

Integration of Psychosufistic Approach in School Counseling: A Holistic Approach to Student Character Development



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ABSTRACT: In the modern era marked by industrialization and globalization, the crisis of spirituality has become a significant challenge in education. Modernization not only influences individuals' mindsets and behaviors but also impacts students' spiritual values and character. This study examines the integration of a psychosufistic approach in school counseling services as a holistic solution for student character development. The research employs a qualitative literature review method by analyzing various sources related to psychosufism, counseling, and character education. The findings indicate that integrating Sufi values, such as tazkiyah al-nafs (purification of the soul), muraqabah (awareness of God's supervision), and tawakkal (reliance on God), into counseling services can enhance students' mental and spiritual well-being. This approach helps students develop self-awareness, manage stress, improve emotional intelligence, and strengthen social relationships. The implementation of the psychosufistic approach in counseling can be carried out through various methods, including dzikir-based counseling, muhasabah therapy (self-reflection), and the hikmah (wisdom) approach. Thus, integrating the psychosufistic approach into education has the potential to be an effective strategy in shaping students' character based on Islamic values.

KEYWORDS: Character Education, Psychosufism, School Counseling, Spiritual Well-being

A. INTRODUCTION

In recent decades, the rapid development of science and technology has brought significant changes in various aspects of human life. Modernization, characterized by industrialization, globalization, and advancements in communication technology, has created a new social order that is more dynamic. On one hand, these advancements offer numerous benefits, such as increased work efficiency, easier access to information, and greater opportunities for global interaction. However, on the other hand, modernization also presents challenges that cannot be ignored, particularly in terms of spirituality and religiosity. The shift in societal values due to modernity has altered individuals' perspectives on life, ultimately affecting their spiritual orientation and religious practices. Spiritual crisis is one of the defining characteristics of modern life, which has also affected the Muslim world (Mughni, 2001). One of the main features of modern life is the rise of mass culture driven by media advancements, which have expanded cultural influences beyond local boundaries to national and even global levels. Additionally, modernity is marked by increased individual freedom, a forward-looking orientation, a tendency toward rational thinking, and a materialistic lifestyle, where all aspects of life are measured based on economic and material values (Amin Syukur, 2011).

In the context of religious life, these conditions contribute to the weakening of spiritual awareness and religiosity in society. Religious values, which once served as guiding principles, are increasingly being replaced by more pragmatic and secular perspectives. This poses a significant challenge for Muslims in maintaining a balance between civilizational progress and spiritual values. If awareness of the importance of religious values continues to decline, identity and moral crises may arise. Therefore, strategic steps in education and religious outreach are needed to respond to the challenges of modernity without neglecting the essence of Islamic teachings. Examining the impact of modernity on spirituality is essential to understanding how social changes affect religious life and to finding solutions for strengthening spiritual values in society.

Guidance and counseling are integral parts of the education system, playing a crucial role in helping students develop their potential, overcome academic challenges, and enhance their psychological and social well-being. In modern education, counseling approaches not only focus on psychological and pedagogical aspects but also incorporate spiritual dimensions as essential elements

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in character formation. One approach that can be implemented is the psychosufistic approach, which combines psychological principles with Sufi values to provide a more holistic solution for personality development and students' mental health.

The Sufi approach can be applied in counseling for several reasons. First, from a psychological perspective, Sufism is the result of profound spiritual experiences and serves as a direct form of knowledge about divine reality, which is often a crucial aspect of religious teachings. Second, mystical experiences that involve divine presence can strengthen an individual's faith. These spiritual feelings can serve as moral motivation, inspiring individuals to perform good deeds. Moreover, engaging in good deeds can further elevate the quality of mystical experiences. Third, in Sufi teachings, the relationship with God is based on love and compassion. For Sufis, God is not a fearsome figure but a perfect being, full of beauty, mercy, and truth, who is always present in every moment and place. A strong bond between a servant and God can encourage individuals to consistently do good, improve themselves, and avoid immoral actions, as the awareness of His presence becomes a moral compass in daily life (Amin Syukur, 2011).

The psychosufistic approach emphasizes inner transformation, self-control, and the enhancement of spiritual quality. In Islam, Sufism aims to purify the heart and draw closer to God, contributing to the development of positive character traits such as patience, sincerity, and compassion. If these values are applied in school counseling, students can achieve a balance between intellectual, emotional, and spiritual aspects in their lives.

