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PARENTING PROGRAM MANAGEMENT AS MEDIA LIVING QUR'AN IN GROUP COUNSELING SERVICES AT RAUDHATUL ATHFAL

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Abstract

The purpose of this research is to describe and analyse parenting program management as a medium for practicing living the Qur'an in group counselling services at RA Nurul Dziki Ngeplak Sleman Yogyakarta. This research is qualitative. Data were collected by interview, observation, and documentation. The data was then analysed using the Miles and Huberman mode data analysis technique which consisted of three stages, namely data reduction, data display, and verification. The results of the study show that the parenting program as a living Qur'an medium in group counselling services is carried out through four management activities, namely planning, organizing, implementing, and assessing. In planning, a parent and teacher agenda book is prepared as a guideline for implementing parenting activities. In organizing, socializing the schedule of parenting activities to parents was carried out and coordination was carried out between school leaders and teachers, and administrators of parent and teacher organizations to prepare various things needed in the implementation of parenting programs. During the implementation, the provision of group counselling services was carried out in an integrated manner in the Qur'an-based parenting program. This makes the material for group counselling services delivered based on the Qur'an and produces a living Qur'an not only in the school environment but also in the family environment. The result is that parents get mental well-being, recover from stress, and have the capital to shape children's character in a family environment based on the Qur'an, the 9 pillars of character, and the concept of character. Then in the parental assessment assess the child's character by using the child's character assessment instrument that has been prepared by the school.

Keywords: *character, group counselling, parents, parenting, Qur'an*

Introduction

The challenges in educating children in the digital era are increasingly complex. Children's lives are faced with various negative effects from the use of internet technology in their daily lives (Huda et al., 2023). Fighting scenes in online games have made children commit acts of bullying at school. Porn action scenes on social networks have also made children dare to commit immoral acts. There are also quite a few children who have experienced nomophobia and phubbing syndromes which make them behave anti-socially. Anti-social behaviour carried out by students at every level of education has shown a problem of moral decadence (Rifani et al., 2021). The problem of moral

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decadence today is so easy to find in the younger generation that it has made them lose their identity (Erfantinni et al., 2019). The problem of moral decadence is increasingly worrying when it occurs at the early childhood education level. This situation makes parents worry and try to take preventive measures by sending their children to religious-based early childhood education institutions, one of which is Raudhatul Athfal (RA).

Raudhatul Athfal with his religious curriculum is expected to shape the character of early childhood into individuals who are emotionally intelligent and spiritually intelligent. However, this idealistic side has not been fully achieved. Early childhood only learns at Raudhatul Athfal for 3 to 4 hours the remaining 20 to 21 hours the child is in the family environment. This mechanical effort to form early childhood character is more dominantly carried out by parents in the family environment. But unfortunately, the facts show that parents have completely handed over the affairs of their children's education to teachers at school. It happened for no reason. This happens because parents are too busy working, Parents have limited methods of educating children, and parents are less concerned about their children's education. Whereas in Islam, parents have an absolute obligation in educating their children. So are their children. In Islam, children have the right to receive full education from their parents (Santoso, 2017).

These three causes of the problem should not be left alone. The organizers of early childhood education services in Raudhatul Athfal must be able to handle it. One of the efforts that have been made to overcome these three problems is to organize a parenting program as a medium for providing group counseling services for parents and as a medium for transforming Islamic teachings related to children's education methods and materials contained in the Qur'an. From a managerial standpoint, Raudhatul Athfal (RA) Nurul Dzikri Ngemplak Sleman Yogyakarta has made these efforts well. This motivated the author to conduct research that examines parenting program management as a living Qur'an media for Qur'an-based group counselling services at RA Nurul Dzikri Ngemplak Sleman Yogyakarta.

The Qur'an is the holy book of Muslims in which there are various guidelines for living life in various fields, including in the field of education (Wahyudi, 2012). This makes the Qur'an not only used as the basis for the implementation of Islamic education but also used as material in Islamic education (Kholis et al., 2022). Islamic educational materials in the Qur'an contain not only study material that must be studied by a Muslim but also study material that must be given by parents to their children from an early age. The practice or actualization of Islamic educational materials contained in the Qur'an will make the Qur'an live in the lives of parents and their children.

