

## PHILOSOPHY OF SCIENCE GUIDANCE AND COUNSELING IN INDONESIA, AND ITS IMPLEMENTATION IN PESANTREN ENVIRONMENT

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**Keywords:**

*Philosophy,  
Guidance and Counseling,  
Islamic Guidance and  
Counseling,  
Implementation in  
Pesantren Environment*

**Abstract:**

*Philosophy of science is a branch of science encompassing everything from theories, and philosophical affirmations derived from philosophy itself. Emerging disciplines in Indonesia such as guidance and counseling have an established philosophical foundation of science. The trend regarding Islamic counseling guidance in recent decades confirms the importance of the underlying philosophy of science. Islamic guidance and counseling developed with the scientific formulation of BKI including (a) the discovery of the concept and basis of BK that breathes Islam, (b) the discovery of Islamic breathing techniques, and (c) the creation of Indonesian people who are independent in their existence as khalifatullah on Indonesian earth. Meanwhile. The development of education in Indonesia. Islamic Counseling Guidance activities began to be implemented in Islamic boarding schools, due to the need for continuous development to answer existing problems*

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**Recived:** 2024,10, 25; **Revised:** 2024,10, 30; **Accepted:** 2024,11,10

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## INTRODUCTION

The first foundation of guidance and counseling is philosophy. In other words, the field of guidance and counseling is essentially derived from philosophy. Guidance and counseling is a

branch of the philosophy of human science, which deals with the condition of the human soul, behavior, and mind, and is a practical discipline. Guidance and counseling has evolved into a scientific discipline that has methods as well as quantitative, qualitative and developmental. Of course, this is inseparable from the three philosophical disciplines, namely ontology, epistemology, and axiology.

Guidance and counseling is an independent field rooted in religion and philosophy (Habsy, 2017). The field of guidance and counseling evolved from the philosophy of guidance and counseling and is supported by education, psychology, sociology, anthropology, and culture. The introduction to the explanation confirms that this paper examines the philosophy of Indonesian guidance and counseling.

One of the philosophies that has a strategic position in the development of the paradigm of science in Indonesia is the philosophy of science. In Indonesia, philosophy of science is not only a paradigm but also a way of life (Tarigan et al., 2022). In investigation, philosophy of science can be used as an excuse for individuals who want to record what they want to know. This makes it the first step in the process of increasing knowledge. Secondly, philosophy is often understood as a field of study in which all knowledge has been objectively substantiated, this makes it a subject of study in itself. In other words, people who study the philosophy of science gain not only an understanding of what science is, but also of how science itself works.

Philosophy of Science is defined as a theory about the foundations of philosophy, which includes everything from philosophical theories and affirmations derived from philosophy itself to materials and basic materials. As explained by Hanurawan & Suhariadi (2022), philosophy of science as a branch of philosophy, especially epistemology, which studies the nature of science. As a result, the problems that arise in the field of philosophy of science are classical, modern, and specific to the context. Science problems and contemporary science problems address issues such as how science was obtained, problems of human existence today, and other issues related to the development of science. Given the evolving and dynamic discipline of Indonesia, the principles and orientations of Indonesian philosophy of science still need to be analyzed and interpreted.

Taking into account the condition of the object and subject of science, philosophy of science offers many different mindsets. In addition, philosophy of science provides a framework or overview of each science, as well as offering a basis for various other disciplines. Not only does philosophy provide perspective on what is really happening in science, but it also provides an explanation of the philosophical basis underlying this theory. Insight into the philosophy of science becomes a foundation that can be used by counselors, the ability to see the human situation through the perspective of critical thinking is very important to have (Nurhafiza et al., 2023). The need for a philosophy of guidance and counseling stems from the various interpretations that can be found in philosophy related to human nature, which can be used to better understand situations involving humans and their behavior and roles in living their lives. Then there is the guidance and counseling process, some experts or counselors provide counseling services and processes to someone who is experiencing problems in his life that prevent him from developing optimally, and others provide counseling services and processes to someone who is experiencing these problems (Sari, 2021).