The integration of the psychosufistic approach in school counseling services is becoming increasingly important in addressing the challenges of globalization and modernization, which often trigger identity crises, academic pressure, and various social problems among teenagers. Conventional counseling approaches tend to focus on cognitive and behavioral aspects without considering the spiritual dimension, which actually plays a crucial role in enhancing individuals' psychological well-being. Furthermore, the psychosufistic approach can serve as an alternative solution in addressing various psychological problems among students, such as anxiety, depression, and inner conflicts. By instilling deep spiritual values, students can develop mental resilience, improve emotional intelligence, and strengthen their social relationships with their surroundings.

This article will explore the fundamental concepts of the psychosufistic approach in school counseling, its benefits in the education sector, and practical strategies that can be implemented in the counseling process. This research aims to analyze the relevance of the psychosufistic approach in shaping students' character and how its integration can enhance the effectiveness of counseling services in schools.

B. RESEARCH METHOD

This study employs a library research method with a qualitative approach. The library research method involves a series of activities, including collecting data from literature, reading and taking notes, and managing research materials (Zed, 2008). The qualitative approach in this study involves analyzing and interpreting literary texts to uncover the meaning of a phenomenon (Sugiyono, 2016). This qualitative approach is used by analyzing relevant literature on psychosufism, counseling guidance, and character development in the educational context. The sources used in this study include scientific journals, reference books, and articles discussing the concept of Sufism in psychology and its application in counseling guidance.

In the data collection process, this study focuses on literature explaining theories of Sufi psychology, spiritual-based counseling models, and empirical studies related to the integration of Sufi values in counseling services in schools. The analysis is conducted using a descriptive-qualitative approach, in which the obtained data is categorized based on key themes such as the concept of psychosufism, the benefits of integration in counseling guidance, and its implications for students' character development (Hadi, 2010).

C. RESULTS AND DISCUSSION

1. The Psychosufistic Concept in School Guidance and Counseling

Guidance and counseling are normative efforts aimed at developing individuals in accordance with the essence of their existence (Sunaryo Kartadinata, n.d.). More specifically, guidance is a continuous mentoring process for individuals or students at every stage of their development—whether as children, adolescents, or adults—so that they can fully develop their intellectual, emotional, social, and moral-spiritual potential. Consequently, individuals can become productive, contribute, and find meaning in both their personal and social lives (Yusuf, 2017). Meanwhile, counseling is a process in which a counselor assists a counselee, either through direct interaction or specific media, to help them overcome their problems. Through this assistance, the counselee is expected to grow into a person who benefits both themselves and others, ultimately achieving mutual happiness (Yusuf, 2017).

In the implementation of guidance and counseling as part of the educational process, four important aspects must be considered. First, this practice is based on the application of psychological and sociological concepts. Second, it has normative and ethical goals directed toward piety. Third, it is carried out by mentors, whether counselors or guidance teachers, who must possess maturity and stability as servants of Allah. Fourth, its objective is to guide counselees or students toward a life that is pleasing to Allah SWT (Dahlan, 2011). Thus, an approach rooted in Islamic values becomes a fundamental element in guidance and counseling services.

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Psychosufism is an approach that integrates psychology with the principles of Sufism. In Sufism, there are key concepts that play a role in character formation, such as tazkiyah al-nafs (self-purification), muraqabah (awareness of God's supervision), and tawakkal (reliance on God). These concepts can be applied in guidance and counseling to help students manage stress, enhance self-confidence, and strengthen their mental and spiritual well-being. A religion-based approach, particularly in Islam, provides protection against irrational thoughts and prevents individuals from feelings of helplessness (Dahlan, 2011; Hamjah & Muhamad Arib, 2015; Hanin Hamjah & Mat Akhir, 2014; Martin Guha, 2012; Zayed, 2014). Therefore, guidance and counseling should incorporate spiritual and religious aspects in their implementation.

To integrate the philosophy and practice of Islamic guidance and counseling, a counselor must have a deep understanding of both fields to serve as a guide in providing counseling services (Martin Guha, 2012; Zayed, 2014). Several studies have shown that religion is a crucial element in the lives of counselees, making a religion-based approach in guidance and counseling a necessity (Hamjah & Muhamad Arib, 2015; Hanin Hamjah & Mat Akhir, 2014). The term "Sufistic" in the context of counseling refers to Sufi practices, where individuals dedicate themselves to Islamic teachings with sincerity and focus on worship solely for Allah. Sufistic counseling is a guidance and counseling approach that integrates Sufism (Samad, 2017). Sufism, or tasawuf, is part of Islamic law rooted in the concept of ihsan, one of the three pillars of Islam alongside iman (faith) and Islam (practice). Thus, the practice of Sufism falls within the framework of Islamic teachings (Syukur, 2004).

