

Approach To Islamic Values In Guidance And Counseling Services For Students Who Are Indicated To Have Borderline Personality Disorder

Hafiz Hasbi Ibadullah, Aep Kusnawan, Dadang Ahmad Fajar

Universitas Islam Negeri (UIN) Sunan Gunung Djati Bandung, Bandung,
Indonesia

hafizhasbi3@gmail.com, aep_kusnawan@uinsgd.ac.id, Sufisunda@gmail.com

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This research was motivated by the discovery of Borderline Personality Disorder (BPD) disorder in a female student at SMKN 1 Cilengkrang and the positive influence of the guidance and counseling (BK) services provided. The purpose of this study is to evaluate the planning, implementation, and impact of BK services on students with BPD indications. The approach used is qualitative with a descriptive method, as well as a goal-free evaluation model that focuses on the impact of activities, not specific goals. The results showed that the eclectic approach to BK services—combining humanistic, behavioristic approaches, Islamic Rational Emotive Behavior Therapy (REBT), and solution-focused brief counseling—provided positive changes in students' personality, academic, and social aspects. In this study, a qualitative method was used with a type of phenomenological research. Because it is adjusted to the events that occur. The results of this study show that this service not only emphasizes on psychological aspects, but also integrates Islamic values in the counseling process. Religious values such as patience, gratitude, self-introspection (muhasabah), and belief in destiny and the power of prayer are used as a basis to strengthen students' mindset to be more rational, positive, and solution-oriented. Individual services are applied to the student concerned, while group services are provided to his friends as a preventive effort. Despite showing positive results, the implementation of the service faces obstacles, including a lack of support from students' parents. This study suggests the need for an eclectic approach based on Islamic values in BK services to deal with complex psychological cases such as BPD more

holistically and effectively.

Introduction

Adolescence is a vulnerable stage, where various life problems can affect their development. Inappropriate responses often occur due to the change from childhood to adulthood. At this stage, it is important to pay attention and be aware so that problems do not have a negative impact on the development process. Every problem can be overcome with awareness and a desire to solve it. However, people often prefer to avoid problems with various reasons, which will only create new problems.

A study conducted in October 2023 at SMKN 1 Cilengkrang found a personality disorder in a female student named C. This disorder was first discovered by the guidance and counseling (BK) teacher after her homeroom teacher reported the problem. Student C initially opened up to her homeroom teacher and shared her feelings. She exhibited dangerous behaviors, including hurting herself when she felt afraid, anxious, or stressed, as a way to get attention and cope with her emotions.

Student C committed an act of self-harm by cutting his wrist which could endanger his life. This behavior was repeated, which was the reason for the BK teacher to immediately provide guidance and mentoring services. The dialogue between the homeroom teacher and student C revealed that his personality disorder was caused by difficulties in establishing relationships with friends at school, as well as incompatibility with his social environment .

Symptoms of personality disorder had appeared previously, influenced by various internal factors, such as lack of gratitude and difficulties in building interpersonal relationships. An inharmonious relationship with his parents also contributed to the feelings of stress and anxiety he experienced. Seeing this repeated behavior, the homeroom teacher coordinated with the BK teacher to find a way to help student C.

After receiving the report, the BK teacher provided guidance and strategies to approach student C to dig up further information. The guidance and counseling process showed positive developments. Student C showed better emotional management skills, self-awareness, and better behavioral changes. This development provides hope for student C to overcome personality disorders and improve his condition in a better direction.

Regarding personality disorders in student C at SMKN 1 Cilengkrang, the BK teacher conducted an analysis to diagnose the student's condition. After using the discussion and catharsis methods, it was found that student C was indicated to have Borderline Personality Disorder (BPD). The student's behavior showed a tendency to do negative things when feeling anxious, such as cutting his wrists to replace discomfort. Student C also found it difficult to regulate his emotions, so his behavior was difficult to control. Borderline personality disorder is a type of mental disorder that affects many humans, especially young people. The factor is a change in self-condition due to the transition from childhood to adulthood (Fajar, 2019: 30).

The emergence of borderline personality disorder is caused by hereditary factors, poor interpersonal skills, unpleasant childhood, using a lot of emotion-centered coping, and failure to build close relationships in adulthood or romantic relationships (Wibhowo, 2016: 120). There are several characteristics of someone

who experiences borderline personality disorder, including emotional dysregulation and instability in their emotions which are characterized by feeling emotions such as anger, sadness, anxiety, or fear that are very intense and excessive and also change easily. In addition, someone who experiences borderline personality disorder has difficulty in establishing interpersonal relationships, namely often experiencing conflict, feeling very dependent on someone when experiencing stress which can trigger fear of rejection or abandonment (Sari, 2020: 17).

This BPD disorder can appear in the school environment, and the BK teacher has the responsibility to provide assistance to students. However, the diagnosis process should involve therapists, psychologists, and psychiatrists to get more accurate results. In the case of student C, there are obstacles such as the student's reluctance to involve other parties and lack of support from parents, so the BK teacher must make an independent diagnosis and develop a counseling guidance program.

