

The Efficacy of Mindfulness Counseling Management in Improving Self-Regulation: An Action Research Study in an Islamic High School

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Abstract: The main objective of this article is to explain the management of guidance and counseling using mindfulness-based techniques to help students improve self-regulation at Madrasah Aliyah Miftahul Ulum Lumajang. This type of research is guidance and counseling action research. The research subjects were the principal, guidance and counseling teachers, and students. Data collection used in-depth interviews, observation, and documentation – data analysis with the stages of data reduction, data presentation, and conclusion. Based on the study's results, it can be concluded that the management of guidance and counseling at the school helps students organize their study time by preparing daily schedules, determining task priorities, developing effective study techniques, maintaining good relationships with students, and defining and clarifying problems.

Keywords: Management, guidance and counseling, mindfulness, self-regulation.

Abstrak: Tujuan utama artikel ini adalah untuk menjelaskan manajemen bimbingan dan konseling dengan teknik penerapan mindfulness untuk membantu siswa dalam pengaturan diri di Madrasah Aliyah Miftahul Ulum Lumajang. Jenis penelitian ini adalah penelitian tindakan bimbingan dan konseling. Subyek penelitian adalah kepala sekolah, guru bimbingan konseling dan peserta didik. Pengumpulan data menggunakan wawancara mendalam, observasi dan dokumentasi. Analisis data dengan tahapan reduksi data, penyajian data dan penarikan kesimpulan. Berdasar hasil penelitian dapat disimpulkan bahwa manajemen bimbingan konseling di sekolah tersebut membantu siswa mengatur waktu belajar melalui penyusunan jadwal harian, penentuan prioritas tugas, dan pengembangan teknik studi yang efektif serta menjaga hubungan baik dengan siswa, mendefinisikan dan mengklarifikasi masalah.

Kata Kunci: Manajemen, bimbingan konseling, kesadaran penuh, diatur sendiri.

Introduction

High-quality education encompasses three main areas: administration and leadership, curriculum and instruction, and student development (counseling and guidance) (Jannah, 2024). Mindfulness counseling is a therapeutic approach that trains individuals to be fully present and aware, and to accept current emotions and thoughts without judgment. This technique is effective in reducing stress, anxiety, and

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aggressive behavior, and in improving emotional regulation, concentration, and resilience. This counseling is often applied in individual and group sessions, including in educational contexts. (Ummah et al., 2025).

Guidance and counseling teachers (BKs) have crucial roles, including guiding and motivating students to achieve their developmental goals and addressing personal challenges. Some persistent problems in education include undisciplined behavior, such as students skipping lessons, being absent, refusing to complete assignments, and losing concentration during lessons (Oteng, 2020). Findings from (Florensa & Hidayah, 2023) show that many students bring cell phones to school (66.9%), forge permission slips (50.1%), arrive late (45.5%), and commit fraud (34.1%).

One educational institution that excels in the guidance and counseling process is Madrasah Aliyah Al-Mujtama Lumajang. The BK teachers at this school have a superior program that helps students achieve a state of mindfulness at every stage of their learning and at every grade level. Students at school, based on observations, focus not only on academic achievement but also on developing self-awareness, mental well-being, and social skills, fostering social and psychological balance. Islamic counseling techniques, including a self-regulated learning approach, emphasize full awareness of each learning experience (Canu & Sitinjak, 2023).

Quranic counseling using self-regulated learning techniques at Madrasah Aliyah Miftahul Ulum Lumajang helps guide students toward independent learning by organizing their study schedules, setting learning targets, and seeking the information needed for independent learning, all based on the values of the Quran and Hadith. With self-regulated learning techniques, students can self-regulate during the teaching and learning process, thereby addressing academic fatigue, such as emotional exhaustion, cynicism, and academic performance (Astuti, 2021).

Therefore, this technique can be further analyzed by utilizing Quranic counseling services to construct mentalities and promote psychological changes in the independent learning process, thereby developing aspects of student mindfulness in line with Islamic character (Amalina & Isnia, 2023). Student mindfulness, defined as a form of full awareness of the present moment, has been widely used in various fields, including education, to help individuals manage emotions, improve concentration, and develop mental balance. In the context of educational guidance and counseling,

mindfulness can be an effective tool for helping students better understand religious values and integrate them into their daily lives (Elamrousy, 2022).