Many pesantren began to use Guidance Counseling activities in Pesantren. Of course, this requires special policies by Pesantren caregivers. Several research results show that the implementation of counseling activities in Islamic boarding schools uses the Qur'an, Sunnah, and

Islamic figures (Marliani and Subasman, 2023) which is none other than Islamic Guidance and Counseling itself.

In addition, the results of the researcher's observation, counseling in Islamic boarding schools that have formal schools, is carried out by referral to BK teachers in schools. This is because, in Pesantren there is no counselor who stays in Pesantren. Several other pesantren have begun to implement Islamic Guidance and Counseling activities directly at pesantren hours, called BK Pesantren, although the scientific basis is still from various families.

## RESULTS AND DISCUSSION

### *Philosophy of Science Guidance and Counseling*

The philosophy of the science of Guidance and Counseling cannot be separated from the history of the development of guidance and counseling itself in America. The history of guidance and counseling in America dates back to the first two decades of the 1900s, namely 1) the era of Frank Parsons (American educator and reformer) who emphasized the importance of scientific solutions, looking carefully at the talents, abilities, ambitions, resources, and limitations of each person; 2) Jessie B. Davis who initiated a systematic school-wide guidance plan (Gysbers & Henderson, 2006). Its goal is a philosophy of social efficiency, which aims to help the economy, and emphasizes changing conditions for the industrial situation.

Continuing in the 1920s and 1930s, it began to pay attention to personal, educational, and individual aspects that could be measured statistically, and began to reduce its focus on social, industrial, and national aspects. In this period, the dominance of counseling began to strengthen along with the development of counseling and psychotherapy Carl Rogers. This shift is influenced by personal, diagnostic, and clinical orientations. That period was strengthened by the Vocational Education Act of 1946 and the National Defense Education Act of 1958. This period strengthened the growth of guidance and counseling in America. Furthermore, it emphasizes five important issues in counselor training namely on determinism, mental health, individual responsibility, basic science and supervised practice, teaching and counseling and the role of counselors in schools.

Challenges and changes in the field of guidance and counseling in the 1960s, namely in student services became dominant. In this period began to come the idea of reorienting guidance and counseling from additional positions to a comprehensive development that was realized in the 1970s. The period of the 1980s and 1990s continued to see the acceptance of comprehensive programs in America. This movement was supported by the *Association of American School Counselors* (ASCA), and the publication of relevant books such as *Improving Guidance Programs* (1981) written by Gysbers and Moore. Until finally moving towards implementation guidelines and counseling programs in the 21st century.

Looking at the brief history of the development of guidance and counseling in America, guidance and counseling is a science that cannot be separated from philosophy. Hence, the birth of Philosophy of Science Guidance and Counseling Powered by educational sciences, psychology, sociology, anthropology, culture which integrates and mutually reinforces philosophy and basic disciplines, and makes the foundation of the discipline of guidance and counseling (Habsy, 2017). The development of guidance and counseling is inseparable from the support of science and technology, socio-culture, and the entry of religious values that affect the provision of guidance and counseling services.

To build guidance and counseling as a building of knowledge, embodying theoretical and practical aspects in the field of guidance and counseling, the philosophy of guidance and counseling science can be described as follows:

1. Ontology is the study of guidance and counseling. Guidance and counseling is a systematic and directed process on the development of students. The field of work is on personal, social, learning and career, where each individual is unique and the services provided are in accordance with the assessment obtained from the individual.
2. Epistemology is the study of knowledge and methods of acquiring knowledge in guidance and counseling. To seek the truth about knowledge and justification, guidance and counseling can be revealed by quantitative, qualitative and development research methods.
3. Axiology is the science of guidance and counseling related to values divided into ethics, morals (good/bad), aesthetics or beauty, and the art of providing guidance and counseling services.

If previously a review of a brief history of guidance and counseling in America, then it is certainly different from the development of counseling in Indonesia. Throughout its history, Guidance and counseling in Indonesia involved all the time from colonial to modern times. Additional details about the development of BK in Indonesia are briefly described as follows: Colonial Period (Early 20th Century): Education became one of the ways for the Dutch colonial government to support their policies in the early 20th century. Independence Era (1945): When Indonesia gained its independence in 1945, education was very important. At this point, the importance of BK as a supporter of the development of students personally and professionally began to be recognized.