BPD is characterized by emotional instability, which often occurs in adolescents or young adults, and can be caused by heredity, childhood experiences, and lack of good interpersonal relationships. Characteristics of BPD include emotional dysregulation and difficulty in establishing interpersonal relationships. Proper handling should be carried out by a psychologist or psychiatrist, with the BK teacher acting as a counselor who provides guidance and counseling to his clients (Elvira, S. D. & Amir, N., 2015: 9).

Guidance is assistance given to a person or individual to be able to achieve an understanding of themselves and their direction in life, especially so that they can adapt optimally to the environment in which they live (Dini, 2021: 2). Counseling is a process of providing assistance given to clients by counselors in the form of a therapeutic relationship between the two with the aim of helping clients to be able to increase their self-confidence and adjustment or also change behavior so that they can achieve happiness (Saam, 2013: 2).

Guidance and counseling do have the same goal, which is to help someone solve problems in their life. However, both have differences that can be seen simply from the level of the problem. Simply put, guidance is more general, whether there is a problem or not, that can be done by providing information, direction, and advice. Meanwhile, counseling is carried out for someone or a client if they are considered to have or have certain psychological problems that cannot be handled sufficiently with guidance services alone (Kusnawan, 2020: 48).

So, it can be understood that guidance and counseling are two similar things but also have differences. However, from the differences, they complement each other. When guidance services are deemed insufficient to help someone solve their problems, further efforts can be made with counseling services, this unity becomes a service called guidance and counseling.

This study aims to evaluate the guidance and counseling services designed for C students with the hope of positive changes in student attitudes and development at school. The evaluation uses the Goal-Free Evaluation model to study the impact of services without specific goals.

Research methods

This research was conducted at SMKN 1 Cilengkrang located at Jl. Nagrog Telok Dengklok No. 12, Ciporeat, Cilengkrang District, Bandung Regency, West Java 40617. This location was chosen based on several considerations, including: (a) The location has problems that are relevant to the title of the research. (b) The location has the data needed by the researcher in conducting the research. (c) This location is reachable from the researcher's residence, making it easier for the researcher to conduct the research.

This study uses a qualitative approach, which means that the data obtained does not use statistical measurements (Gunawan, 2013: 32). The goal is to provide a comprehensive and descriptive understanding of words and language in a particular context. The qualitative approach produces data in the form of words, aiming to explain the data findings clearly according to the reality at the research location. Data and facts are obtained through observation, interviews, and documentation (Moleong, 2005: 58).

The method used in this study is a descriptive method. This method helps to reveal phenomena according to the conditions of the research object and explores conditions in depth (Fitrah & Luthfiah, 2017: 36). The data obtained are described in detail to provide a picture of the phenomena that occur. This study presents data in the form of words without changing or manipulating the results found (Sadiah, 2015: 19).

Primary data is data obtained from actors who participate or are directly involved in research conducted by researchers, data is obtained directly from original sources without intermediaries. Primary data is also called original data or new data. To obtain primary data, researchers must obtain it directly (Sadiah, 2015: 19). Primary data was obtained from BK teachers, homeroom teachers, head of accounting programs, and students at SMKN 1 Cilengkrang.

Secondary data is data obtained and collected from various existing sources (Sadiah, 2015: 19). While secondary data is recorded from written sources or recordings, such as archives, books, journals, and articles related to research. Data collection techniques include observation, interviews with related parties, and documentation.

The stages of data analysis are carried out through data collection, data reduction to simplify information, displaying data in the form of organized writing, and drawing conclusions that summarize the research results and answer the initial questions asked (Yusuf, 2014: 400).

Discussion

Planning of guidance and counseling services for students who are indicated to have BPD at SMKN 1 Cilengkrang

Diagnosis indicates that student C has BPD. Based on the findings of the interview activities conducted, there are several indications that show that student C is experiencing BPD. These indications include changes in behavior from being cheerful to being gloomy, withdrawing from the social environment, declining academic results, and self-harm.

Table 1. Indications of BPD

No	Indication of BPD	Indications of BPD in student C	Information
1	Spontaneously showing attitudes that have the potential to be destructive and detrimental to oneself	At the beginning of grade 11, student C was known to have done something that hurt himself by making cuts around his wrist.	Aspects of personal behavior
2	Make efforts to avoid feelings of abandonment	Student C showed his homeroom teacher a photo of the cut he had just made and quite a lot of blood was seen coming out of the area of the cut.	Aspects of personal and social behavior
3	The presence of mood or feeling dysregulation that occurs spontaneously	A gloomy expression and gestures were often seen, and several times Student C suddenly cried near his classmates.	Aspects of personal behavior
4	The presence of self-identity disorders characterized by persistent, real instability of self-image and unstable views of oneself.	Student C is a quiet person and quite withdrawn from his friends, especially at school.	Social aspect

Several indications of borderline personality disorder (BPD) are seen in student C. This student's behavior indicates that he has BPD. Student C has injured himself, with cuts on his wrists, which is a potentially dangerous self-destructive act if done continuously. (Elvira, S. D. & Amir, N., 2015: 2).

