



## Collaboration Between Religion Teacher and Counselor in Shaping Student Morals

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### ABSTRACT

The purpose of this study was to determine the collaboration between Islamic education teachers and School counselors in shaping student morals. This descriptive qualitative study applied a case study design. Primary data sources were Islamic education teachers, counselors, and students, while secondary data sources were documentation and observation. Data collection techniques using interviews, observation, and document examination. Data validity was confirmed through data triangulation. The results of the research findings show that reward and punishment points through the collaboration of Islamic education teachers and counselors can positively develop students' morals. This study provided all teachers with knowledge and insight regarding the importance of collaboration.

**Keyword:** Collaboration; religion teacher; counselor; discipline

### ABSTRAK

Tujuan penelitian ini untuk mengetahui kolaborasi antara guru Pendidikan Agama Islam dengan guru Bimbingan dan Konseling dalam membentuk akhlak siswa. Penelitian ini menggunakan pendekatan kualitatif dan jenis deskriptif dengan menggunakan metode studi kasus. Sumber data primer adalah guru pendidikan agama islam, konselor, dan siswa, sedangkan sumber data sekunder diperoleh dari dokumentasi dan observasi. Teknik pengumpulan data menggunakan wawancara, observasi, dan pemeriksaan dokumen. Keabsahan data dikonfirmasi melalui triangulasi data. Hasil temuan penelitian menunjukkan bahwa dengan pemberian poin hadiah dan hukuman melalui kolaborasi guru pendidikan agama islam dengan konselor dapat membentuk akhlak baik siswa. Implikasi penelitian ini dapat memberikan pengetahuan dan wawasan kepada seluruh guru terkait pentingnya melakukan kolaborasi.

**Kata kunci:** Kolaborasi; guru PAI; konselor; kedisiplinan

## INTRODUCTION

In the New Normal era, distance education tools have become essential for providing educational services at all levels (Özmantar, 2021). However, discipline problems have emerged as many students exhibit laziness in attending school for various reasons. In response to this, school counselors, subject teachers, homeroom teachers, and parents have

been working together to enhance student discipline in both learning and non-learning hours (Siska Mardes, Khairiyah Khadijah, 2022).

Discipline plays a crucial role in individual success, and it can be fostered through the formal education process. Educational institutions should prepare educators with the necessary competencies to guide students effectively. Individual disciplinary attitudes can be observed through indicators such as self-consciousness, obedience to rules in beneficial activities, and avoiding wasting time. Developing discipline should start with small aspects, including time management skills. (Fatahilah et al., 2022).

The field of education, particularly at the primary and secondary levels, should incorporate courses that address educational aspects, including Islamic guidance and counseling. This will equip future teachers with the knowledge and insights necessary to provide effective services to students. Indeed, students' emotional attitudes, research attitudes, and competencies in conducting classroom action research are important considerations in education (Poonputta, 2021).

Prospective PAI (Islamic Education) teachers are responsible for preparing and providing services to students in collaboration with school counselors. This collaboration aims to enhance their performance and develop programs related to character formation, moral values (ahlakul karimah), and addressing various student problems, including personal, social, learning, and career issues, through PAI learning (Ummah Karimah, Ahmad Wafi, Sofyan Ari Saputra, 2022). Teachers also play a crucial role in shaping student behavior to maintain a conducive classroom atmosphere (Von Spakovsky et al., 2020). Recognizing the importance of the counselor function for guidance and counseling services, it is recommended that the government, particularly the provincial government, collaborate with universities to meet the needs of BK/BK teachers (Tjalla et al., 2020). This collaboration can help address the moral judgment dilemmas that arise from the diverse backgrounds of minority students and their behaviors (Alhassan, 2022). PAI teachers assume the role of guidance and counseling through exemplary methods, habituation, and advice, assisting students in resolving their problems. However, limited time poses a challenge for PAI teachers in fulfilling their duties to address student problems (Rizki et al., 2022) and pay attention to students' development (Harris & Harris, 2020).

In the same vein, Ulfah et al. (2021) state that PAI teachers play important roles in developing students' noble values and character with the process of instilling honest traits,

disciplined behavior, self-confidence, caring attitudes, independence, persistence and responsibility. On the other hand, education, especially educational institutions, holds an important responsibility to create students who have good and strong character (Indah Septiani et al., 2020). Therefore, policy makers in higher education need to include courses related to techniques to help students as prospective PAI teachers.