Cabinet Decree (1952): The Government of Indonesia issued a Cabinet Decree on the Guidance and Training of Education Personnel in 1952. The legal basis provided by this decree allows the development of BK as an important component of national education. New Order era (1960s to 1990s): Suharto's New Order government expanded BK programs at all levels of education. Formal Counselor Education (1980s): Some universities began offering formal education programs for prospective counselors in the 1980s. This marks an important step towards recognition of the counselor profession as an organized occupation.

Regulation of the Minister of Education and Culture (Permendikbud) No. 111 of 2014: Permendikbud No. 111 of 2014 was issued by the Indonesian government in 2014. This regulation provides a clearer and more detailed framework to regulate the implementation of BK in schools. new education policies covering BK aspects, such as the 2013 Curriculum and the Merdeka Belajar program, due to the use of ICT, including the use of *online platforms* to provide BK services. This shows the changing demands of education and methods in Indonesia (Permendikbud, 2014).

Permendikbud Number 111 of 2014, Regulation of the Minister of Education and Culture concerning Guidance and Counseling in Primary and Secondary Education, establishes a comprehensive guidance and counselor program model by considering four program components, namely: basic services (*curriculum guidance*), specialization services and individual planning, responsive services, and system support.

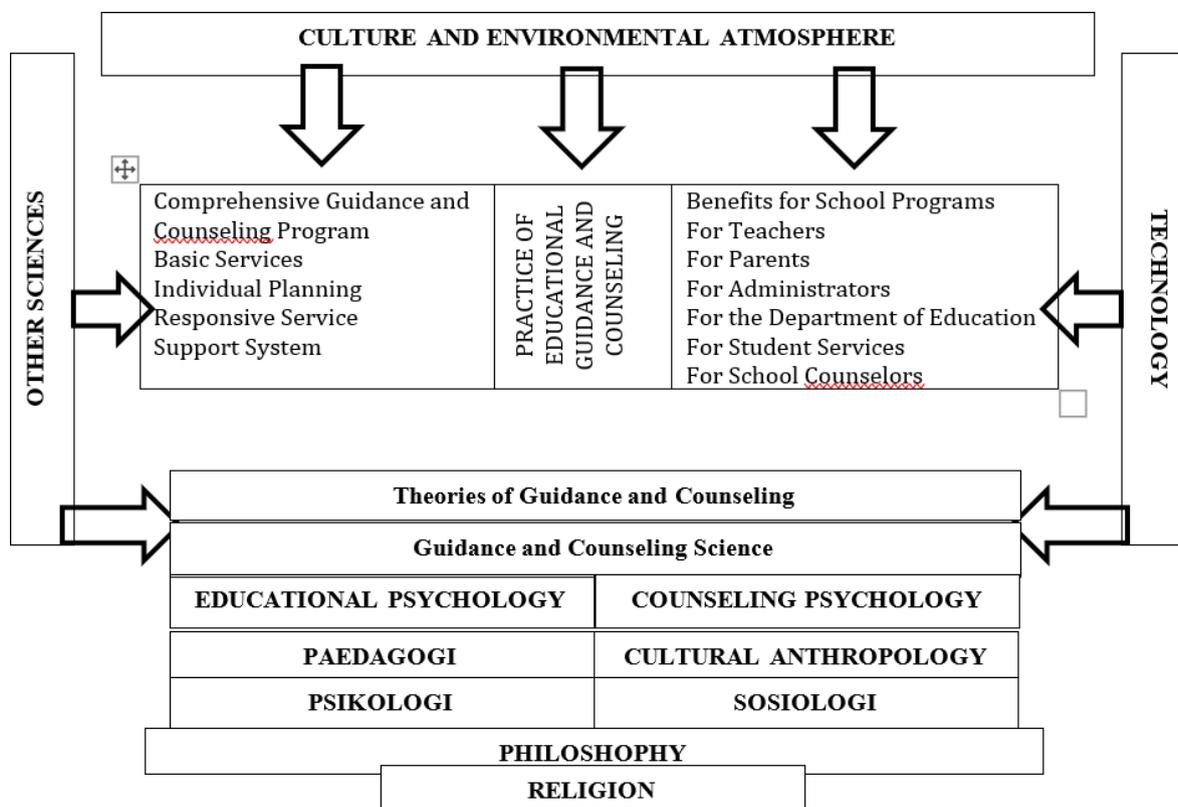
### ***Philosophy of Science Guidance and Counseling in Indonesia***