Aside from being a study material in the practice of Islamic education, in the Qur'an, various lessons can be used as material in providing group counselling services for parents. This makes group counselling services provided by teachers to parents able to produce alternative solutions to problems in forming children's character in an Islamic way.

At RA Nurul Dzikri Ngemplak Sleman Yogyakarta, a parenting program was implemented in which parents studied verses of the Koran facilitated by a teacher. The results of the study are used as material to shape the character of the child. The formation of character in children will be very appropriate if it is based on the Qur'an. In addition, the results of the study of verses in the Qur'an are used to respond to problems experienced by parents in educating their children. These problems are usually conveyed by parents in parenting activities because group counselling services are carried out in an integrated manner in the parenting program.

Until now there has been no research in Indonesia that examines the practice of living the Qur'an and group counseling services carried out through parenting activities in early childhood education institutions. Most early childhood education institutions are more concerned about organizing parenting activities to link cooperation between teachers and parents in optimizing children's growth and development. That is why in the future the results of this research can be used as study material for other early childhood education institutions, especially Raudhatul Athfal in organizing parenting activities that lead to efforts to live the Qur'an in providing group counseling services.

Parenting activities carried out as a medium for enlivening the living Qur'an in group counseling services result in the transformation of moral values for parents. The results of the study show that basic moral values will be very effective in being transformed in children by parents. Franceschelli and O'Brien revealed that moral values that are transformed by children by parents become Islamic capital. Islamic capital is a concept that can be used to replace Bourdieu's version of social capital. Islamic capital owned by parents can strengthen parental concern for children's education and strengthen family ties (Franceschelli & O'Brien, 2014).

Meanwhile, according to Azmi, counseling services based on Islamic teachings for parents will produce parenting patterns that are by Islamic law. Millennial generation parents need counseling services that are based on Islamic teachings because they believe it will bring positive expectations for their children (Azmi, 2019). Counseling services can also be used as a medium to deal with negative problems in children (Failasufah et al., 2022).

Group counseling services based on Islamic teachings are a religious counseling approach that is currently being emphasized more by the global community. Many researchers find that there is a need to apply religious elements in counseling because religion is important in clients' lives. Counseling services with a religious approach can make clients avoid anxiety and have an awareness of living life (Kadafi et al., 2021). A religious approach in counseling is based on Islamic teachings as a counseling service with an Islamic approach. The material in counseling services with an Islamic approach can be categorized into three main aspects, namely: *aqidah* (faith), worship (worship/highest piety and love for God) and *akhlak* (moral behavior). (Hanin Hamjah & Mat Akhir, 2014). These three aspects are managed in four managerial activities, namely planning, organizing, implementing, and evaluating so that they can be developed in parents through parenting programs (Maduretno & Fajri, 2019).

The practice of living Qur'an in group counseling services through the parenting program at RA Nurul Dzikri Ngemplak Sleman Yogyakarta can take place optimally through innovative principal leadership practices and systematic managerial activities. The optimal implementation of the parenting program has made them a model educational institution for Raudhatul Athfal throughout Indonesia. So, the purpose of this research is to describe and analyze parenting program management as a medium for practicing living the Qur'an in group counseling services at RA Nurul Dzikri Ngemplak Sleman Yogyakarta.

METHODOLOGY

This research was conducted at RA Nurul Dzikri Ngemplak Sleman Yogyakarta Indonesia which is a pilot Raudhatul Athfal in Indonesia. The research was conducted from August 2022 to February 2023. The population in this study totaled 10 people consisting of 1 school principal, 4 teachers, and 5 parents. Data in this study were collected using interviews, observation, and documentation techniques (Sugiyono, 2010). The author uses an open interview technique to obtain data related to the practice of the four managerial activities in the parenting program as a living Qur'an medium in group counseling services at Raudhatul Athfal. The instrument used in this type of open interview is in the form of main questions that can be developed into specific questions according to the answers of the informants. For example, questions about the material for group counseling services through parenting activities and questions about what verses are used as material for parenting activities at Raudhatul Athfal.