By incorporating Islamic Counseling Guidance courses, prospective PAI teachers can gain a better understanding of student development from school counselors, who have expertise in understanding students' personalities. This is very important for prospective Islamic education teachers because school counselors may understand students' personality better. By asking about the development of students, an Islamic Education teacher can find out how the character of the students he teaches, by knowing how the character of his students the teacher can be easier to determine the right methods and strategies and easily understood by his students. Collaboration between Islamic education (PAI) teachers and school counselors is one of the educational programs aimed at advancing the national education reform (Karimah, Shofiyah, et al., 2022).

Education serves as the foundation for human development and moral formation. When teachers provide assistance to students, it has a direct impact on the student learning environment, and students' character development becomes evident (Lindström & Samuelsson, 2022). The role of teachers, especially PAI teachers and school counselors, cannot be separated from the moral development of students in schools and is very much needed, because for the morals of students the two teachers are very urgent. Collaboration between PAI teachers and school counselors may likely lead to more effective efforts in fostering students' morals. Learners with different backgrounds need this collaboration in schools for moral development. Developing students' moral requires PAI teachers and school counsellor collaboration (Pertivi, 2020)..

Time management skill grows along with the time discipline in family, school, and society context. This habituation may positively affect students inside or outside school environment and help them live an orderly life. It should be noted that discipline is one of the basic element of one's moral (Puspitaningrum & Suyanto, 2014). On the other hand, failure to instill discipline may result in significant challenges for teachers at school (Buckman & Pittman, 2021).

Students have a disciplined attitude in order to behave in accordance with predetermined norms. Student discipline at school is a direct reflection of student compliance in carrying out the rules at school. This applies in schools that can support the creation of comfortable, effective and useful teaching and learning conditions so as to achieve optimal results (Putri et al., 2021). And has an influence on student learning outcomes (Syahputra et al., 2022).

The process of achieving optimal results in a disciplinary attitude is determined by parents and teachers who are responsible for their children, especially in educating, guiding, and providing direction to children in order to form a virtuous person and improve children's discipline at home and school. One of them through class rules in basic education is needed for classroom management, quality education, character education and effective communication (Ugras, M ,Sen & Asiltürk, 2016). So the hope of parents, namely children can grow and develop in accordance with the corridor of Allah SWT as the Lord of the universe (Hartini, 2018).

Thus, parents and teachers can follow the direction of Allah's commands in the Qur'an regarding the prohibition of leaving weak offspring. As Allah SWT says in Q.S. An-Nisa (4) which means, "And let those fear Allah who should leave behind them weak children, whom they fear for their welfare. Therefore let them fear Allah and let them speak the truth." (Departemen Agama RI, 2020).

Based on the research of Mia Muyasaroh, et al in the interpretation of Al-Misbah by M. Quraisy said that the implied meaning of the verse above is that parents are ordered by Allah SWT to be responsible for offspring not only materially, but also non-materially such as education and cultivation of piety. The usual solution is done by parents by entering children into Islamic educational institutions so that children are given the basics of a strong religious foundation so as to minimize the occurrence of a deviation in the fitrah owned by the child. Thus, parents are given a mandate by Allah SWT in the form of children who must be well cared for because Allah threatens His servants who leave weak offspring (Tanto et al., 2019). And entrusted in formal education institutions.

Through the Principal and teachers, they always emphasize to all students to be disciplined every day. The application of punishment is carried out when students are not disciplined when the teaching and learning process takes place, so at that time the punishment is also applied. And the application of punishment is effective in shaping

students' discipline towards the rules that apply at school. Through good role models and advice from educators to students so that students get used to disciplinary behavior, and socialized to students so that the desire for students to imitate and follow it, and there is supervision and if there is a violation, action is taken in this case giving punishment in accordance with the violation committed (Kholifa, 2019). Including disciplinary cases recorded in schools (Koçyiğit & Çetinkaya, 2020).

A teacher in giving punishment in the education process must be in accordance with Islamic education which directs students to always have good and bad behavior in everyday life both in the school environment and society in general (Fauzi, 2016). And in educating children substantive punishment should be avoided. Educators must use punishment that is gentle, loving and able to make children realize the mistakes made if forced to do so (Djamal, 2018).

