews, observations, and document analysis conducted at Madrasah Aliyah Nahdlatul Muslimin during the 2025/2026 academic year, the provision of separate organic and non-organic waste bins has significantly contributed to the development of students' environmental care character. The availability of waste segregation facilities serves not only as physical infrastructure but also as an educational tool that encourages environmentally responsible habits. The principal explained that students have gradually learned to separate waste according to its category through guidance and counseling programs integrated with daily school routines, enabling them to understand their social responsibility for maintaining environmental cleanliness (Muhlisin, personal communication, January 15, 2026).

The Vice Principal for Public Relations further emphasized that the presence of waste segregation facilities reflects the school's environmental culture and creates a positive impression among parents and visitors (Suharno, personal communication, January 15, 2026). Likewise, the Vice Principal for Facilities and Infrastructure reported that students effectively utilize the available waste bins, demonstrating that these facilities function as practical instruments

for character education (Mawardi, personal communication, January 15, 2026). School counselors also encourage students to develop collective responsibility through discussions about the importance of a clean learning environment, fostering peer commitment to proper waste disposal (Sulikhah, personal communication, January 15, 2026). Observational findings confirmed that waste segregation bins are strategically placed throughout the school and are regularly used by students, although continuous supervision remains necessary (Observation, 2026). Document analysis further indicates that guidance and counseling services strengthen students' environmental awareness, discipline, and sustainable waste management practices through integrated habituation programs (Documentation, 2026).

Provision of Restrooms, Clean Water, and Handwashing Facilities

Based on interviews, observations, and document analysis conducted at Madrasah Aliyah Nahdlatul Muslimin during the 2025/2026 academic year, the provision of restrooms, clean water, and handwashing facilities has made a significant contribution to the development of students' environmental care character. The availability of adequate sanitation facilities, combined with guidance and counseling services, has encouraged students to adopt healthy and environmentally responsible behaviors. The principal emphasized that school counselors not only address disciplinary issues but also provide group guidance that promotes awareness of environmental cleanliness and the proper use of sanitation facilities as part of students' responsibility toward the school environment (Muhlisin, personal communication, January 15, 2026).

The Vice Principal for Facilities and Infrastructure further explained that easily accessible handwashing stations and clean water facilities encourage students to maintain personal hygiene, reducing the need for frequent reminders from counselors and teachers (Mawardi, personal communication, January 15, 2026). Guidance and counseling services also reinforce these practices through classroom guidance and information sessions that emphasize the importance of handwashing, maintaining restroom cleanliness, and preserving a healthy school environment (Sulikhah, personal communication, January 15, 2026). Observational findings confirmed that adequate sanitation facilities were available and regularly used by students, contributing to a clean and healthy learning environment (Observation, 2026). Document analysis further indicates that integrating guidance and counseling services with environmental character education strengthens students' awareness, responsibility, and sustainable hygiene practices through continuous reinforcement and supportive school facilities (Documentation, 2026).

The findings indicate that guidance and counseling services at Madrasah Aliyah Nahdlatul Muslimin have evolved from a predominantly remedial function into a preventive and developmental approach that systematically promotes students' environmental care character. Rather than merely addressing disciplinary problems, school counselors now serve as value builders who cultivate ecological awareness through continuous character education. This transformation is consistent with the developmental function of guidance and counseling, which emphasizes fostering students' positive attitudes and behaviors to achieve optimal personal growth (Sutirna, 2022). Consequently, environmental responsibility is promoted not simply as compliance with school regulations but as an integral component of students' moral development. The integration of religious values further strengthens this process by presenting environmental stewardship as an expression of gratitude and responsibility toward God, enabling students to progress from understanding environmental

values to embracing and practicing them in everyday life (Majid & Andayani, 2017). In addition, collaboration among school personnel and community members establishes a supportive social system that reinforces environmental responsibility through personal guidance and constructive intervention (Surya, 2019). Students' observable behavioral improvements—including maintaining classroom cleanliness, protecting plants, and actively participating in school greening programs—demonstrate that environmental values have been successfully internalized (Mulyasa, 2018). These findings also support previous studies highlighting the effectiveness of contextual guidance and experiential environmental education in fostering sustainable ecological awareness and strengthening environmental character within school culture (Hidayat & Nurhasanah, 2024; Koesoema, 2020; Setiawan, 2023; Setyawati, 2023).