Observations were made by the author using participant observation techniques. In the use of participant observation techniques, the authors are directly involved in parenting activities. This makes the writer use field notes as an instrument. Observations were made to obtain data on the practice of the four managerial activities in the parenting program as a living Qur'an medium in group counseling services at Raudhatul Athfal. While documentation is used to review documents related to the implementation of parenting activities. The instrument used in the documentation is a document completeness check sheet. The data that has been collected is then tested for validity using the data collector triangulation technique. In this technique, the authors bring together data from interviews, observations, and documentation to check the validity of the data (Moleong, 2010).

The data that has been collected and declared valid is then analyzed using the data analysis technique of the Miles and Huberman model which includes three stages, namely data reduction, data display, and verification. In data reduction, selected data that are relevant to the research objectives. In the data display, data that is relevant to the research objectives are presented. Then the verification carried out the analysis concluding ions to describe the achievement of research objectives (Miles et al., 2018).

RESULTS

Counseling services at the early childhood education level are different from counseling services at other levels. Counseling services are carried out in an integrated manner into the parenting program. This has made counseling services at the early childhood education level carried out in groups. In general, parenting materials in early childhood education institutions are sourced from theories and concepts of child development psychology because the purpose of implementing parenting programs is to assist parents in developing children both in religious and moral, cognitive, language, social-emotional, and physical-motor aspects. Unlike other institutions, RA Nurul Dziki Ngemplak Sleman Yogyakarta makes the Qur'an a parenting program material. This is an attempt to make the parenting program a medium for bringing the Qur'an to life in the organization of group counseling services. Managerially, basically these efforts are made to realize the institution's vision, namely "the realization of a generation of Muslims who are pious, have a noble character, is intelligent, skilled, physically and spiritually healthy". The leadership of the institution realizes that a generation of Muslims with character is born from parents with character.

From a planning perspective, it can be seen that the parenting program as a medium for living the Qur'an in group counseling services at RA Nurul Dziki is carried out once a month for one school year. The schedule for implementing parenting activities was socialized to parents through the provision of parent and teacher meeting agenda books at RA Nurul Dziki. Based on the results of the documentation, it can be obtained data on the schedule of the parenting program as follows:

Table 1 Parenting Program Schedule

Numb.	Time	Qur'an Material	Character Pillar	Character Concept	Meeting Material
1.	July 2022	Ibrahim: 7 Ali Imron: 14	Love God and all of his creation	Be grateful	Syawalan, ta'aruf
2.	August 2022	Al-Hujurat: 7 Al-qashah: 77	Independent, discipline, and responsibility	Independent, disciplined	Management formation POMG, dissemination of vision and mission and programs
3.	September 2022	Al-mudatsir: 38	Independent, discipline, and responsibility	Responsibility	Parenting: building children's self-confidence Consulting services
4.	October 2022	Az-zumar: 33 An-nisa: 58	Honest, Trustworthy, and wise words	Honest, trustworthy	Parenting: being a great parent Consulting services

5.	November 2022	Al-isra: 53	Honest, Trustworthy, and wise words	Wise words	Parenting: optimizing children's potential with multiple intelligences and the right parenting style
					Consulting services
6.	December 2022	Al-fussilat: 34 Al-a'raf: 204 Al-isra: 23-24	Respectful, polite, and a good listener	Respectful, polite, and a good listener	Practice making eco prints
7.	January 2023	Al-baqoroh: 261-262 Al-maidah: 2	Generous, helpful and cooperative	Generous and helpful	Parenting: cooperation between teachers and parents in shaping children's character
					Consulting services
8.	February 2023	Al-maidah: 2	Generous, helpful and cooperative	Cooperative	Parenting: the importance of understanding child development
					Consulting services
9.	March 2023	Ali imron: 139 Al-baqoroh: 219 Al-fussilat: 49	Confident, creative, and never give up	Confident, creative, and never give up	Parenting: parenting styles in the millennial era
					Consulting services
10.	April 2023	An-nisa: 135 Al-maidah: 8	Good and fair leader	Good and fair leader	Ramadan Study
					Consulting services
11.	May 2023	Al-baqoroh: 195 Al-furqon: 63	Kind and humble	Kind and humble	Parenting: the benefits of doing good for yourself and your child
					Consulting services

