

Group Guidance on Problem Solving Techniques to Improve Student Adjustment from the Perspective of Islamic Psychology

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ABSTRACT

This research aims to improve students' adjustment through group guidance services using problem-solving techniques from the perspective of Islamic Psychology. The research uses the Guidance and Counseling Action Research (PTBK) method, which is carried out in two cycles, including the stages of planning, action implementation, observation, and reflection. The research participants consisted of 8 students from class X E 3, selected using the random sampling technique. Data collection techniques were carried out through a Problem Checklist (DCM), self-adjustment scale, observation, and documentation. Data were analyzed descriptively and quantitatively with the help of Microsoft Excel. The research results show that group counseling services using problem-solving techniques can improve students' adjustment. The improvement is shown by the students' ability to interact with peers, control their emotions, solve problems constructively, and adapt to the school environment. At the end of cycle II, 6 students were in the high category and 2 students were in the medium category, thus achieving the research success indicator of 75%. In the perspective of Islamic Psychology, the improvement in self-adjustment reflects the development of students' abilities to apply the values of tafakkur, muhasabah, ikhtiar, and to build harmonious social relationships in accordance with the principles of ukhuwah Islamiyah. Thus, group guidance services using problem-solving techniques are effectively used to enhance students' self-adjustment.

1. INTRODUCTION

Schools are formal educational institutions that play a strategic role in developing students' potential, both academically, socially, emotionally, and spiritually (Aisyi et al., 2025; Alpin Maulana et al., 2025; Indri Karadona et al., 2025). During adolescence, students are at a developmental stage characterized by various physical, psychological, and social changes that demand good adaptability skills (Karadona et al., 2026). Self-adjustment is the individual's ability to adapt to the environment, understand social demands, and manage various changes that occur in their life. This ability is very important for students to possess in order to build harmonious social relationships, engage in the learning process optimally, and develop a healthy and balanced personality (Hobfoll, 2002; Husaeni et al., 2022). In the perspective of Islamic Psychology, self-adjustment is not only understood as an individual's ability to adapt to the social environment but also as the ability to balance relationships with Allah Swt., fellow humans, and oneself (Sodikin et al., 2026; Sumaia Almajri et al., 2025). Individuals who have good self-adjustment will be able to control their emotions, remain patient in facing problems, and demonstrate behavior that aligns with Islamic values. This is in line with the words of Allah Swt. in QS. Ar-Ra'd verse 11, which explains that a person's change in condition begins with efforts to improve themselves. Therefore, self-adjustment in Islam is a process of personality formation based on faith, morals, and the ability to face various life challenges wisely. In fact, many students still experience difficulties in adjusting to the school environment. These difficulties are indicated by low interaction skills with peers, lack of self-confidence, difficulty controlling emotions, and a tendency to withdraw from the social environment. This condition is often found especially among students who are facing the transition to a higher level of education or are in a new learning environment. Changes in the

environment, diverse peer characteristics, and increasingly complex academic demands often create psychological pressure that affects students' ability to adapt (Hasanuddin & Khairuddin, 2021; Nisai & Aulia, 2021).

Low adaptability can lead to various negative impacts, such as learning difficulties, social conflicts, anxiety, low learning motivation, and even the emergence of deviant behavior. In the perspective of Islamic Psychology, this condition indicates that the individual's ability to manage the potential of nafs, intellect, and heart in a balanced manner is not yet optimal. Therefore, systematic efforts are needed to help students develop their self-adjustment abilities so that they can better face various challenges in school life. One of the services that can be used to help students improve their adjustment is group counseling services. Group counseling services provide students with the opportunity to learn together, share experiences, develop social skills, and receive support from other group members. Through group dynamics, students can understand themselves, understand others, and learn to solve various problems encountered in daily life. This service also allows students to gain more meaningful learning experiences because it is conducted through direct interaction with peers. To enhance the effectiveness of group guidance services, the use of appropriate techniques is necessary, one of which is the problem-solving technique. The problem-solving technique is a method that helps students identify problems, analyze the causes of the problems, seek various alternative solutions, choose the most appropriate solution, and evaluate the results obtained. In the perspective of Islamic Psychology, this technique aligns with the concepts of tafakkur and musyawarah, which involve deep thinking and considering various alternatives in making the best decisions according to sharia values. Through the problem-solving technique, students not only learn to solve the problems they face but also develop a sense of responsibility, patience, and the ability to make wise decisions.