Sufism is a branch of knowledge that studies ways to purify oneself both externally and internally, cultivate good character to attain happiness, and draw closer to God. In practice, Sufism has various methods, one of which is tazkiyah an-nafs, which consists of three aspects: takhalli (purging oneself of negative traits), tahalli (adopting virtuous qualities), and tajalli (experiencing divine presence). Takhalli and tahalli serve as a process for character development in students experiencing psychological distress through ihsan al-karim. Meanwhile, tajalli is considered a divine gift granted to devout students, fostering gratitude and reaffirming their faith (Muvid, 2021). Sufism, as described in the *Encyclopedia of Islam*, is closely related to Allah SWT, rooted in the concept of purification from sin, and fostering harmonious relationships with others through *silaturahmi* (Anwar Sutoyo, 2017). Guidance based on Sufism aims to help individuals develop their potential and face life's challenges. According to Islamic teachings, those who emulate the Sufi way of life in their relationship with Allah strive to become better individuals (Anwar Sutoyo, 2017).

According to Al-Taftazani, the Sufistic approach can create peace and psychological well-being by directing human desires toward inner harmony. Meanwhile, Anwar and Solikhin explain that Sufism provides practical methods for deepening faith and achieving spiritual tranquility, including protection from hypocrisy (*munafiq*) (Ramadhan et al., 2021).

2. Psychosufistic Integration in Guidance and Counseling Services

The collaboration between spirituality and psychology forms a synergy that combines psychological and spiritual aspects to enhance individual well-being. Spirituality is often associated with the search for meaning and purpose in life, while psychology focuses on understanding and managing emotions and behavior. By integrating these two fields, a more holistic approach to addressing mental and emotional issues can be achieved. In practice, psychologists often incorporate spiritual elements into therapy, especially when clients consider spirituality a significant part of their identity. Techniques such as meditation, self-reflection, and spirituality-based awareness can be used to help individuals gain a better understanding of themselves and cope with stress or anxiety. Conversely, spirituality supported by psychological principles can provide a more structured approach to achieving emotional well-being.

The integration of Sufistic principles with modern psychological techniques in counseling can create a more holistic and profound approach. Sufistic principles, which focus on achieving self-awareness and closeness to God, offer spiritual and moral perspectives that can enrich psychological practice. Key Sufistic principles, such as self-exploration and the emphasis on divine closeness, can be combined with modern psychological techniques such as Cognitive Behavioral Therapy (CBT) and humanistic therapy. For example, in CBT, Sufistic principles of introspection and self-reflection can help individuals understand and change detrimental thought patterns. The Sufi teachings on the importance of deep self-awareness align with CBT's process of exploring and addressing negative beliefs. Furthermore, meditation and contemplation techniques in Sufism can be integrated with mindfulness practices in modern psychology. Mindfulness, which involves full attention to the present moment, can be enriched with profound Sufistic contemplative techniques to enhance awareness and spiritual connection. This helps clients understand themselves holistically and attain deeper inner peace.

The integration of psychosufistic elements in guidance and counseling services can be carried out through several approaches, such as:

- a. Dhikr-based counseling, where students are taught to use Islamic meditation techniques to calm themselves and reduce anxiety.
- b. Muhasabah therapy (self-reflection), which helps students evaluate their behavior and emotions through deep introspection.
- c. Hikmah (wisdom) approach, which provides an understanding of moral and spiritual values in daily life so that students can address problems with greater wisdom.

The actualization of Sufism, as described, is not something that can be easily achieved by the millennial generation. A mentor or expert is needed to guide or at least facilitate millennials in actualizing themselves and drawing closer to Allah (SWT).

3. Implications for Student Character Development

In educational practices and character development, the spiritual and religious values of Islam in Sufism can serve as the foundation for guidance and counseling services. The psychosufistic approach, which integrates psychological principles with Sufistic values, plays a crucial role in shaping students' character. This approach not only helps them overcome psychological problems but also guides them toward deeper spiritual awareness.