12.	June 2023	Al-kafirun: 1-6 Al-anfal: 61 Ali imron: 103	Tolerant, peace- loving, and united	Tolerant, peace- loving, and united	Preparation for elementary school
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The verses of the Qur'an that are selected in the parenting material are verses that have relevance to the pillars of character and the concept of character. This is because managerially the purpose of carrying out parenting activities as a living medium of the Qur'an in group counseling services at RA Nurul Dzikri is to form parents with character so that they can be role models for children in behavior. Leader of RA Nurul Dzikri revealed that parents who have strong character will give birth to children with great character. From the results of the documentation, it can be found that what was conveyed by the leadership of RA Nurul Dzikri was written in the smart pocketbook, a character education guide for parents.

The teacher revealed that the smart pocketbook, a character education guide for parents, was a supplement to the meeting agenda book for parents and teachers. Based on the agenda book and smart book, an instrument for assessing the character of the child by parents is then arranged. In this instrument, the character of the child is assessed based on the verses of the Qur'an and the concept of character conveyed in the parenting program. It can be said that the plan for implementing the parenting program as a living Qur'an medium in group counseling services at RA Nurul Dzikri refers to the parent and teacher meeting agenda book, the smart pocket book of character education guidelines, and the instrument for assessing children's character by parents. Leader of RA Nurul Dzikri revealed that all parents have the three plan documents.

The parent and teacher meeting agenda book allows parents to prepare themselves to participate in parenting activities. However, in practice parents revealed that not all of them paid attention to the agenda book so the teacher socialized the agenda for implementing parenting activities to parents through the class WA group.

Dissemination of the agenda for implementing parenting activities carried out by teachers to parents from a managerial perspective is one of the activities carried out in organizing. These socialization activities were accompanied by coordination activities between leaders and administrators of parent and teacher organizations. This coordination is carried out to prepare the facilities and infrastructure needed for the implementation of the parenting program. Coordination activities are also carried out to equalize perceptions related to parenting materials that will be given to parents.

In terms of the main duties and functions, it can be seen that the leadership of RA Nurul Dzikri is the party that is fully responsible for the implementation of parenting activities. In addition, the leadership of RA Nurul Dzikri also acted as a counselor after the parenting activities were completed. Meanwhile, the teacher is the party delivering the parenting material. Meanwhile, parents who are included in the organizational structure of the student guardian association and

teachers are the ones who condition the parents so that they can later participate in parenting activities properly.

The main tasks and functions of leaders, teachers, and parent representatives are fully carried out during the implementation of the parenting program as a living Qur'an media in group counseling services at RA Nurul Dzikri. Based on the results of observations, it can be seen that the implementation of the parenting program is carried out in nine steps. First, the opening of activities. Second, tadarus Qur'an. Third, Asmaul Husna. Fourth, greetings from the management of parent and teacher organizations. Fifth, remarks and information from school leaders. Sixth, discussions were held to dissect the pillars and character concepts in the parent-teacher meeting agenda book and strengthen the character of each pillar with verses from the Koran. Seventh, the core activity, namely parenting is a form of providing group counseling services. Eighth, others. Ninth, closing.

In the Qur'an tadarus session, a teacher reads the Qur'an first and then imitates it with the parents. Parents say that reading verses from the Qur'an can be a medium for soul healing or what the millennial generation calls healing. Some parents who take part in the parenting program are indeed the millennial generation who are psychologically unstable. The session of reciting Qur'anic verses is also used by parents to learn how to read the Qur'an properly, by the rules for reading it. After tadarus, teachers and parents chant Asmaul Husna and pray. The chanting of Asmaul Husna by teachers and parents makes the classroom atmosphere as a place for parenting activities feel comfortable and peaceful. This makes the chanting of Asmaul Husna a relaxation function for parents.