According to Gibson, R.L. & Mitchel (2011) guidance and counseling are interrelated with other disciplines that are the cornerstone, including sociology, anthropology, educational psychology, social psychology, ecological psychology, developmental psychology. This means that

psychological science has a central role in the development of guidance and counseling science such as in 1) personal fields including test and non-test assessments, intrapersonal and interpersonal communication theory, motivation theory; 2) social fields including prosocial theory, social psychological theory; Fields of learning include *operant conditioning* learning theory, principles of self-management, systematic desensitization, relaxation techniques, and modeling (G. Corey, 2017); 3) learning fields such as the preparation of guidance and counseling programs in schools, learning theory, growth and development theory; 4) career fields including career development theory and career decision making theory. And of course there are other theories.

The contribution of philosophy to the development and thinking of Indonesian guidance and counseling is the basis for measurement in selecting elements from basic social sciences such as sociology, cultural anthropology, psychology, social psychology in order to achieve the solution of guidance and counseling problems. Adapting from the tubung trunk that has been developed by Habsy (2017), visualized the body trunk of Indonesian guidance and counseling as follows:

Figure 1. Adaptation of the body trunk of guidance and counseling in Indonesia



Seeing the adaptation of the Indonesian guidance and counseling body trunk explained by Habsy (2017), and the scientific development of Guidance and Counseling (BK) in Indonesia. Then, the birth of the *Indonesian Guidance and Counseling Association (ABKIN)* as a forum for professional organizations in Indonesia consisting of guidance and counseling teachers or counselors who have been established earlier and established. Then with the development of Islamic Counseling Guidance which transformed into Islamic Counseling Guidance (BKI), the Islamic Guidance and Counseling Association (ABKI) was born. ABKI which has now changed its name to *the Association of Islamic Guidance and Counseling Experts (PABKI)* as an organizational forum for observers, the academic community (students & lecturers), and practitioners (Islamic Advisors, Counselors and Counselors), from the fields of

science of BPI and BKI throughout Indonesia based on the Deed of the Ministry of Law and Human Rights with Number AHU-0011562. AH.01.07.Tahun 2017 dated August 30, 2017.

BKI's scientific formulation includes (a) the discovery of the concept and basis of BK that breathes Islam, (b) the discovery of Islamic breathing techniques, and (c) the creation of Indonesian people who are independent in their existence as *khalifatullah* on Indonesian earth. The basic principles of Islamic guidance and counseling are as follows: (a) objectives: Islamic BK is aimed at individuals to achieve happiness in the world and hereafter in line with Islamic teachings; (b) Islamic BK is performed by and for man in accordance with the Islamic view of human nature; and (c) content: BK Islami is based on Islamic teachings, the content (material) of BK Islami is Islamic teachings about human nature.

The Islamic view of human nature should be the main basis of the Islamic BK. Man is seen as a creature of God who has the characteristics of (a) consisting of physical and spiritual elements, (b) man has spiritual abilities in the form of creation (reason), taste (affective), karsa (lust / will), (c) man as an individual, social, cultural, and religious being, (d) there is a wholeness and balance of development of elements (physical-spiritual, creation-rasa-karsa, worldly-ukhrawi) in humans, (e) the nature of human existence (existence); man is equipped with certain potentials and tendencies, superior, develops towards goodness and towards unkindness, unique, but his abilities are limited, there is freedom in man to choose but there is his responsibility before God, (f) man is an active and creative being.