Moral development in schools is very important in internalizing the values of Islamic teachings. The existence of moral coaching is expected to produce students who have good morals and implement them in everyday life through habituation and exemplary activities. Exemplary and habituation are needed in education. This is because any knowledge or behavior obtained by habituation will be very difficult to eliminate and the position of a school counselor so that this method is very useful in guiding students (Syaepul Manan, 2017 and Matovu Musa and Atim Agnes Martha, 2020). Collaborative learning environments strengthen student learning and encourage the development of discipline and soft skills (Luis Javier López-Reyes, 2022). It can also be through a future disciplinary literacy framework for science teaching and learning and science preparation in elementary schools (Hall & Grysko, n.d.). However, there is a research finding that there is no statistically significant relationship between facility conditions and overall student behavior and student conduct (El-nemr et al., 2022).

Junior high school students are in adolescence, where adolescence has an age range of 12 to 21 years for women, and 13 to 22 years for men. The consequences of this school age expose adolescents to norms and rules at school. School rules shape student behavior to have a disciplined attitude at school (Ningsih, 2018). Psychological development in adolescents is often characterized by various kinds of conflicts. So that a lot of students are not ready and experience various problems both from the educational environment and the social environment. social environment. This is where the importance of cooperation

between school counselors and Islamic education teachers in providing Islamic education in providing guidance and counseling services for students (Hanafi et al., 2018).

Adolescence is synonymous with a period of crisis. Teenagers have the opportunity to try various behaviors that are in accordance with the rules or even not in accordance with the rules. Teenagers can make decisions to violate without caring about feelings of guilt. Adolescents can act recklessly without thinking further about the negative consequences that will be obtained. Teenagers may only tend to think that breaking the rules in order to fulfill their desires (Ningsih, 2018).

Based on preliminary studies conducted by researchers, the problems found at this time are that some parents and teachers take action against their children when they make mistakes. Then the action is given to the child with the aim of educating to become a good person and loved by Allah, the Messenger, and other humans. In essence, action is a way of educating that is negative, but necessary in education. Student mistakes due to violations can be given action in the form of sanctions that are educational in nature.

The occurrence of undisciplined behavior at Bait Al-Rahman Junior High School shows that there have been serious problems in discipline character education. The emergence of undisciplined behavior shows that the character-related knowledge obtained by students at Bait Al-Rahman Junior High School does not have a positive impact on changes in students' daily behavior based on the results of interviews with Nur Fajriah Syifa (2022).

In order to increase understanding as prospective teachers in the field of study, namely Islamic education in assisting various service programs in guidance and counseling have obligations / duties and roles when helping to overcome problems in students such as: violations in discipline and brawls, then as prospective teachers of Islamic education studies in students have a perspective on how to overcome the problems faced by students together with school counselors after carrying out Islamic guidance and counseling courses that (Karimah, Saputra, et al., 2022).

Based on the discussion above, the teacher provides disciplinary action in the form of punishment. This is reinforced by Moh. Rosyid from the results of his research, that rewards and punishments are used by teachers to strengthen positive behavior applied in learning. One of these positive behaviors is discipline in learning. Students will get better, not repeat what they have done and not do things that harm themselves and others (Rosyid, 2018).

Thus, in the school environment, teachers need to create a social environment conducive to learning by establishing rules of behavior that are allowed and not allowed during the learning process, and establishing routines that become a shared commitment. If there is a violation, then students bear the consequences for their behavior according to the rules agreed at the beginning of the meeting (Widiasworo, 2018).

The action technique given is not always bad, because if in the teaching and learning interaction in the classroom there are students who make trouble, there is nothing wrong with the teacher to provide disciplinary action against these students so that they can set an example for others not to imitate the behavior of their friends. And what needs to be underlined is that giving action should not be excessive because it can have a negative effect on the student (Hawi, 2013).

However, in reality, some parents have a perception of the teacher's disciplinary action against their children when they make mistakes. Then the action is given to the child with the aim of educating and is positive, but necessary in education. Student mistakes due to violations can be given action in the form of sanctions that are educational in nature (Ramlan, 2016).

There are also students who complain to their parents so that as parents they can provide a way out for their children who are experiencing problems. Then the perception of parents varies, some give positive or negative responses. Of course, parents must know how the initial agreement between teachers and students has rules that are allowed and not allowed in the classroom and outside the classroom, so that it becomes a joint commitment (Hidayat, 2018).

Action techniques do need to be implemented, this is in line with the duties of parents in the family who demand their children to take disciplinary action. So that sometimes parents do not know how to use the right methods and techniques in disciplining their children (Bambang and Hanny Syumanjaya, 2010). So it requires communication to the school to be aligned in providing action.