Previous research has highlighted the role of Sufistic counseling in character development. A study conducted by Zamzam Sabiq (Sabiq, 2016) in his article *"Sufistic Counseling: Harmonizing Psychology and Sufism to Achieve Mental Health"* concluded that Sufism-based counseling can act as a bridge in aligning psychology and Sufism to enhance mental health. This counseling model offers a unique approach to developing guidance services and has great potential to enrich existing counseling methods.

Additionally, research conducted by Samsul Arifin (Arifin, 2022) in his study *"Sufistic-Narrative Therapy Through the Literacy of K.H.R. As'ad Syamsul Arifin's Works to Reduce Social Phobia in Santri's Da'wah Moderation"* found that narrative therapy based on Sufism can help students overcome dominant pessimistic narratives within themselves. Through literacy activities involving the works of Kiai As'ad, students are assisted in understanding, applying, and reflecting on Sufi teachings to address real-life challenges. This study demonstrates that the Sufistic Narrative Therapy approach is effective in overcoming social phobia among students, helping them become more optimistic about the future of their da'wah.

A key factor in implementing the psychosufistic approach in guidance and counseling is the special qualifications required of counselors. A counselor applying this approach must have a deep understanding of the fundamental concepts of guidance and counseling, master the principles of Sufism, and possess the skills to implement interventions based on Sufistic values. With these competencies, counselors can provide optimal services in helping students develop character based on Islamic values.

The psychosufistic approach in guidance and counseling begins with fostering the motivation of Iman (faith), Islam, and Ihsan within students, particularly millennials who often face various challenges in modern life. This motivation is crucial to prevent them from falling into a passive, lazy, or directionless lifestyle. Instead, students are encouraged to have the spirit to strive, sacrifice, and work hard in accordance with Islamic teachings. In Islam, people are taught to seek sustenance, achieve honor, and become leaders who uphold justice and goodness. As Hamka (1992) stated, Islam teaches its followers to pursue happiness and success in the right way and in line with religious teachings.

The psychosufistic approach has several positive impacts on students' character development, including:

a. Enhancing Self-Awareness

Through Sufi teachings, students are taught to better understand themselves, recognize their strengths and weaknesses, and become aware of their life purpose. A high level of self-awareness helps them regulate emotions, think before acting, and make wiser decisions in daily life.

b. Cultivating Empathy and Compassion

Sufistic values emphasize the importance of compassion and care for others. Through this approach, students learn to understand others' feelings, respect differences, and build harmonious social relationships. This contributes to shaping a more humanistic and caring character.

c. Developing Patience and Sincerity

In facing life's challenges, students are taught to cultivate patience and sincerity. Patience in dealing with difficulties and sincerity in living life help them manage stress, handle academic challenges, and build strong mental resilience.

The psychosufistic approach also encourages students to internalize Islamic values in their daily lives. With heightened spiritual awareness, they become more responsible for their behavior and actions, whether in their family, school, or community. Moreover, the Sufistic values taught in guidance and counseling help shape honesty, humility, and discipline in students. In the context of education, the implementation of the psychosufistic approach can be done through various methods, such as: providing advice based on Islamic values, using inspirational Sufistic stories, practicing reflection and dhikr to help students calm their minds and develop their spiritual awareness.

Additionally, this approach can be integrated into school learning through Islamic Education (PAI) subjects and extracurricular activities that support character development. Thus, the psychosufistic approach is an effective method for developing students' character. By combining psychological and Sufi principles, students are not only assisted in overcoming psychological problems but are also encouraged to: become more aware of their life purpose, develop better social relationships, face life's challenges with greater wisdom, grounded in Islamic values, therefore, the implementation of this approach in education and school counseling is essential in shaping a generation with strong character and noble morals.

D. DISCUSSION

The psychospiritual approach in school guidance and counseling is a holistic effort that integrates modern psychological principles with Sufi values in Islam. In the educational context, particularly in madrasahs and Islamic-based schools, guidance and counseling play a crucial role in helping students overcome personal, social, and academic challenges. By integrating the psychospiritual approach, guidance and counseling services do not only focus on psychological aspects but also provide deeper

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spiritual solutions for students. The concept of psychospirituality is rooted in the understanding that humans have a need for balance between psychological and spiritual aspects. In Islam, this balance is reflected in the concepts of *tazkiyah al-nafs* (purification of the soul), *muraqabah* (awareness of divine supervision), and *tawakkal* (reliance on God). By understanding and applying these concepts in guidance and counseling, students can develop self-awareness, mental resilience, and the ability to face various life challenges wisely and based on Islamic values.