### ***The Urgency of Pesantren Counselors in Pesantren***

Pesantren, which is an institution *indigenous* in Indonesia requires attention like existing schools. Especially in the self-development of the students. Pesantren as a character development institution, it is inappropriate to produce graduates who are not qualified. With many changes in the lifestyle patterns of generations, and now, the increasing number of cases in Pesantren makes the existence of BK Pesantren / Pesantren Counselor very much needed.

As a result of the researcher's observation, there is some urgency why alumni of Islamic Guidance and Counseling in Pesantren are needed:

1. There is a lot of *space* in Pesantren, so the potential for problems is even greater. It can be in mosques, fields, rooms, dormitories, food courts, and other places.
2. For pesantren that have formal schools, of course, the comparison of time between school and pesantren, of course, time in pesantren is spent more by students. So that the potential for problems in pesantren is greater.
3. BK Pesantren as a mediator and mouthpiece between students and pesantren administrators who are experiencing problems.
4. BK Pesantren as a mediator between guardians and pesantren administrators, as well as mediation between guardians and the Head of Pesantren and Pesantren caregivers, especially related to existing problems.
5. BK Pesantren as a place to discuss and share insights related to management in pesantren. One of them is directing, supervising, controlling directly every day and at all times the duties of Islamic boarding school administrators.
6. The existence of BK Pesantren as a mouthpiece between pesantren and schools so as to unite perspectives in handling.

7. The existence of BK Pesantren is needed to escort students in further studies from junior high school to high school / K at Bayt Al Hikmah Islamic Boarding School
8. The existence of BK pesantren is needed to assist students in adapting resilience in pesantren. Among them, related to students who have not been *at home* in pesantren
9. The existence of BK Pesantren is needed in serving group counseling in the room.
10. Collaboration between BK Pesantren and BK Sekolah for the self-development of students who will prepare to do further studies to higher education
11. Differences in the flow of handling students in Islamic boarding schools and schools  
School : Students → Homeroom → BK Sekolah  
Boarding : Students → Pesantren Manager → BK Pesantren

## CONCLUSION

Philosophy is a discipline that studies the objects of humanity comprehensively, summarized, speculatively, rationally, and deeply to the root (*radix*), so that the essential core of the object studied is obtained. Philosophy is very important for human thinking activities that can have an impact on the actions carried out by humans. If one studies philosophy, it is hoped that in that person will grow a tradition of thinking that is critical, speculative, rational, and deep. With this understanding has legitimized the importance of ilme philosophy as a field of science that is the basis of the science of guidance and counseling.

Over time based on the way of thinking philosophy, the science of guidance and counseling is growing according to the needs of the times and the beginning of scientific integration with the values of *da'wah* (Islam) as a brief explanation that exists so that Islamic counseling guidance (BKI) was born to answer social-religious problems whose regional settings are not only in the educational environment. Seeing this condition, Islamic counseling guidance (BKI) moves in the areas of Islamic Religious BK, Hajj and Umrah BK, Islamic Spiritual BK, Islamic Mental BK, Madrasah BK, Islamic Premarital BK, Career and Industry BK, Islamic Family BK, Islamic Early Childhood BK, Islamic Special Needs BK, Islamic Elderly BK, Islamic Ecology BK, Islamic Multicultural BK, Islamic Sufistic BK, Islamic Post-disaster BK, Islamic Religious Counseling, Islamic Motivators, Islamic Psychotherapy, Islamic Anti-Drug Counseling, Islamic Family Planning BK.

Pesantren that have implemented the existence of BK Pesantren, many of them graduate from various study programs which in fact need time to understand the principles of counseling.

There are many study programs in the Islamic Guidance and Counseling environment. Of course, competent alumni will be born. Graduates need to be spread among pesantren to become BK Pesantren. The oldest educational institution in Indonesia requires a lot of competent human resources from graduates of Islamic Counseling Guidance.

## ACKNOWLEDGMENT

The first author was a doctoral candidate, Wikan Galuh Widyarto (WGW), who discussed with four other authors named by name. WGW compiled and designed this paper, with support from other authors (FH, AA, MS and MF). Material preparation, data collection, transcribing and analysis were conducted by WGW and discussed with other authors. All authors read and approve the final manuscript.

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