Based on the explanation above, it can lead to a change in improving better discipline so that the perception of parents in improving discipline through disciplinary action has a positive impact on making students more responsible in an action made by students so that it can be much better the level of student discipline. Islamic education teachers and school counselors work together in developing and implementing integrated guidance and

counseling service programs in developing and implementing service programs. Islamic education and school counselors work together in overcoming these problems by building good communication. Furthermore, trying preventively (prevention) through religious approaches, psychology and collaborating between school personnel and trying curatively (healing) for problematic students (Wahidah et al., 2019).

Based on the description above, it could be concluded that, Islamic education teachers and School counselor need a strategy to understand the various characteristics of students. As well as students who break the rules or are disruptive in the classroom that can trigger teachers' emotion. Thus, a teacher is obliged to a teacher to give deductive punishment to students so that they can make it a wisdom for the punishment received by students and make a deterrent for the punishment.

Based on previous research, it is suggested that there is a collaborative strategy of PAI teachers with school counselors in junior high schools that runs well and effectively from the results of this collaboration, which shows students' akhlakul karimah in the form of discipline, honesty, politeness, good speech, and being able to control emotions (Yeni et al., 2021) and collaborate programs to run well in making students become human beings who have akhlakul karimah, and are motivated because both have a close relationship with the formation of students' akhlakul karimah, this can be seen from the duties of the two teachers. So this collaboration is more about the division of tasks and their respective roles. The Islamic Religion Teacher introduces moral cultivation strategies while the School counselor follows up, maximizes, overcomes problems related to morals (Fajri & Zafi, 2021). While this research has novelty, it lies in the collaborative element of PAI teachers and school counselors who have not done much research together in providing student discipline actions.

## **METHODS**

This study applied a descriptive qualitative approach to provide a picture or description of a situation objectively (Purnia, Muhajir, Adiwisastra, & Supriadi, 2020). Primary data were obtained from Islamic education teachers, School counselors, and students. Secondary data were obtained from documents that could support the comprehensiveness of data. The data analysis was carried out by researchers through several stages, starting from collecting data from informants and direct observations, interview transcripts, and documentation. The collected data were filtered and arranged in the form



words. Data were triangulated by extending observation, increasing persistence in research, discussion with peers, negative case analysis, and member check.

## **RESULTS AND DISCUSSION**

Regarding the form of student disciplinary action at Bait Al-Rahman Junior High School Duren Tiga, South Jakarta, the researcher obtained the results of an interview with Sihabudin as a School counselor stating that severe level student disciplinary action is given warnings or points against students who violate school regulations, the points given are in accordance with the treatment made by students, for example severe level student disciplinary action will be given by returning students to the family, because the treatment has exceeded the limits of the stages determined by the school. While the moderate level can be taken as an example of students who leave the class with the excuse of permission to go to the bathroom and then do not return to the classroom until the learning time is over. The low level can be said to be like a student who is not dressed neatly in the implementation of learning activities so that the student gets disciplinary action in the form of reprimands and points.

Based on the research findings above, the author criticises the research results that through the collaboration of School counselors with subject teachers can help both of them in classroom management so that students feel comfortable, and know students who have special attention such as remedial work (Afdal, 2015). Without giving points to students who commit offences. Therefore, the purpose of collaboration carried out by the School counselor with the Islamic education teacher at Bait Al-Rahman Junior High School Duren Tiga South Jakarta is to find out the individual character of students more deeply in order to have a very important role in overcoming students' problematic behaviour. And in fostering morals by dividing their respective duties, such as Islamic Education teachers who provide moral material in class, while School counselors handle the application of morals outside the classroom (Pertivi, 2020).

Thus the researcher also obtained the results of an interview with Siti Nurjanah as an Islamic education teacher at Bait Al-Rahman Junior High School Duren Tiga, South Jakarta, saying that: the form of disciplinary action at a severe level includes stages that have been determined by the school with the School counselor, because so far the Islamic education teacher when he sees students who commit acts that are not disciplined at a severe level it is handed back to those who have more authority such as homeroom teachers and School

counselors because Islamic education teachers do not have the right to provide severe disciplinary action but only provide a prevention so that students cannot commit violations that are severe. And disciplinary action at a moderate level provides disciplinary action in the form of reprimands for students who sleep during class hours, doing assignments that have not been done in front of the class until completion, and giving points to students. As well as disciplinary action at a low level is often found during class hours or outside of class hours from here the Islamic education teacher only provides disciplinary action in the form of a warning not to repeat it again and immediately tidied up.