Student C showed an attempt to avoid feeling left out by showing a photo of his wound to the homeroom teacher, hoping to get attention and support. In addition, student C also experienced emotional dysregulation which caused difficulty in controlling his feelings, as seen from his gloomy facial expression and sudden crying incidents near his friends.

There is also a problem of self-identity, where student C shows significant behavioral changes, from cheerful and friendly to quiet and withdrawn. These indications show changes that are contrary to previous behavior. Follow-up to overcome BPD disorders requires a comprehensive approach, including pharmacotherapy and psychotherapy. Handling should be carried out by professionals such as clinical psychologists or psychiatrists so that the diagnosis and next steps are appropriate and accurate.

Approaches, methods, types of BK services to be used

Based on the findings of the interview activities conducted with BK teachers, the use of approaches, methods and types of counseling guidance services for student C is not only one, but uses several approaches and methods. This consideration is based on the development of findings of problems experienced by student C.

Table 2. Approach, Method

No	Approach	Method
1	Humanis	Not providing much counseling intervention, providing a sense of appreciation and validation of student C's condition and feelings
2	Behavioris	<i>Operant learning, social modeling, cognitive learning, dan emotional learning</i>
3	<i>Rational emotif behavior therapy-Islami (REBT-Islami)</i>	Confronting irrational thought patterns using an Islamic religious values approach
4	<i>Focused solution brief counseling (FSBC)</i>	Making plans to be carried out in the future, the plan emerged independently from student C through a discussion process with the BK teacher.

Based on the research results table, the planning of the guidance and counseling approach used by the BK teacher is four approaches. The use of this approach is based on the development of student C obtained at the problem identification and diagnosis stage. The four approaches are the humanist, behaviorist, REBT-Islamic and FSBC approaches. Analyzing the use of the method, the use of each guidance and counseling approach is carried out separately in each counseling session. In each counseling session, the use of the chosen approach reflects that the problems of student C are quite complex so that they require more than one approach and method in the implementation of guidance and counseling services.

This does not rule out the possibility of providing an impact that is in accordance with expectations. The shortcomings of each approach and method of counseling guidance can be improved by using other approaches and methods. Furthermore, the type of counseling guidance service implemented by the BK teacher for student C is an individual counseling guidance service. However, in its implementation, in this case, counseling guidance services are carried out on student C's classmates as well as a preventive measure so that similar problems do not recur. The implementation of counseling guidance services for student C and his friends is carried out separately both in terms of place and time, with the aim that student C still gets privacy regarding his problems and his friends do not know the details of student C's problems.

Table 3. Type of Service

No	BK service objects	Type of service	Information
1	Student C	Individual Counseling Guidance	Student C's problem is a sensitive problem, so it must be closely guarded and given in-depth and comprehensive handling. In addition, it is also to avoid the emergence of unwanted intervention

			from other parties (friends, teachers).
2	Friends of student C	Group Counseling Guidance	Providing understanding and guidance so that similar problems experienced by student C do not arise in his other friends. In addition, it is also to provide understanding so that there are no interventions that can hinder the development process of student C.

More clearly, the selection of individual service types for student C, namely student C's problems, is a sensitive problem, so it must be closely guarded and given in-depth and comprehensive handling. In addition, it aims to avoid the emergence of unwanted intervention from other parties (friends, teachers).

Individual counseling guidance is carried out individually, the counselee who is given counseling guidance services is only one person. This counseling guidance service is carried out by means of direct interviews with individuals or counselees with dynamic relationship conditions. The counselee feels an attitude of acceptance and understanding from the counselor. The counselor accepts the counselee with his/her condition without giving certain assessments and assumptions that are judgmental in nature towards the counselee so that the counselee can be open to telling their problems without feeling afraid and without covering up some things so that it can help the counselor to understand the counselee's problems and formulate the counseling guidance services that will be carried out (Hikmawati, 2016: 76).

The implementation of guidance and counseling services for C's friends, is carried out separately using the type of group guidance and counseling services. The goal is to make it easier for BK teachers to provide understanding and materials regarding problems that may be felt in life at adolescence and also the delivery of materials related to BPD.

Group counseling guidance is carried out by counselors in groups consisting of several people who have the same problems or goals. Group counseling guidance is carried out in three types of groups, namely small groups with 2-6 people, medium groups with 7-12 people and large groups with 13-20 people (Hikmawati, 2016: 77). Based on these findings and analysis, especially in handling indications of BPD disorders in student C through the implementation of counseling guidance services, there was a similarity in planning the concept of counseling guidance services. Judging from the results of interviews with BK teachers regarding planning the approach, methods and types of counseling guidance services that will be provided to student C, this is closer to the concept of an eclectic counseling guidance approach.