Guidance and counseling in the educational context serve to help students fully actualize their potential. In the psychospiritual approach, this goal is achieved through the integration of Sufi principles that emphasize soul purification, self-introspection, and strengthening one's relationship with God. This concept provides a more comprehensive approach compared to conventional methods, as it not only addresses psychological problems but also helps students achieve inner peace and emotional balance. In the psychospiritual approach, a counselor is expected to have an in-depth understanding of Sufi teachings and the skills to relate Sufi concepts to the psychological challenges faced by students. For example, when a student experiences academic anxiety, the counselor can use the technique of *muhasabah* (self-reflection) to help them understand the causes of their anxiety and how they can overcome it through Sufi approaches such as *dzikir* (remembrance of God) and prayer.

Several methods can be used to integrate the psychospiritual approach into guidance and counseling, including:

1. **Dzikir-Based Counseling:**
 - a. Students are taught Islamic meditation techniques such as *dzikir* and *tafakur* to help them reduce stress and enhance emotional well-being.
 - b. *Dzikir* as a form of spiritual therapy helps students calm their minds and develop a sense of peace and surrender to Allah.
2. **Muhasabah Therapy (Self-Reflection):**
 - a. Students are encouraged to evaluate their actions and behaviors through deep introspection.
 - b. Counselors help students understand the wisdom behind the events they experience and how they can learn valuable lessons from every life experience.
3. **Hikmah Approach (Wisdom):**
 - a. Counselors guide students to understand moral and spiritual values in Islam so they can face problems more wisely.
 - b. This approach also teaches students to make decisions based on Islamic principles that emphasize honesty, responsibility, and patience.
4. **Utilization of Sufi Stories:**
 - a. Counselors can use stories from Sufi figures as inspiration in guidance and counseling sessions.
 - b. These stories serve as a medium to teach values such as patience, sincerity, and strong faith.
5. **Integration with Modern Psychological Techniques:**
 - a. Sufi principles can be combined with modern psychological techniques such as Cognitive-Behavioral Therapy (CBT) to help students change negative thought patterns.
 - b. Mindfulness techniques in modern psychology can also be integrated with Sufi practices to help students enhance self-awareness and emotional balance.

The psychospiritual approach has various positive implications for students' character development. Some key impacts of this approach include:

1. **Enhancing Self-Awareness:**
 - a. Students are taught to better understand themselves, recognize their strengths and weaknesses, and have clear life goals.
 - b. High self-awareness helps students make wiser decisions and take responsibility for their actions.
2. **Fostering Empathy and Compassion:**
 - a. Sufi values emphasize the importance of caring for others, allowing students to develop empathy and build harmonious social relationships.
 - b. This attitude helps create a more inclusive and respectful learning environment.
3. **Developing Patience and Sincerity:**
 - a. When facing life challenges, students are taught to be patient and accept everything with sincerity.
 - b. This attitude is crucial in helping them cope with academic stress and face life's trials more calmly.
4. **Instilling Discipline and Honesty:**
 - a. The psychospiritual approach emphasizes the importance of consistency in practicing Islamic teachings, helping students become more disciplined in daily life.
 - b. Honesty, as one of the core Sufi values, is also emphasized to shape students' character positively.
5. **Strengthening Motivation to Do Good:**
 - a. Through this approach, students are encouraged to have life goals that are not only oriented toward worldly success but also toward eternal happiness in the hereafter.
 - b. They are motivated to do good and contribute positively to society.

E. CONCLUSION

The integration of psychospiritality in school guidance and counseling provides a more holistic approach to helping students overcome their psychological problems. By combining modern psychological principles with Sufi values, students not only receive solutions to their problems but are also guided to develop better character based on Islamic teachings. This approach helps students enhance self-awareness, develop empathy, cultivate patience and sincerity, and shape a more disciplined and honest character. With the implementation of methods such as *dzikir*-based counseling, *muhasabah* therapy, the *hikmah* approach, and the use of Sufi stories, students can achieve better psychological and spiritual balance. Therefore, the integration of the psychospirital approach in school guidance and counseling services is an essential need in shaping a generation with strong character, noble morals, and high mental resilience. With proper implementation, this approach can bring significant benefits to individual development and society as a whole.

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