Social Guidance Services

The findings indicate that social guidance services at Madrasah Aliyah Nahdlatul Muslimin have evolved beyond their traditional role of addressing disciplinary issues to become a comprehensive strategy for fostering students' environmental care character. This transformation reflects a shift from a remedial orientation toward preventive and developmental guidance, in which school counselors serve as facilitators of students' moral, social, and environmental development rather than merely problem solvers. Such findings are consistent with the developmental and preventive functions of guidance and counseling, which emphasize promoting positive behavior before behavioral problems emerge (Sutirna, 2022). Group guidance activities have proven particularly effective in strengthening environmental awareness by encouraging social learning, peer interaction, and collective reflection on environmental responsibility.

Through collaborative discussions, students internalize environmental values and develop shared commitments to maintaining school cleanliness and sustainability, consistent with the principles of social learning and humanistic counseling (Suyadi, 2024). Furthermore, close collaboration among counselors, homeroom teachers, and student affairs personnel reinforces consistent environmental messages and contributes to a positive school culture that supports character education (Mulyasa, 2018; Surya, 2019). Responsive follow-up to reports of students' environmental misconduct also demonstrates the effective implementation of guidance and counseling functions aimed at understanding and improving student behavior (Mukhlisah, 2022). Consequently, students increasingly demonstrate environmentally responsible behaviors, including maintaining cleanliness, separating waste, and participating in greening activities. These behavioral changes reflect the successful progression from understanding environmental values to appreciating and practicing them in daily life, as described in character education theory (Majid & Andayani, 2017), while supporting previous findings on the effectiveness of contextual and collaborative guidance services in strengthening environmental character (Setiawan, 2023; Setyawati, 2023).

Career Guidance Services

The findings suggest that career guidance and counseling services at Madrasah Aliyah Nahdlatul Muslimin have expanded beyond their traditional remedial role to become a comprehensive developmental and preventive mechanism for strengthening students' environmental character. This shift reflects a transition from a problem-oriented approach to a growth-oriented model that supports students' personal, social, and moral development through

systematic guidance (Sutirna, 2022; Suyadi, 2024). Within this framework, career guidance not only prepares students for future educational and occupational opportunities but also equips them with environmental values and ethical responsibility. Collaboration between school counselors and school administrators in selecting and preparing students for external environmental projects illustrates the integration of placement and developmental functions. Such collaboration enables students to participate in environmental initiatives based on their interests, readiness, and moral commitment rather than merely fulfilling institutional requirements (Suyadi, 2024). Furthermore, the application of experiential learning encourages students to internalize environmental values through direct participation, transforming environmental knowledge into meaningful attitudes and behaviors (Majid & Andayani, 2017).

The incorporation of Islamic values reinforces this process by presenting environmental stewardship as an expression of gratitude to Allah and a fulfillment of humanity's responsibility as khalifah (stewards) on Earth (Shihab, 2011). Consequently, students demonstrate sustainable environmental behaviors, including maintaining cleanliness, separating waste, and actively participating in school greening programs. These findings indicate that environmental values have been successfully translated into habitual actions, consistent with theories emphasizing character as the embodiment of values in everyday behavior (Adhim, 2006; Mulyasa, 2018), while supporting previous studies highlighting the effectiveness of contextual and experiential guidance in promoting environmental responsibility (Setiawan, 2023; Setyawati, 2023).