Eclectic counseling guidance is a technique that is based on various theoretical concepts and is not oriented towards only one theory in particular. Eclectic counseling guidance techniques are counseling techniques that choose concepts from various theories, methods, and experiences to be used together in helping clients through counseling guidance services (Fitriyanti, E., 2018: 3). This similarity can be seen through several approaches and counseling guidance methods chosen by BK teachers. Therefore, it would be more appropriate and

efficient if the implementation of this counseling guidance service clearly refers to the eclectic counseling guidance service technique.

Regarding eclectic counseling guidance, there are several choices of eclectic counseling guidance types that can be used by BK teachers, adjusted to the needs and conditions of the counselee. Some types of eclectic counseling guidance include technical eclecticism, problem oriented eclecticism, in procedure eclecticism, and systematic eclecticism. The concept of planning the counseling guidance service approach from BK teachers approaches the concept of eclectic counseling guidance services in procedure eclecticism. In its implementation, counselors use several theoretical concepts and each concept from each counseling guidance theory is implemented in each counseling guidance service session sequentially and gradually.

Implementation of guidance and counseling services for students who are indicated to have BPD at SMKN 1 Cilengkrang

The discussion on the implementation of guidance and counseling services for students who are indicated to have BPD at SMKN 1 Cilengkrang has been described based on the results of interviews obtained from BK teachers. More clearly, this explanation is described based on several points including the approach, method, type and obstacles found in the process of providing guidance and counseling services to student C.

The guidance and counseling approach and methods used by BK teachers for student C. Based on the results of the interviews conducted, a conclusion can be drawn about the guidance and counseling approach and method used by the BK teacher for student C. The approach efforts made by the BK teacher took quite a long time, the initial meeting was held outside the BK room and avoiding crowds so that no interventions emerged that could hinder the guidance and counseling service process.

The guidance and counseling approach used is not just one, but consists of the use of humanist, behaviorist, REBT-Islamic and FSBC approaches. This approach is adjusted to the conditions and problems experienced by student C and is used in accordance with the planned guidance and counseling session.

Table 4. Approaches and Methods

No	Approach	Method
1	Humanis	Not providing much counseling intervention, providing a sense of appreciation and validation of student C's condition and feelings
2	Behavioris	<i>Operant learning, social modeling, cognitive learning, dan emotional learning</i>
3	<i>Rational emotif behavior therapy-Islami (REBT-Islami)</i>	Confronting irrational thought patterns using an Islamic religious values approach

4	<i>Focused solution brief counseling (FSBC)</i>	Making plans to be carried out in the future, the plan emerged independently from student C through a discussion process with the BK teacher.
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Based on the table regarding the approach and method of guidance and counseling services used by the BK teacher for student C, it can be observed that the approach and method of guidance and counseling used is not just one, but uses several approaches and methods that are adjusted to the conditions and problems of student C. The aim is to achieve maximum success in implementing guidance and counseling services..

The implementation of guidance and counseling services will achieve success through several factors, including the client factor, counselor, method or approach of guidance and counseling used and other external factors, either from the client or counselor (Saam, 2017: 24). The use of several methods is to avoid the emergence of obstacles from the inaccuracy of the approach and method used. Through the use of several approaches and methods of implementing guidance and counseling services, it can help BK teachers in knowing what approaches and methods are suitable for students C.

The approaches used by the BK teacher for student C include humanist, behaviorist, REBT-Islamic, and FSBC, according to the objectives of guidance and counseling services. The humanist approach respects and validates students' feelings. The behaviorist approach provides stimulus for students to consider the consequences of behavior. REBT-Islamic aims to change irrational thinking patterns to rational ones with Islamic values. FSBC uses discussion to develop independent plans for student C. The most widely used is REBT-Islamic, which integrates religious material with counseling interventions to strengthen students' mindsets. Counselors must provide freedom for students to integrate their religious beliefs into counseling (Bastomi, H., & Aji, 2018: 42).

The reason for using the approach and method in counseling guidance is the result of the BK teacher's diagnosis who found emotional disorders and irrational thought patterns in student C. Student C expressed a preference for feeling physical pain rather than mental pain, so he committed self-harm. This action was triggered by a feeling of disappointment towards his close friend, with the hope that the friend would feel guilty and remain by his side (Bastomi, H., & Aji, 2018: 29).

The counselor's efforts are to change the way of thinking of student C which is illogical to be more rational. This is done by confronting the student's irrational beliefs and discussing them. The implementation of guidance and counseling services is carried out in several sessions with different approaches according to needs..

In the first session, using a humanist approach to create a comfortable and empathetic atmosphere, so that student C feels safe to share. The second session uses a behaviorist approach to encourage student C to consider the consequences of his behavior. The third session uses the REBT-Islamic approach to change student C's irrational mindset with religious values. The fourth session applies Focused Solution Brief Counseling, focusing on planning for student C's future. The guidance process starts from awareness of the problem to planning to

maintain the positive conditions that have been achieved. All steps in guidance counseling are arranged in a clear sequence to achieve the desired end goal.