This is reinforced by the results of the study that Islamic education teachers as subject teachers can implement collaboration with school counselors in diagnosing student problems. By following up with students who need help to overcome problems, one of which is discipline problems. Like the School counselor and the Islamic education teacher set an example by attending congregational prayers at the mosque. Islamic education teachers also provide motivation and examples of the characteristics of the Prophet Muhammad SAW, along with his companions in the hope that students can emulate these characteristics. Learning material about Fiqh can also help instil discipline in the five daily prayers (Yasyakur, 2017). Discipline in schools can be categorised as exclusionary measures, which exclude students from their normal learning environment (e.g., out-of-school suspension), or inclusionary measures that do not (e.g., after-school detention) (Petrosino, Fronius, & Goold, 2017).

Thus the researcher concludes from the results of interviews with Islamic education teachers and School counselors that the form of disciplinary action imposed at Bait Al-Rahman Junior High School Duren Tiga South Jakarta is quite good, because it has several stages before being taken directly into disciplinary action as well as several stages that researchers can get at school such as a form of reprimand for low-level disciplinary action, while the medium level is given in the form of points and direct action if the teacher is able to provide a punishment that is guidance or guidance, and returns students to the homeroom teacher to the School counselor even to the deputy or principal to intervene if students experience severe disciplinary action.

This programme evaluation looked at educational outcomes on student disciplinary actions in primary and junior secondary schools that implemented one of the models, there was an overall decrease in disciplinary actions over the same time period and there were

student and school characteristics that played a role in discipline (Duffy, 2018). For example, students may see differences in out-of-school suspensions, which may relate to how academically engaged they feel and the extent to which they perceive the school discipline environment as positive. Students perceived the disciplinary environment as significantly less favourable in schools with greater racial discipline disproportionality when measured by risk ratio, but not when measured by risk difference. Using different metrics of disproportionality in education research has important implications for policy and practice to identify and address these issues (Larson, Bottiani, Pas, Kus, & Bradshaw, 2019).

Reform school discipline policies for grades K-5 to limit exclusionary discipline (suspensions or expulsions that remove students from classroom instruction) to situations that threaten the safety of other students and adults. And direct districts to move away from zero-tolerance school discipline approaches that impose disciplinary consequences to approaches that emphasise exclusionary discipline or other approaches to behaviour that do not result in loss of classroom instruction (Nishioka, Merrill, & Hansan, 2021).

This is inversely proportional to the results of the study which show that the role of the counselling guidance teacher in the formation of student discipline character is to develop a counselling guidance program, facilitate student development, give praise to students who have been disciplined so far, cooperate and coordinate with each other, and the counselling guidance teacher also cooperates with students, especially class administrators. So it can be concluded that there is a need for a counselling guidance program in the formation of student discipline character (Harita, Laia, & Zagoto, 2022).

Based on the results of interviews with School counselors and Islamic education teachers, it is stated that the forms of collaboration between Islamic education teachers and School counselors are a collaboration in shaping student discipline actions that have a positive impact in the school environment and outside. As has been applied at the Bait Al-Rahman Junior High School in Duren Tiga, South Jakarta, the Islamic education teacher and the School counselor have been working together for a long time in providing disciplinary actions for students, so that they can form *akhlakul karimah*. In line with the research results (Yeni et al., 2021) that the collaborative strategy of PAI teachers with counselling teachers at the junior high school level runs well and effectively and shows students' *akhlakul karimah* in the form of discipline, honesty, politeness, good speech, and being able to control emotions.

Thus, the researcher can conclude from the results of all interviews with the Islamic education teacher with the School counselor and from the 3 (three) students that the form of collaboration carried out by the teacher was in the form of joint discussions in realising better discipline, but as long as the researcher conducts observation activities until he gets the results of the interview, the researcher sees that the level of discipline in schools has greatly decreased due to the co-19 pandemic, Here many of the teachers pay less attention to student discipline such as the implementation of congregational dzuhur prayers so that researchers can see the number of students who do not participate in the implementation of congregational dzuhur prayers, even researchers also see a lack of student discipline in dressing, and hair that is not neat is just left alone not given disciplinary action in the form of a reprimand.