According to (Pravesti et al., 2020) research, the self-regulation process consists of three cyclical phases: forethought (planning), performance or volitional control (implementation), and self-reflection (evaluation). According to Smith, mindfulness has five aspects: observing, describing, acting with awareness, non-judging of inner experience, and non-reactivity to inner experience (Bancin, 2019).

Several studies have shown that mindful learning has a positive impact. Research conducted by (Munawar, 2023) found that mindful learning is efficacious in improving self-regulated learning among high school students. Furthermore, research by (Novalia et al., 2023) showed that mindful learning can be effectively implemented in the learning process for elementary school students, especially in schools with active teachers. Furthermore, research by (Rahimsyah, 2022) showed that mindful learning can effectively improve students' mental well-being, academic achievement, and social skills.

Based on the problem description and previous research, this study addresses a gap in the literature. It adds to its novelty by exploring how mindfulness can reduce negative behavior and moral decline by fostering greater self-awareness. If implemented effectively, this approach not only provides individual benefits for students but also creates a more harmonious, religious, and dignified educational environment.

Research Method

This research uses a qualitative case study approach. This approach focuses on one or more cases of guidance and counseling management within an individual, group, organization, or school program, using multiple data sources (Creswell, 2023). The research period will be from November 2024 to January 2025.

The researcher collected data by interviewing students about their perspectives and opinions. During the observation, the researcher went directly to the field to observe schoolchildren's activities and behavior (Rustamana, 2021). Relevant documents were collected from various sources, including offices, books, laws, and parties that provided information on the subject and the researcher's objectives (Ernest

& Fonkem, 2023). Next, action was taken by implementing reality group counseling services. The research setting was Madrasah Aliyah Miftahul Ulum Lumajang. The research subjects were the principal, the guidance and counseling teacher, and six 10th-grade Language students.

The analysis began with data reduction, which was carried out continuously throughout the research process. The researcher conducted a data presentation stage based on information obtained from interviews and documentation with the research subjects (Brailas & Tragou, 2023). The research results were organized neatly and systematically. In the final stage, the researcher concluded the data analysis to answer the research questions formulated at the outset.

The analysis and interpretation of the research results were validated using triangulation of data sources and data collection techniques (Williams, 2022). The validation technique used in the study was through source triangulation and technique triangulation, as explained in the analysis technique above. In implementing the source triangulation technique, researchers assessed data accuracy across multiple sources (Clarke, 2024).

Result and Discussion

Guidance and Counseling Management Using Mind Fullness Techniques for Students at Miftahul Ulum Lumajang Islamic Senior High School

The focus of developing management guidance and counseling services at Miftahul Ulum Lumajang is on the issues students experience. Understanding student needs can be achieved through the assessment and analysis of client development, using several techniques. As stated by Mr. Fauzi, the school principal, who stated:

"The technique used in the school's guidance and counseling service is a questionnaire distributed to 10th-grade students at the beginning of the semester. This questionnaire contains information about students' needs to support their developmental tasks at school. This allows us, as guidance and counseling teachers, to understand students' needs and provide resources for our classroom teaching." (Interview with Mr. Fauzi, December 2024)

This statement was further clarified by the counseling services teacher, Mr. Zainuddin, who stated:

"We always monitor the overall student development using the questionnaire, although there is still a significant shortage of guidance counselors at this school. Therefore, the guidance counselors are divided into three groups, each with their own specific topics. For example, in Grade 10, they focus on careers, in Grade 11, on learning, and in Grade 12, on personal development." (Interview with Mr. Zainuddin, December 2024)

Counseling services at MA Miftahul Ulum Lumajang are tailored to students' needs and have become an annual program. Aspects of responsive service include personal development, a topic of study in grade 10. As stated by Mr. Danang, the grade 10 guidance teacher, he stated:

"The personal development is implemented in grade 10 because they are still young students, and guidance is needed to first understand themselves and is guided by the results of this semester's assessment. The focus of this service includes strengthening faith and devotion to Allah SWT, emotional maturity, skill development, and self-acceptance through strengthening understanding based on the Quran and the interpretations of scholars." (Interview, Mr. Danang, December 2024)