In the opening remarks from the leadership, the principal conveyed the achievements of the child's growth and development. There are five aspects of growth and development presented, namely religious and moral, cognitive, language, social-emotional, and physical-motor aspects. Religious and moral as well as socio-emotional aspects are a priority in conveying achievements. This is because all parties agree that religion and morals as well as socio-emotional aspects must be prioritized for development. This is because they realize that religious and moral as well as socio-emotional aspects are basic aspects that if developed will have positive implications for other aspects. This agreement and awareness strengthened when the government made the dimensions of faith, piety, and morals the main and first dimensions in the practice of the project to strengthen the profile of Pancasila students in the independent curriculum. Parents hope that their children have emotional and spiritual intelligence that is more than intellectual intelligence.

Then in the discussion session, parenting material was delivered. The teacher conveys parenting material by the material that has been set out in the parent and teacher meeting agenda book. The parenting materials provided are explanations or interpretations of the verses of the Qur'an that have been read in the second session. Teachers can explain the interpretation of the verses of the Qur'an well supported by the mastery of religious knowledge they get from Islamic boarding schools and universities. The interpretation results are then developed into parenting material so

that parenting material is produced based on the Qur'an.

Based on the research results, it can be seen that parenting material that originates from the Qur'an has resulted in the process of living the Qur'an. The parenting material is also used to describe the material in the smart pocketbook, a character education guide for parents. The smart pocket book contains the following materials: (1) three education centers; (2) understanding of character; (3) character that must be understood by parents; (4) interrelated parts of the characters; (5) the values of character education for children; (6) 7 principles of character education for children; (7) implementation of character education at home; and (8) evaluation of children's character development.

The smart pocket book is a small book with a size of 10 x 15 cm with a total of 11 pages. Of course, the material in the book only presents important points which are then translated into parenting materials delivered by the teacher. The teacher revealed that at certain times the foundation and parents' representatives became resource persons in parenting activities.

Examples of Qur'anic verses that are used as parenting materials are, for example, QS. Ibrahim verse 7 and QS Ali Imron verse 14 teach parents to love God and all of His Creation (pillar 1) and introduce the concept of gratitude and compassion in treating and educating children in the family environment. For example, QS al-Muddatsir verse 38 teaches parents to be independent, disciplined, and responsible (pillar 2) and introduces the concept of responsibility in educating children and in carrying out various activities or work. Then QS Al-Isro verse 3 teaches parents to be honest, trustworthy, and speak wisely (pillar 3) and teaches the concept of saying wisely to children and all family members in getting along.

After each delivery of Qur'anic verses and their interpretations to explain the pillars of character and character concepts, the teacher invites parents to practice them in the family environment. These practices have shown the process of living the Qur'an in the family environment. It can be said that basically, the parenting material that has been given by the teacher to parents is material from group counseling services that are carried out in an integrated manner with parenting. This makes the discussion activities take place in consultation activities between parents, teachers, and school leaders. In this consultation, parents convey various behavioral problems that are being faced by children and then ask teachers and school leaders for solutions. Problems that are often discussed in parenting programs include the problem of children who have difficulty eating, the problem of children's ability to choose healthy snacks, the problem of toilet training that has not been carried out by Islamic adab, the problem of how to speak that is not yet polite, the problem of children who like songs adult songs and films, gadget addiction problems and online game addiction.

The problems that were asked for solutions by the teacher were discussed. Teachers provide solutions and school leaders also provide solutions. If there are special or personal problems, the

problem is discussed by the teacher or school leadership in the special counseling service room provided by the school.

Based on the results of observations, it can be seen that parents record parenting material which is material in group counseling services in the parent-teacher meeting agenda book. Parents express the results of parenting activities and then apply them in the family environment. This makes the process of living the Qur'an not only take place in the school environment but also the family environment. Parents carry out positive behavior habituation activities in the verses of the Qur'an, the 9 pillars of character, and the character concepts contained therein. This is done because parents will assess a child's character by using a child character assessment instrument whose assessment indicators are arranged based on the 9 pillars of character and character concepts.