Through this akhlaq education, it is expected to achieve better character and can help foster the emotional intelligence of students in Madrasah Aliyah. Learning akhlaq through the PBL approach can shape students' thinking activities naturally and can solve learning problems related to student morals. So that students can learn about how to think critically and can be skilled in solving problems (Baharun & Ummah, 2018). This includes the influence of parenting. Family parenting itself is influenced by education, norms/culture, environment, social, economic, and ownership of family members. Parents expect their children to be given hope, and positive supportive activities (Nurhaeni, Dinarti, & Priharti, 2016).

The results suggest that discipline is a holistic system, self-control and providing the necessary learning environment, obeying rules and respect. The participating teachers, who agreed with the idea that discipline does not mean intimidating or passivating individuals, described rudeness, lack of interest in lessons, and bad behaviour as discipline problems (Sadik & Yalcin, 2018).

Based on the results of the study, it was found that collaboration between Islamic education teachers and School counselors is very important in improving student discipline, especially at Bait Al-Rahman Junior High School. The forms of collaboration between the two are: (Yeni et al., 2021).

First, between Islamic education teachers and School counselors provide information to each other in the form of data, information and opinions and others through consultations, meetings, discussions and others. Second, in addition, both of them coordinate with each

other between work units in carrying out certain tasks that must be done together in the form of dividing tasks between two or more work units according to their fields which when combined will constitute a unified workload. Third, forming a non-structural collaboration forum, including in the form of committees, teams or other forms that are incidental as needed. In this case, collaboration is carried out with a number of personnel representing each work unit.

In realising the collaboration of Islamic education teachers with School counselors and other teachers to establish a good relationship, it is necessary to provide strategies to improve discipline because each student has a different character. Strategy is a planning process and is an important factor in achieving the success of an endeavour. As for some strategies can be used to remind student discipline, namely:

Firstly, habituation. Habituation is an activity that is carried out continuously in daily life so that it becomes a good habit (Wiyani, 2014). Therefore, the teacher provides a habit to students to submit assignments on time, come to school on time, and perform dzuhur prayers in congregation on time.

Secondly, example. Exemplification is a task that is inherent in everyone. Not only parents who set an example but as a teacher, being one of the parents of students at school must be an example, because it can shape aspects of knowledge, morals, treatment and social attitudes for students (Sutarsih, 2012).

Third, reprimand. Reprimand is an attempt to warn someone to realise what they have done (Ramayulis, 2012). Therefore, as a teacher, it is obligatory to give advice, explanations and reasonable reasons that can be accepted by students at school, so that students will realise that there are commands that must be carried out and prohibitions that must be abandoned.

Fourth, supervision and control. Supervision is everything related to the process of guarding and directing so that it can be monitored so that it will run well (Imron, 2023). While the students of SMP Bait Al Rahman Duren Tiga South Jakarta have compliance in discipline that fluctuates, so with students who do not comply with school rules (undisciplined) need intensive supervision or control of the situation.

Fifth, punishment. Punishment is one of the actions to be given to individuals or groups for mistakes that have been made (Santosa & Anggraini, 2022). Punishment at

school is shown to students who do not comply with school rules, for example, coming to school late is one of the reasons for disobeying the rules set at school.

Based on the explanation above, the researcher can conclude that the collaboration between School counselors and subject teachers can help in classroom management so that students feel comfortable, through several school activities. The strategies formed by Islamic education teachers with School counselors are in the form of habituation, by example and example, awareness or reprimand, supervision and control, and punishment.

The contribution of the results of this study to the school is that the school can improve and have various school programs that can be implemented with collaboration techniques between Islamic education teachers with School counselors or other subject teachers with School counselors. Therefore, schools in addition to giving responsibility to subject teachers in this case through learning activities. Guidance and counselling to help students' discipline attitude is also needed. Guidance and counselling services to help students who have problems in discipline can use Guidance and Counselling services to help students. Guidance and counselling services that can be used can take the form of individual or group counselling or group guidance. These efforts need to be complemented by cooperation with subject teachers, homeroom teachers, and parents and other school parties.

## **CONCLUSIONS**

Based on the results of research conducted by researchers, the form of student discipline in shaping morals through collaboration between Islamic education teachers and School counselors is a form of cooperation in providing services to students, especially for School counselors. In addition to providing services, guidance is also given to students in order to shape student morals with various programmes at school, including implementing programmes that can shape student morals. The contribution of this research is to provide insight and knowledge to school officials in improving aspects of discipline through forms of discipline in order to shape morals. As for the advantages of this research, readers can find out the various forms of discipline. Recommendations for further research can conduct research with other subject teachers or in solving other student problems.

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