Academic Guidance Services

The findings indicate that academic guidance and counseling services at Madrasah Aliyah Nahdlatul Muslimin have played a systematic and functional role in fostering students' environmental care character through the integration of classroom guidance, experiential learning, and individualized counseling interventions. These services extend beyond information delivery by facilitating the internalization of environmental values and ecological awareness across cognitive, affective, and behavioral domains. Classroom guidance and information services that emphasize the consequences of human behavior on the environment illustrate the understanding function of guidance and counseling, enabling students to develop comprehensive awareness of themselves and their surroundings (Sutirna, 2022). This process aligns with the character education framework proposed by Ryan and Bohlin, which emphasizes knowing the good, loving the good, and doing the good.

Furthermore, the application of experiential learning through environmental documentaries, case discussions, and reflective activities enhances students' emotional engagement and supports meaningful knowledge construction, consistent with constructivist learning principles and the Joyco Learning approach (Setyawati, 2023; Suyadi, 2024). Individual counseling for students who violate environmental regulations also demonstrates the corrective and developmental functions of counseling, emphasizing understanding and behavioral improvement rather than punishment (Mukhlisah, 2022). Consequently, students increasingly demonstrate environmentally responsible behaviors, including maintaining school cleanliness, separating waste, and participating in greening activities. These behavioral changes indicate that environmental values have become habitual practices, reflecting successful character internalization and supporting previous findings on the effectiveness of comprehensive guidance services in promoting environmental responsibility (Hidayat & Nurhasanah, 2024; Mulyasa, 2018; Setiawan, 2023).

Group Counseling Services

The findings indicate that the role of guidance and counseling (GC) teachers has expanded beyond its traditional remedial function of addressing disciplinary issues to encompass preventive and developmental responsibilities in fostering students' environmental care character. This transformation reflects the preventive and developmental functions of guidance and counseling, which emphasize cultivating positive behavior before behavioral problems arise (Sutirna, 2022). Through group counseling sessions, counselors employed pedagogical strategies grounded in social interaction and value reflection, encouraging students to discuss public environmental ethics and shared responsibility. Such activities simultaneously stimulate students' cognitive understanding and emotional awareness, consistent with the character education framework of knowing the good, loving the good, and doing the good (Ryan & Bohlin, as cited in Majid & Andayani, 2017).

Reflective discussions about learning in clean or polluted environments promote self-awareness and authentic character formation (Suyadi, 2024). Moreover, small-group dynamics encourage the development of positive group norms, enabling students to remind and motivate one another to maintain environmental cleanliness. This peer-based social control reflects the effectiveness of group guidance in promoting sustainable behavioral change through interaction rather than formal enforcement (Surya, 2019; Salahuddin, 2018). Consequently, environmental responsibility evolves from an individual obligation into a collective school culture characterized by habitual positive behaviors (Mulyasa, 2018). These findings support previous research demonstrating that participatory, experience-based counseling programs effectively strengthen students' environmental responsibility and ecological character (Haryanto, 2023; Setiawan, 2023; Setyawati, 2023).

Crisis Guidance Services

The findings indicate that crisis guidance and counseling services at Madrasah Aliyah Nahdlatul Muslimin have evolved beyond a disciplinary mechanism into an educational and transformative approach for developing students' environmental care character. Individual counseling provided to students who violate environmental regulations reflects the corrective and developmental functions of guidance and counseling, emphasizing behavioral improvement through self-awareness rather than punishment (Sutirna, 2022). This approach enables students to recognize the consequences of their actions and develop a stronger sense of personal responsibility toward environmental stewardship. Furthermore, the involvement of the surrounding community in reporting students' environmental misconduct demonstrates a systemic partnership between the school and society, reinforcing the preventive and maintenance functions of counseling through early intervention and collaborative character development.