The guidance and counseling approach and method used by the BK teacher has indeed been adjusted to the condition of student C. However, in practice, there is an approach and method that is more appropriate to facilitate the implementation of guidance and counseling services for student C, namely the eclectic guidance and counseling approach.

Eclectic counseling guidance is a technique that is based on various theoretical concepts and is not oriented towards only one theory in particular. Eclectic counseling guidance techniques are counseling techniques that select concepts from various theories, methods, and experiences to be used together in helping clients through counseling guidance services (Fitriyanti, E., 2018: 3).

Analyzing the implementation of guidance and counseling services by BK teachers to student C, basically the implementation of guidance and counseling services is included in the category of eclectic guidance and counseling In Procedure Eclecticism. The use of several theories of guidance and counseling carried out sequentially according to the conditions of the client.

In Procedure Eclecticism, namely mastery of several theories and applied sequentially to a client according to the development of the client's problems or discourse of study in the counseling procedure (Mappiare, A., 2006: 101). This category of eclectic counseling guidance is shown based on a series of processes for implementing counseling guidance services by BK teachers for student C, in the implementation of counseling guidance services starting from session one to session four using different approaches and methods adjusted to the conditions and circumstances of the client.

Types of counseling guidance services used by BK teachers for student C. Based on the findings from the interview results, it can be concluded from the types of counseling guidance services used by BK teachers in providing counseling guidance services to student C. The type of counseling guidance service used is individual counseling guidance, with the consideration that it can focus more on solving problems in student C and avoiding the emergence of interventions that can hinder from other parties. However, close friends of student C are also not exempt from providing an understanding of student C's condition and an understanding of the attitudes and responses that must be taken in the interaction and communication relationship with student C.

The provision of guidance to close friends of student C is done because the problems and negative behavior of student C are already known by his close friends. So from here it is also necessary to provide understanding to close friends of student C so that there are no obstacles in efforts to change behavior towards a positive direction from the process of guidance and counseling services provided to student C.

Table 5. Service Objects

No	Counseling guidance service objects	Type of service	Information
1	Student C	Individual Counseling	Student C's problem is a sensitive problem, so it must be closely guarded and given in-depth and comprehensive

		Guidance	handling. In addition, it is also to avoid the emergence of unwanted intervention from other parties (friends, teachers)
2	Friends of student C	Group Counseling Guidance	Providing understanding and guidance so that similar problems experienced by student C do not arise in his other friends. In addition, it is also to provide understanding so that there are no interventions that can hinder the development process of student C.

Based on the table, the guidance and counseling service for student C is only carried out with individual counseling guidance. However, the BK teacher also provides group guidance to close friends of student C to prevent the same problems from arising in them. This also aims to ensure that there is no intervention that interferes with the guidance and counseling process for student C.

Individual counseling guidance focuses on student C's problems, maintaining privacy and avoiding intervention from other parties. This process is carried out through direct interviews, where the counselor listens without judgment so that the client feels comfortable sharing problems. Student C's close friends also gain an understanding of student C's condition and how to interact with him. This is important to prevent obstacles or interventions that could affect counseling guidance. Group counseling guidance is also carried out in various sizes, from small to large groups, depending on the number of members and the same goals. (Hikmawati, 2016: 77).

Approach To Islamic Values In Guidance And Counseling

In the context of guidance and counseling services for students with personality disorders such as Borderline Personality Disorder (BPD), an approach based on Islamic values has a very important role. Islamic values not only function as moral norms, but also as a source of inner strength that is able to help individuals in overcoming psychological crises spiritually and emotionally.

1. Sabar (الصبر)

Patience is the main value in Islam which is the foundation in facing the trials of life. In the context of students who experience BPD, patience is taught as the ability to refrain from excessive emotional reactions, as well as as a form of determination in undergoing the recovery process.

"Indeed, Allah is with those who are patient." (QS. Al-Baqarah: 153)

2. Syukur (الشكر)

Train syukur taste Help students focus on the positive aspects of life, so that they can reduce the urge to hurt themselves or feel inferior. The practice of gratitude through daily reflection or gratitude journals is a practical method that is instilled in Islamic counseling.

3. Tawakal (التوكل على الله)

Tawakal is a form of complete dependence on Allah after making maximum efforts. In counseling, students are taught to try to overcome their problems but still leave the results to Allah, so that they do not get caught up in frustration or excessive anxiety

4. Muhasabah (المحاسبة)

Muhasabah or self-introspection is the process of reflecting on one's actions and condition honestly. In counseling sessions, muhasabah is used to help students realize cognitive distortions and change them into a more rational and Islamic mindset.