The following is an example of an assessment instrument for the pillars of independence, discipline and responsibility with the concept of responsibility based on QS al-Muddatsir verse 38 (everyone is responsible for what he has done):

Table 2 Sample Character Assessment Instrument

No.	Indicator	Scoring			
		NA	SA	SM	C
1.	Tidy up equipment/toys that have been used				
2.	Take care of your belongings				
3.	Take care of other people's and public property				
Information:					
NA= Not Yet Appeared; SA= Start Appearing; AF= Appears Frequently; C= consistent					
Notes:					

The assessment instrument that has been filled in by the parents is then given to the teacher during parenting activities in the following month. The note section which contains the problems faced by parents in accustoming children to positive behavior is then used as material for providing personal counseling services. The practice of using character assessment instruments carried out by parents managerially is an assessment activity carried out to determine the achievement of the objectives of the parenting program as a living Qur'an media in group counseling services at Raudhatul Athfal.

DISCUSSION AND IMPLICATIONS

The implementation of the parenting program as a living Qur'an medium in group counseling services at RA Nurul Dzikri is based on planning activities carried out by compiling an agenda book for parent and teacher meetings. The schedule for the implementation of the parenting

program is contained in the agenda book. The agenda book also describes various parenting materials that will be delivered once a month. Based on the agenda book, a smart pocket book is a character education guide for parents. Based on the pocketbook, a child character assessment instrument book was prepared. It can be said that these books show that parenting program planning can be done well and well-documented. These books serve as guidelines for stakeholders, especially parents, in implementing parenting programs.

Parent and teacher agenda books become planning documents that describe various parenting activities and materials that will be studied during one school year. Parents are greatly helped by the agenda book for teachers and parents. In the context of management, parent and teacher agenda books are documents that result from a philosophy of standardization of education, namely "write and document what has been written". Documents can not only be used as guidelines in implementing a program, but documents are also one of the assets owned by an organization (Nichols et al., 2020).

Parent and teacher agenda books as guidelines in implementing parenting programs are disseminated to parents. The goal is not only for parents to make an agenda to attend parenting activities but also to get material and non-material support and to equalize perceptions related to the implementation of parenting activities. This equalization of perceptions can produce common goals so that parents can take the initiative to work together to achieve the goals of implementing the parenting program (Kolleck et al., 2020). The similarity of perception among parents can also avoid problems of misunderstanding or disconnection of communication in the implementation of parenting programs. In other words, the common perception of the implementation of parenting programs can produce harmonious relationships for all parties involved in implementing parenting programs. Harmonious relationships will produce positive behavior and of course, the positive behavior displayed by all parties in the implementation of the parenting program will greatly support the success of the parenting program as a medium for living the Qur'an in group counseling services (Morales-Sánchez & Cabello-Medina, 2015).

Intense coordination between leaders, teachers, and administrators of parent and teacher organizations before and when implementing parenting programs can also produce a common perception. When there is a common perception, there will be a common vision. In the context of total quality management, a common vision is the main capital that must be owned by all members of the organization to achieve organizational goals. The shared vision will result in a harmonious relationship between leaders, teachers, and administrators of parent and teacher organizations. This harmonious relationship can produce solid teamwork in organizing parenting programs as a living Qur'an medium in group counseling services. It can be said, a conducive school environment can be created from the existence of a harmonious relationship with every member of the school. Harmonious relations between school members at RA Nurul Dziki can also be created from democratic leadership practiced by school leaders. The results of other studies show that there is a

positive influence between the democratic leadership style and the creation of a conducive school culture (Kalkan et al., 2020).

Then from an organizational point of view, the division of main tasks and functions or authority by the leadership to teachers and administrators of parent and teacher organizations in the implementation of parenting programs shows that school leaders also practice a transformational leadership style. This transformational leadership style is practiced in the implementation of parenting programs because there is awareness among school leaders that teachers and administrators of parent and teacher organizations are the main parties in organizing parenting activities. School leaders are the ones who facilitate them to be creative and actualize their ideas in implementing parenting programs. When this can be done, teachers and administrators of parent and teacher organizations will be able to carry out their main duties and functions properly. The results of other studies show that allowing teachers to be creative and actualize their ideas can make teachers' performance run optimally. Besides that, it can foster a positive school culture because teachers work positively (Morris et al., 2020).