The integration of Islamic values further strengthens this process by presenting environmental care as an expression of gratitude to Allah and fulfillment of humanity's responsibility as khalifah (stewards) of the Earth, thereby fostering both ecological and spiritual awareness (Mulyasa, 2018). Counselors also function as facilitators of students' personal and emotional growth by encouraging reflective dialogue that promotes intrinsic motivation for positive behavioral change (Suyadi, 2024). As a result, students exhibit significant improvements in environmental responsibility, including reduced violations of cleanliness regulations, greater participation in maintaining school

gardens, and increased respect for the natural environment. These outcomes demonstrate successful internalization of environmental values through consistent guidance, reflection, and reinforcement, supporting previous studies highlighting the effectiveness of empathetic and value-based counseling in strengthening students' environmental character (Ryan & Bohlin, as cited in Majid & Andayani, 2017; Setiawan, 2023; Setyawati, 2023; Syafaruddin & Hidayat, 2023).

Mediation Services

The findings indicate that mediation services within guidance and counseling at Madrasah Aliyah Nahdlatul Muslimin have evolved beyond a purely remedial function into a preventive, collaborative, and sustainable approach to character development. Reports from community members regarding students' environmental misconduct are systematically followed up through counseling interventions, demonstrating an open educational system that integrates school and community participation in fostering environmental responsibility. This practice reflects the understanding and preventive functions of guidance and counseling by addressing potential behavioral problems through early intervention (Surya, 2019). Rather than relying solely on disciplinary sanctions, school counselors employ personal mediation to help students understand the underlying causes of their behavior and develop greater self-awareness, consistent with the principles of humanistic counseling. Furthermore, collaboration among counselors, homeroom teachers, and student affairs staff ensures that environmental values are consistently reinforced across different educational contexts, creating a supportive school ecosystem for character development (Suyadi, 2024).

Group commitments in which students remind one another to maintain cleanliness demonstrate that environmental responsibility has progressed from an individual value to a shared social norm. This reflects the highest stage of character education—doing the good—where positive values are translated into habitual actions (Majid & Andayani, 2017). Consequently, students increasingly demonstrate responsible behaviors such as maintaining classroom cleanliness, caring for plants, and separating organic and inorganic waste. These findings support previous studies showing that collaborative, contextual, and emotionally engaging counseling programs effectively strengthen students' environmental responsibility and contribute to the development of a sustainable school culture (Hidayat & Nurhasanah, 2024; Mulyasa, 2018; Setiawan, 2023; Setyawati, 2023).

The Most Dominant Factors That Support Guidance and Counseling Services in Developing Environmentally Caring Characters of Nahdlatul Muslimin Islamic Senior High School Students are;

Teacher's exemplary behavior

Teachers' exemplary behavior is a key factor that functions as a hidden curriculum, a process of values education that occurs implicitly through attitudes, behaviors, and daily habits. When all teachers demonstrate consistency in maintaining cleanliness, caring for the environment, and behaving in an environmentally friendly manner, students indirectly imitate and internalize these values. This emphasizes that character is not taught solely verbally but is formed through direct experience and observation of figures considered authoritative.

Availability of Adequate Facilities and Infrastructure

The success of developing students' environmentally conscious character is not

solely determined by the intervention of guidance and counseling programs, but is also greatly influenced by a comprehensive, supportive educational ecosystem. The availability of infrastructure such as school gardens, segregated trash bins, sanitation facilities, and the full support of the madrasah principal are strong indicators that the learning environment has been systematically conditioned to encourage the formation of environmentally conscious behavior. From a character education perspective, this condition reflects the existence of a "hidden curriculum" that operates implicitly through the school's physical and social environment.

Cooperation and Collaboration of All Madrasah Stakeholders

The support for the go green program and the involvement of the entire school community demonstrate that the formation of environmentally conscious character has shifted from the cognitive realm to habituation. Theoretically, this aligns with Mulyasa's view, which emphasizes that character education must be embodied in school culture, not merely knowledge. When students are directly involved in environmental protection activities, such as waste management, reforestation, and school cleanliness, the internalization of values occurs through real-life experiences (experiential learning). In this context, guidance and counseling services function as facilitators that guide awareness, while school programs serve as practical vehicles for actualizing these values.