5. Istighfar dan Taubat (الاستغفار والتوبة)

Getting used to istighfar or asking for forgiveness is a form of awareness of limitations and the desire to improve oneself. In counseling, this becomes part of the effort to cleanse oneself of psychological burdens such as guilt, shame, or excessive regret.

6. Ukhuwwah Islamiyah (الأخوة الإسلامية)

Fostering ukhuwah or a sense of brotherhood between friends is an important step in building social support. This value is emphasized so that students do not feel alone and receive emotional support from the school environment.

These values can be integrated in counseling sessions with the REBT-Islamic approach and spiritual counseling techniques, where the counselor uses verses of the Qur'an and hadith as material for reflection and motivation. This approach helps students not only psychologically, but also spiritually, making the recovery process more holistic and deep.

The impact of guidance and counseling services on students who are indicated to have BPD at SMKN 1 Cilengkrang

Discussion of the results of the study on the results of the guidance and counseling services provided by BK teachers to student C is based on information data obtained through interviews with several informants. This discussion includes the findings of the results obtained from the implementation of BK services that have been carried out. The guidance and counseling services provided to student C provide what kind of results and how, especially when compared to before the guidance and counseling services were provided.

Aspects that are the benchmark for the results of guidance and counseling services for student C Based on the findings from the interview results, a conclusion can be drawn regarding the aspects that are the benchmark for assessing the results of guidance and counseling services for student C. Several aspects that are the benchmarks are changes in attitudes and behavior related to the scope of personality, academic and social behavior.

Behavioral changes that return to being cheerful, cheerful, and not repeating self-harm which is a form of manifestation of increased gratitude and self-acceptance, this is the main focus of behavioral changes. Furthermore, behavioral changes in the academic aspect are related to attendance at school and in class, participation in the learning process at school, and increased enthusiasm for learning. In addition, in the social aspect, student C can re-mix with his friends at school, not close and withdraw from the environment, and also regain acceptance from his friends.

Table 6. Behavioral Aspects

No	Behavior that is used to assess the results of guidance and counseling services	Assessment aspect
1	- Cheerful, cheerful and friendly - Reduce or even stop doing self-harm actions	Personality behavior
2	- Increased attendance in class and at school - Participation in the learning process - Increased enthusiasm for learning	Academic behavior
3	- Establish interaction and communication with people around you - Openness about the problems you are facing	Social behavior

Based on the table explaining the assessment of guidance and counseling services for student C, there are three important aspects: personal behavior, academic behavior, and social behavior. These three aspects are assessed from changes in student C's behavior before receiving services.

The criteria for the success of guidance services include: (1) Development of new understanding obtained by the client regarding their problems. (2) Positive impacts of guidance and counseling activities. (3) Action plans that the client will take after receiving services to resolve their problems. These criteria can be applied to each aspect of the assessment..

In the aspect of personal behavior, the success of student C is seen from the development of understanding, positive impacts felt, and plans for further activities. In the aspect of academic behavior, success is assessed from the presence and participation of student C in learning and increasing grades. While in the aspect of social behavior, the assessment is based on the interaction and communication of student C with others..

This assessment is obtained from information provided by student C and other sources such as friends, homeroom teachers, and teachers. Therefore, the results of guidance and counseling services can be concluded through the three aspects mentioned, which improve the quality of life of student C in various ways.

Comparison of behavioral changes seen in student C after counseling guidance. Changes in student C's behavior can be seen from the comparison before and after being given counseling guidance services. Before guidance, student C showed negative behavior, such as self-harm and a quiet attitude that made him look gloomy. His friends also saw that he often cried for no apparent reason, indicating emotional disturbance. In terms of academics, student C experienced a decrease in enthusiasm for learning, which was seen from his attendance in class and his learning outcomes. In terms of social, he tended to withdraw and avoid interaction with his friends, which could hinder his social and

academic development. This negative behavior requires counseling guidance actions so that the situation improves.

After being given counseling services, there was a significant change in student C's behavior. He no longer hurt himself, and no new wounds were visible. His facial expression began to brighten even though he had not fully recovered. Student C began to show a friendly nature by greeting teachers and friends. In the academic field, his attendance and participation in learning increased, and the teacher observed his positive changes. In the social aspect, student C began to interact better, talk about his feelings to close friends, and ask for support so as not to return to self-harm.

Table 6. Comparison of behavior

No	Comparative aspect	Before providing BK services	After providing BK services
1	Personality behavior	-Self-harm by cutting his wrist area. -Moody and withdrawn.	-Reduce or even eliminate self-harm (no new wounds or wounds that are still wet). Looks cheerful, cheerful and active.
2	Academic behavior	-Decreased enthusiasm for learning (attendance in class and at school, assessment of learning outcomes)	-There is beginning to be an increase in enthusiasm for learning as seen from the increased attendance and participation in learning activities in class.
3	Social behavior	-withdrawing from friends -tendency to avoid social environment	-It was monitored from information provided by his close friends that student C had told several times about the problems he was experiencing. -Interaction and communication activities with his friends have started to re-establish.