As stated by Mr. Zainuddin, the grade 10 guidance teacher,

"According to the distributed questionnaire and statements from several subject teachers, learning-related issues in grade 10 still need attention. In grade 10, misbehaving students are starting to become apparent, and this is affecting their peers." (Interview, Mr. Zainuddin, December 2024)

In addition to developing personal independence, the counseling program focuses on learning, helping students identify weak study habits, a lack of understanding of efficient learning methods, a lack of understanding of how to overcome learning difficulties, a lack of understanding of how to manage study time, and a dislike of specific subjects.

Meanwhile, career services are provided in grade 12 using a career theme. According to the grade 12 guidance counselor, career guidance is needed. Career issues include: not knowing how to choose a school that aligns with skills and interests; a lack of motivation to pursue higher education; uncertainty about choosing a college; and concerns about whether to continue working or attending college after graduation. As explained by Mr. Danang, the grade 12 guidance teacher, he stated:

"In grade 12, I chose the career theme because I saw the needs of students who were about to continue to higher education. Students were still confused about whether to enter college and what their future would be like." (Interview: Mr. Danang, December 2024)

The counseling's problem-solving focus was emphasized, along with comprehensive discussions of issues important to students. Based on an interview with Mr. Zainuddin, the grade 11 guidance and counseling teacher, he stated,

"The individual services at Madrasah Aliyah Miftahul Ulum are still running well, even though they still use a student recall system. Students who are recalled for individual services meet the following criteria: frequently truant, frequently fail to complete assignments, which the subject teacher reports to the guidance and counseling teacher for immediate follow-up, and sleeping in class during class." (Interview: Mr. Zainuddin, December 2024)

As expressed by a student with the initials FH, who has received individual counseling services,:

"Yes, that's right. I was once called to the guidance counseling room. There, Mr. Zainuddin asked me why I often skipped class and asked me many other questions. He introduced me to individual counseling, and the guidance counselor offered me individual counseling, which I said yes." (Interview, Law student, January 2025)

In this service, the counselor provides a comfortable space and atmosphere for clients to open up about the issues they are experiencing. The Law student explained in more detail:

"At that time, I was given time to explain everything about why I often skipped class, was late to class, and never followed the lessons properly. I answered everything, and Mr. Zainuddin advised me not to repeat my bad behavior and told me to change it for my own good." (Interview: Law student, January 2025)

While participating in private counseling services, a Law student also revealed:

"After I joined the service, ma'am, my problem was resolved. The solution was that I had to reduce my social time, start attending school regularly, study seriously, and read books diligently." (Interview: Law student, January 2025)

A form of service provided by a counselor to several individuals in a small group (3-5 students) who share the same problem. The goal of group counseling is to foster a more open and honest atmosphere among participants.

Based on the guidance counselor's description of using self-regulated learning techniques, it can be synthesized into three stages. The first begins when the student meets with the guidance counselor and continues until the student and the guidance counselor identify the problem. Important points to consider include: building a good relationship with the student, defining and clarifying the problem, negotiating a contract, and negotiating an agreement with the student and the guidance counselor.

The second stage examines the student's problem in greater depth. The purpose of problem exploration is to provide students with fresh perspectives and solutions to their problems. Together with the students, the guidance counselor conducts a reassessment of the students' problems.

In the third and final step, the guidance counselor and students review the counseling process, develop an action plan based on the understanding gained in the previous counseling session, and assess the effectiveness of the process and the results achieved.

As described above, individual counseling services use three stages: the initial, core, and final stages. While the implementation of individual counseling has been successful and can help address students' problems, the guidance counselor still faces obstacles: students must still be called in for counseling.

Discussion

An indicator of the success of internalizing Quranic values in counseling is the extent to which the client achieves holistic development and returns to their natural state as a human being by referring to the Quran's fundamental values (Zarkasyi, 2023).

For example, the individual counseling service at Madrasah Aliyah Miftahul Ulum Lumajang is well implemented and is frequently used at the school to address student issues. For example, in the case of FH, who received individual counseling for his laziness in studying, the client felt inner peace and peace, realizing that both parents had sent him to school.