Student Solidarity and Active Participation

The cohesiveness of the entire school community, both teachers and students, demonstrates a strong collective synergy in building a culture of environmental awareness. This cohesiveness can be scientifically interpreted as a form of positive school climate, where all elements of the school share a common vision, values, and commitment to a common goal. In the context of character development, this condition becomes a very strategic foundation because character is not only formed through instruction or knowledge, but also through the process of internalizing values that occurs repeatedly in the social environment. When teachers and students work together to maintain cleanliness, care for plants, and support greening programs, a continuous process of habituation occurs, so that the values of environmental awareness are not only understood but also internalized and practiced in everyday life.

The Most Dominant Factors That Inhibit Guidance and Counseling Services in Developing Environmentally Caring Characters of Nahdlatul Muslimin Islamic Senior High School Students are;

Lack of Systematic Integration of Guidance and Counseling Programs with Environmental Issues

The findings indicate that although guidance and counseling (GC) services at Madrasah Aliyah Nahdlatul Muslimin have begun incorporating environmental values, these efforts remain implicit and lack systematic integration within a comprehensive counseling program. The inclusion of moral and religious messages emphasizing humanity's responsibility as khalifah (stewards) of the Earth reflects counselors' awareness of the ethical and spiritual dimensions of environmental education. Such practices support the understanding function of guidance and counseling by helping students recognize their relationship with the environment as a moral and religious obligation (Sutirna, 2022). However, because these initiatives are implemented only incidentally, the internalization of environmental values has not progressed to the stages of habituation and sustained behavioral reinforcement.

Comprehensive guidance and counseling theory emphasizes that effective character development requires structured planning, implementation, evaluation, and follow-up rather than sporadic interventions (Suyadi, 2024). The absence of a dedicated environmental guidance program therefore limits the preventive and developmental functions of counseling, reducing its capacity to cultivate lasting ecological awareness. Consequently, students may reach the stage of knowing the good but have limited opportunities to develop loving the good and doing the good through continuous experiential activities (Majid & Andayani, 2017). Previous studies similarly demonstrate that innovative and contextual counseling programs—such as those based on experiential learning and local wisdom—are more effective in promoting environmental responsibility and sustainable behavioral change (Hidayat & Nurhasanah, 2024; Setiawan, 2023; Setyawati, 2023). Therefore, a comprehensive, structured, and context-based guidance and counseling program is essential to transform environmental values into consistent attitudes and everyday practices.

Low Initial Awareness and Inconsistent Environmental Responsibility Among Students

The low initial awareness and inconsistent environmental responsibility demonstrated by some students indicate that environmental character values have not yet been fully internalized into enduring habits. Although many students understand the importance of environmental conservation, this knowledge has not consistently translated into positive attitudes and everyday practices. According to Ryan and Bohlin (1999), effective character education extends beyond knowing the good to loving the good and ultimately doing the good. Moreover, students' behavior is strongly influenced by their family and community environments, as explained by social learning theory (Bandura, 1977). When these external environments fail to reinforce pro-environmental values, school-based character education becomes less effective. The continued need to remind students to practice environmentally responsible behaviors also suggests that positive reinforcement has not yet resulted in stable habits, consistent with behaviorist learning theory (Skinner, 1953). Furthermore, the preventive, developmental, and maintenance functions of guidance and counseling services require strengthening to sustain positive behavioral change. These findings are consistent with previous studies showing that environmental character develops more effectively through continuous value internalization, contextual learning, and authentic experiences rather than theoretical instruction alone (Setyawati, 2023; Setiawan, 2023). Therefore, environmental character education should adopt a holistic and collaborative approach involving schools, families, communities, and comprehensive guidance and counseling services to ensure that environmental values become deeply rooted and consistently practiced.