This comparison table is the main basis for providing an assessment related to the results of the guidance and counseling services provided to student C. The development of student C's behavior after the provision of this guidance and counseling service is compared with the behavior of student C before being given the guidance and counseling service. From this comparison, it can be seen to what extent the level of success and development towards a positive direction of changes in student C's behavior.

The comparison of the development of changes in student C's behavior is based on three aspects of behavior, these behavioral aspects include aspects of personal behavior, academic behavior and social behavior. These three aspects of assessment are based on the criteria for the success of implementing guidance and counseling services.

Criteria for the success of implementing guidance and counseling services, among the criteria are: (1) There is a development of new understanding obtained by the client related to their problems. (2) Providing an impact in the form of positive feelings that come from a series of guidance and counseling service activities carried out. (3) Planning regarding what steps and actions will be taken by the client after carrying out guidance and counseling services to realize further efforts regarding solving the problems they are experiencing (Ulfiah, 2020: 52).

Based on the comparison of student C's behavior before and after the guidance and counseling service, several significant differences were found. Before the service, student C showed negative behavior, including self-harm with cuts on the wrist that had been done several times. Student C also appeared quiet, gloomy, and often cried for no apparent reason.

After counseling, the self-harm was no longer done. There were no new or still-wet wounds visible, and Student C's attitude began to be more cheerful although not completely back to before. His friendly nature began to be seen when he greeted his friends and teachers.

In terms of academics, before counseling, student C showed a decrease in enthusiasm for learning, as seen from his absence from class and declining assessment results. However, after being given counseling services, his attendance at school and involvement in learning increased, as did his assessment results. The subject teacher also confirmed that student C was more active in learning than before.

In terms of social behavior, before guidance, student C tended to withdraw and avoid social interactions, which could hinder his development. After guidance, student C began to interact well and was open to sharing his feelings with close friends. He also asked for support not to hurt himself again.

The analysis shows that guidance and counseling has provided positive progress for student C, although the development has not been fully maximized. The BK teacher noted that despite the progress, student C is still struggling to catch up academically and is experiencing a little awkwardness in social situations. Obstacles found in the implementation of guidance and counseling services for student C.

Based on the findings from the interview activities conducted, it can be concluded that there are obstacles in efforts to provide guidance and counseling services provided to student C. The obstacles encountered include the response at the beginning of the guidance and counseling service activities from student C which was quite closed and took a long time to be willing to open up about the problems being faced. However, in the end, over time with the patience and sincerity of the BK teacher in an effort to help student C, he was finally able to open up and tell his problems.

In addition, there is a much bigger obstacle. This obstacle does not come from the student C personally, but from the parents, namely the mother of student C. Unilaterally and suddenly, the mother of student C asked the school to withdraw student C and asked for resignation to be transferred to another school. This, of course, becomes a barrier to the continuity of the guidance and counseling services provided by the BK teacher, because if the school has moved, the guidance and counseling service process will start again from the beginning with a new counselor or BK teacher.

Table 7. Obstacles

No	Form obstacles	Source of obstacles	Because of obstacles
1	Response at the start of the guidance and counseling service activity from student C who was still covering up the problems he was experiencing	Student C	Lack of trust, awareness and initiative to solve problems
2	It takes a long time to be willing to open up about the problems you are facing.	Student C and the use of approach methods	Review and try out some suitable approaches to use
3	Unilaterally and suddenly, the mother of student C asked the school to withdraw student C and asked for student C's resignation because he would be transferred to another school.	Student C's parents	Family problems, namely the response and behavior of student C's mother towards student C.

Based on the table regarding the obstacles found in the implementation of guidance and counseling services for student C, the sources of the obstacles are diverse, some come from student C himself, the methods and approaches used and also come from external sources for student C, namely his biological mother. This table of obstacles to the implementation of guidance and counseling services is used as a basis for analysis to clarify data findings and their resolution..

The obstacles found by the BK teacher in implementing the guidance and counseling service with student C, including the response at the beginning of the guidance and counseling service activity from student C who still covered up the problems he was experiencing, it took quite a long time to be willing to be open about the problems he was facing and the unilateral and sudden incident from student C's mother who asked the school to withdraw student C and asked for student C's resignation because he would be transferred to another school.

The success of the implementation of guidance and counseling services is influenced by several factors, including factors of the client, counselor, methods or approaches of guidance and counseling used and other external factors from the client or counselor (Saam, 2017: 24). Several inhibiting factors for the success of the implementation of guidance and counseling services may be found, but the solution can be adjusted again to the conditions and possibilities in the process of providing guidance and counseling services.

Obstacles regarding student C's response at the beginning of the guidance and counseling service activities that still cover up the problems he experiences are included in the internal obstacles of the counselee. In this condition, the counselor will face obstacles regarding the process of obtaining the information needed in the implementation of guidance and counseling services.