Transformational leadership practiced by school leaders also has implications for the implementation of parenting programs. The implication is that school leaders position themselves as service providers for parents in organizing parenting programs. His position as a service provider is by the principles in the implementation of guidance and counseling services, where a counselor is in charge of serving his client (Geesa et al., 2021).

The role of school leaders as service providers in the parenting program is emulated by teachers. As a service provider to teachers, complaints, needs, and expectations of parents are one of the parenting materials discussed. The discussion is based on predetermined Qur'anic verses, so the implementation of integrated group counseling services in the parenting program is truly based on Qur'anic verses to produce a living Qur'an. Based on this, it can be said that the integration of group counseling services in parenting programs is carried out using an Islamic approach to counseling.

The Islamic approach to counseling originates from Islamic ethics contained in the Qur'an and Hadith. That is why the material for counseling services comes from the Qur'an and Hadith as well. Counseling services are also integrated through ritual activities (Zakaria & Mat Akhir, 2017). At RA Nurul Dzikri, ritual activities that are used as media for integrating counseling services into parenting programs include reciting verses from the Qur'an, reading 99 Names of Allah (Asmaul Husna) and blessings (sholawat), prayers after parenting activities, and prayers (dzuhur) in congregation after parenting activities. Parents said that counseling services with an Islamic approach and counseling services that were integrated into ritual activities made them have prosperous so souls Psychologically the creation of a prosperous soul is the highest goal of human psychological needs (Muqodas et al., 2020). A prosperous soul will produce a calm mind. Often the behavior of parents who are rude to children, the inability of parents to provide examples of

good behavior to children, and disharmony in husband-wife relationships which have implications for children's lives are more likely to occur due to the mental condition of less prosperous parents. An unhealthy mental condition can also have implications for creating stress in a person (O'Neill & Davis, 2011).

It can be said that group counseling services through parenting activities based on Qur'anic verses will not only result in the process of living the Qur'an in the school and family environment but can also produce a prosperous soul and stress recovery. These results can be used by parents as psychological capital to shape the character of early childhood in the family environment. The formation of children's character is an important part of counseling activities in schools (Naini et al., 2021).

Based on the results of the assessment carried out by parents on the child's character, it can be seen that the formation of character in children in the family environment is carried out by providing habituation activities for positive behavior. Other research shows that habituation is an appropriate method used to shape the character of children in the family environment, especially Islamic habituation activities (Ladyanna & Gyem, 2022). The results of other studies also reveal that success in shaping children's character in the family environment will create a harmonious relationship between parents and children (Mei-Ju et al., 2014). Thus, another result achieved from the parenting program as a living Qur'an medium in group counseling services at Raudhatul Athfal is the creation of a harmonious relationship between parents and children.

CONCLUSION

The parenting program as a living Qur'an medium in group counseling services is carried out through four management activities, namely planning, organizing, implementing, and evaluating. In planning, a parent and teacher agenda book is prepared as a guideline for implementing parenting activities. In organizing, and socializing the schedule of parenting activities to parents was carried out and coordination was carried out between school leaders and teachers, and administrators of parent and teacher organizations to prepare various things needed in the implementation of parenting programs. During the implementation, the provision of group counseling services was carried out in an integrated manner in the Qur'an-based parenting program. This makes the material for group counseling services delivered based on the Qur'an and produces a living Qur'an not only in the school environment but also in the family environment. The result is that parents get mental well-being, recover from stress, and have the capital to shape children's character in a family environment based on the Qur'an, the 9 pillars of character, and the concept of character. Then in the parental assessment assess the child's character by using the child's character assessment instrument that has been prepared by the school.

The results of the assessment are then submitted to the teacher in subsequent parenting activities as material for determining the success of the parenting program and determining the

implementation of individual counseling service programs for parents who experience problems in shaping the character of children in the family environment.

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