Limited Guidance and Counseling Service Time and the Influence of the External Environment

The findings indicate that structural and cultural barriers continue to hinder the internalization of environmental care character among students. Limited classroom time allocated for guidance and counseling (GC) services restricts the effective implementation of developmental and preventive functions, reducing opportunities for value clarification, reflection, and habit formation. As a result, environmental character education often remains fragmented rather than continuous and comprehensive. Consequently, students may acquire knowledge about environmental responsibility without fully translating it into

consistent behaviors. This finding aligns with the concept of character education proposed by Ryan and Bohlin (1999), which emphasizes that character development progresses from knowing the good to loving the good and ultimately doing the good. When instructional time is insufficient, this progression is interrupted, creating a gap between understanding and practice.

Furthermore, social media and external environments constitute significant obstacles to environmental character development. Based on social learning theory, students tend to imitate behaviors frequently observed in their surroundings (Bandura, 1977). Exposure to consumer-oriented and environmentally unfriendly content on social media may weaken the pro-environmental values promoted through school counseling programs. Likewise, inconsistent support from families and communities creates value dissonance, as students encounter environmental practices that differ from those encouraged at school. From an ecological perspective, individual development is shaped by interactions among multiple environmental systems (Bronfenbrenner, 1979). Therefore, successful environmental character education requires strong collaboration among schools, families, and communities. These findings are consistent with previous studies demonstrating that continuous environmental habituation, contextual learning, and supportive environments significantly enhance students' environmental responsibility (Setyawati, 2023; Setiawan, 2023). Accordingly, strengthening GC services should involve increased instructional time, cross-sector collaboration, and experiential learning to foster sustainable environmental character.

CONCLUSION

Based on the findings of the study entitled *Guidance and Counseling Services in Developing Environmental Care Character among Students of Madrasah Aliyah Nahdlatul Muslimin in the 2025/2026 Academic Year, it can be concluded that guidance and counseling services play a significant role in fostering students' environmental care character. The implementation of these services is not only aimed at addressing students' personal issues but also at cultivating awareness, positive attitudes, and environmentally responsible behavior through a variety of well-planned and sustainable programs. These services include personal guidance, social guidance, academic guidance, career guidance, group counseling, crisis intervention, and mediation services. All of these programs are integrated with environmental values to encourage students to recognize the importance of preserving the environment as both a personal and social responsibility.

The findings indicate that the implementation of guidance and counseling services has positively contributed to the improvement of students' environmental care character. This improvement is reflected in students' increasing awareness of maintaining the cleanliness of classrooms and the school environment, taking proper care of plants without damaging them, and actively participating in school greening programs. Furthermore, students have become more accustomed to disposing of waste according to its type by using the designated organic and inorganic waste bins. Greater awareness has also been observed in maintaining public facilities, such as restrooms, handwashing stations, and the responsible use of clean water. These findings demonstrate that guidance and counseling services contribute significantly to the development of positive habits that support the establishment of an environmentally conscious school culture.

The study also identified several factors that support the successful implementation of guidance and counseling services in developing students'

environmental care character. These factors include the exemplary behavior demonstrated by teachers and all members of the school community in maintaining environmental cleanliness, the availability of adequate facilities and infrastructure, effective collaboration among all school stakeholders, and the active participation of students in various environmental programs. Strong synergy among the principal, guidance and counseling teachers, subject teachers, administrative staff, students, and parents serves as an essential foundation for creating a learning environment that continuously promotes environmental responsibility.

On the other hand, the study found several obstacles that hinder the optimal implementation of guidance and counseling services. These challenges include the lack of systematic integration between guidance and counseling programs and environmental education, the relatively low initial awareness and consistency of some students in practicing environmentally responsible behavior, limited time allocated for guidance and counseling services, and the influence of external environments that do not fully support environmentally friendly habits. Therefore, it is necessary to strengthen guidance and counseling programs through more systematic planning, enhance collaboration among schools, families, and communities, and conduct continuous evaluation to improve their effectiveness in developing students' environmental care character. Consequently, madrasahs are expected not only to improve students' academic achievement but also to produce graduates who possess strong character, social responsibility, and a commitment to environmental sustainability as an integral part of the implementation of Islamic educational values.

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