The lack of openness of the client to the counselor can also be caused by the client's lack of awareness of the problem and the resolution of the problem. So that he does not understand the things that are the problems in him that must be resolved so as not to cause obstacles or even new problems (Saam, 2017: 25).

The obstacle regarding the sufficient amount of time needed by student C to be willing to open up to the guidance counselor, including obstacles originating from within student C and the use of approaches or methods that are in

accordance with the character conditions of student C. This obstacle can ultimately be overcome by using several approach methods that are adjusted and considered suitable for the conditions and character of student C. In addition to changing the approach method, another way is also used by the guidance counselor, namely by changing the setting of the place which was originally carried out in the guidance counselor room to another place that allows student C's privacy to be maintained, namely in a special prayer room for teachers when it is empty which has been sterilized from other people and combined with a mixture using electronic media such as the chat feature on the WhatsApp application.

The time needed to get openness from the client to the problems they are experiencing is indeed diverse, the causal factors could be because there is no motivation and awareness of the client to solve their problems and the client does not consider this problem necessary to be solved. In addition, other factors also affect the time needed for the client to be able to open up to the counselor, including the use of inappropriate approach methods and the place of implementation of counseling guidance used (Saam, 2017: 24-25).

Another obstacle found in the process of implementing guidance and counseling services for student C was a unilateral and sudden incident from student C's mother who asked the school to withdraw student C and asked for student C's resignation because he would be transferred to another school. This obstacle came from external factors, either from student C or the BK teacher, therefore the process of implementing guidance and counseling services should not only be for student C, but also needs to be carried out for his parents, especially the mother of student C because the data found revealed a lack of awareness from his mother about the problems being experienced by student C.

It is undeniable that external obstacles can be found, the implementation of guidance and counseling services requires support from various related parties, including support from parents. Parents and children have a close and positive relationship in terms of providing support. The form of support from parents to their children can be in the form of providing encouragement or treatment, enthusiasm and advice to others in a condition related to decision making (Maulany, L. E., et al., 2022: 12399).

Based on this discussion, we can conclude about the obstacles encountered in the implementation of guidance and counseling services carried out by the BK teacher for student C. There are three main obstacles, namely the lack of openness of student C to the BK teacher at the beginning of the implementation of guidance and counseling services, the long time needed for student C to open up to the BK teacher and the unilateral action of parents who asked for student C's withdrawal from school and will be transferred to another school for reasons that are not explained..

The obstacles found in the implementation of guidance and counseling services for student C have different sources, originating from student C himself, the use of guidance and counseling service approach methods, and externally, either from student C or the BK teacher, namely the parents of student C. Looking at the source of these obstacles, there are two obstacles that have been overcome and solutions have been found, but for the obstacles originating from the parents, this is the barrier to the continuity of the implementation of guidance and counseling services carried out by the BK teacher for student C. From the

obstacles originating from the parents of student C, the BK teacher and the school cannot do much because the unilateral decision of the parents of student C cannot be negotiated anymore so that the BK teacher and the school only provide what the parents of student C want..

Based on this analysis, it can be concluded that the implementation of counseling guidance services for student C is also carried out on his friends, especially close friends of student C. The implementation of this counseling guidance service is carried out separately and uses different types of counseling guidance services. For student C, it is carried out with individual counseling guidance services, while for his friends, group counseling guidance services are used.

Conclusion

This study shows that guidance and counseling (BK) services with an eclectic approach have a positive impact on dealing with students who are indicated to have Borderline Personality Disorder (BPD). The approaches used, such as humanistic, behavioristic, REBT-Islamic, and solution-focused brief counseling are tailored to the student's conditions and needs. The results showed significant changes in the personality, academic, and social aspects of students, such as reduced self-harm behavior, increased enthusiasm for learning, and improved social interaction with peers. The methods used included Operant learning and cognitive learning, with the aim of discussing the consequences of this behavior. In the third session, the REBT-Islamic approach was used because student C had an irrational mindset that caused emotional disturbance. This method aims to change the student's mindset, so that he does not commit self-harm again.

The main strength of this service is the integration of Islamic values in the guidance and counseling process. Values such as tawakal, patience, gratitude, muhasabah, and the importance of maintaining good relationships with parents and the environment are part of the counseling material presented. This approach helps students build spiritual awareness, strengthen emotional resilience, and develop a more positive and rational way of thinking in accordance with Islamic teachings.

The impact of counseling services showed positive changes. The assessment of this impact was carried out by comparing student behavior before and after the counseling services. The personal behavior aspect includes students' actions in everyday life, such as self-harm. The academic aspect is related to students' participation and learning outcomes. Meanwhile, the social aspect includes students' interaction and communication with friends and the environment.

Despite facing some obstacles, especially from parents, this service still provides constructive results. Therefore, an eclectic approach based on Islamic values is highly recommended to be applied in BK services as a comprehensive effort in dealing with complex psychological problems among adolescents.

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