Another indicator of Quranic counseling is concrete improvements in the client's behavior, in accordance with Islamic ethical and moral guidelines. Counselors begin to internalize and practice noble qualities such as discipline, gratitude, honesty, forgiveness, and consistency in learning (Albayrak, 2022).

Counseling services at Madrasah Aliyah Miftahul Ulum Lumajang are comprehensive, encompassing in-depth discussions of important aspects of the client's life, broadly addressing the client's specific concerns, and providing solutions to their problems.

During counseling, students are encouraged to identify the sources of their problems, such as managing study hours, school goals, friendships, assignments, and exam anxiety. Furthermore, students are trained in mindfulness techniques, such as focusing on breathing and awareness of their thoughts and emotions, to help them respond to stress in a calmer, more rational manner.

This process encourages students to recognize their thought patterns and emotional reactions better and replace them with more adaptive responses, thereby gradually improving self-regulation for learning and career development (Amalina & Isnia, 2023). Empirically, mindfulness is effective in reducing negative emotions and strengthening emotional regulation skills. The mindfulness-based counseling technique developed by counselors at Madrasah Aliyah Miftahul Ulum Lumajang aims to foster an open attitude and full awareness in accepting the current situation, without giving rise to adverse reactions to the situation experienced by the individual.

In line with this, (Novalia et al., 2023) stated that mindfulness can increase emotional awareness and improve a person's ability to regulate their emotions. Jones added that self-awareness is key to learning to manage emotions and avoid negative thoughts and responses.

Therefore, in counseling practice, mindfulness techniques should focus on reassessing the emotions they experience, given that many individuals tend to react to their emotions through unpleasant behaviors without considering the long-term impact of these emotional outbursts (Munawar, 2023).

Overall, research findings indicate that applying mindfulness in guidance and counseling is not only beneficial for addressing negative emotions but also serves as an effective strategy for improving self-control and self-management. With increased self-

control and management, individuals can respond to challenges more calmly, thereby reducing stress and improving psychological well-being (Elamrousy, 2022).

In addition to strengthening emotional regulation skills, mindfulness, particularly through deep breathing exercises, has been shown to increase an individual's mental resilience. This mindfulness practice is not limited to students but is also relevant for adults.

Research by (Rahimsyah, 2022) which examined the "effects of a brief mindfulness intervention on emotion regulation and awareness levels in college students," found that this approach offers numerous benefits, including helping students understand and manage their emotions and increasing awareness of their personal experiences.

The ability to regulate emotions plays a crucial role in a person's life, shaping social relationships and interactions with the surrounding environment. Poor emotional regulation should not be ignored and needs to be addressed immediately (Astuti, 2021). Developing emotional regulation can be achieved through various approaches, and an active role is needed not only from counselors but also from parents, peers, and other subject teachers who support students' emotional development at the high school level.

Conclusion

Based on the research findings, it can be concluded that the effective, structured, and planned guidance and counseling (BK) conducted by teachers at Madrasah Aliyah Miftahul Ulum Lumajang helps students manage themselves by developing independence, motivation to learn, and behavioral control. Research findings indicate that guidance and counseling management is carried out with effective planning, organization, and supervision. BK teachers facilitate self-management techniques that improve students' discipline and academic and non-academic potential by building mindfulness skills.

The first stage begins when the student meets with the guidance counselor and continues until the student and guidance counselor identify the problem. Important considerations include building a good relationship with the student, defining and clarifying the problem, negotiating a contract, and reaching an agreement with the student and the guidance counselor.

The second stage examines the student's problem in greater depth. The goal of this problem exploration is to provide the student with a fresh perspective and solutions to their problems. The guidance counselor conducts a reassessment of the student's problem with the student. In the third and final stage, the guidance counselor and the student evaluate the counseling process, develop an action plan based on the understanding gained in the previous counseling session, and assess the effectiveness of the process and the results achieved.

The research findings indicate that mindfulness in guidance and counseling is not only beneficial for addressing negative emotions but also an effective strategy for improving self-control and self-management. With increased self-control and management, individuals can respond to challenges more calmly, thereby suppressing stress and increasing mindfulness.

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