Various previous studies have shown that group counseling services are effective in helping to improve students' adjustment abilities. Research (Monika et al., 2025) shows that group counseling can enhance self-confidence, communication skills, and the ability to understand the social environment. Purwaningsih's research (2019) also found that group services can help students develop a more rational and adaptive mindset toward their environment. Additionally, research (Mariska, 2018) shows that students' adaptability can be improved through various group guidance service strategies. However, research specifically examining efforts to improve students' adaptability through group counseling services using problem-solving techniques from the perspective of Islamic Psychology is still relatively limited. Based on this description, this research is important to conduct in order to examine how group counseling services with problem-solving techniques can enhance students' adaptability from the perspective of Islamic Psychology. This research is expected to provide theoretical contributions to the development of Islamic Psychology and Islamic counseling studies, as well as practical contributions for guidance and counseling teachers in designing effective services to help students achieve optimal social, emotional, and spiritual development. Thus, students are expected to be able to positively adjust to the school environment while also internalizing Islamic values in their daily lives.

2. METHOD

Research Design

The research method used in this study is the guidance and counseling action research method, which essentially follows the classroom action research (CAR) procedure with a focus on guidance and counseling. Action research is one of the strategies that utilizes real actions and the process of developing the ability to detect and solve problems, with a cycle of activities consisting of planning, implementation, observation, and reflection (Susilo et al., 2022).

Research Participants

The research subjects in this study consisted of 8 students from class X E 3. The selection of participants was carried out using the random sampling technique, so that each student in the class had

an equal chance of being chosen as a research subject. The use of this technique aims to reduce the potential bias in sample selection and enhance the objectivity of the research. The eight selected students participated in the entire series of research activities, from the implementation of the Action to the data collection process. The data obtained from the participants are then used as the basis for analyzing the research results and answering the established research objectives. With these characteristics, research participants are expected to provide relevant and representative information in accordance with the focus of the research being conducted.

Data Collection Tool

The data collection techniques used are through the distribution of DCM and the self-adjustment scale. The following is the outline of the self-adjustment scale:

Table 1: Outline of the Self-Adjustment Scale

No	Aspect	Indicator	Statement Item		Number of Items
			F	UF	
1.	Self knowledge And self insight	Having a realistic attitude	1,2,3		7
		Caring Attitude		4,5,6,7	
2.	Self ojectifity and self acceptance	Having a positive attitude toward a problem		12	5
		Accepting one's own shortcomings and strengths	8,9,10,11		
3.	Self development and self control	Able to direct oneself		16,17	5
		Able to control oneself	13,14,15		
4.	Satisfaction	Considering every stimulus as an experience	18,19,20		3
Amount			13	7	20

Research Procedure

This research was conducted in two cycles, which included the stages of planning, action implementation, observation, and reflection. Before the Action was implemented, the researcher conducted a pre-cycle by distributing a self-adjustment scale to the students to determine the initial conditions and identify the research subjects based on the obtained measurement results. In cycle 1, the researcher organized and conducted group guidance services using the problem-solving technique based on the service implementation plan (RPL) that had been prepared. During the activity, observations were conducted to monitor the adjustment progress of the students. Next, the results of the Actions are evaluated through reflection as a basis for improvement in the next cycle. In cycle 2, the Actions are carried out based on the evaluation and reflection results of cycle 1. Group guidance services are provided again along with observations of the students' development. At the end of the cycle, reflection and evaluation are conducted to assess the success of the service in improving students' adjustment. The results of both cycles are then used to determine the effectiveness of the problem-solving technique in group guidance services.

Data Analysis Techniques

The research data will be analyzed quantitatively with the help of Microsoft Excel through the processing of numerical data, including descriptive statistical calculations such as mean, median, and standard deviation, to illustrate the level of student development after receiving group guidance services using the problem-solving technique. In addition, the data is presented in the form of tables and graphs to facilitate the interpretation of research results and to observe changes that occur in each cycle of action. The success indicator in this guidance and counseling action research is set at 75%, marked by an increase in the high and medium achievement categories of students after receiving group counseling services. The research can be declared successful if 75% of the participants show improvement according to the established criteria. Based on these indicators, the success of the research is demonstrated by 6 students in the high category and 2 students in the medium category, so all participants have reached the expected categories and the research is declared successful.

RESULT AND DISCUSSION

The research results obtained from the questionnaire scale, students of class X E3 SMA Negeri 2 Yogyakarta, consisting of 36 students, filled out a pretest questionnaire with 20 questions. The results are presented in the self-adjustment table as follows: Table 3. Self-Adjustment Categorization

Score Range	Category
$X < 57$	Low
$57 < x \leq 68$	Currently
$x > 68$	Tall

Data obtained

At the planning stage

In this planning stage, the researcher administered a pretest regarding the students' adjustment. The aim is to determine the initial level of the students' adjustment. The results of the pretest are presented in the following table:

Table 4. Results of the Self-Adjustment Pretest

NO.	Subject	Total	Category
1.	AMA	67	Currently
2.	AKS	67	Currently
3.	EDH	58	Currently
4.	FSW	62	Currently
5.	HA	68	Currently
6.	MGK	55	Low
7.	SJA	75	High
8.	YHW	62	Currently

Based on the pretest data results during the pre-cycle, there are 8 students who have high, moderate, and low adjustment levels. Based on these results, the adjustment in class XE3 SMA Negeri 2 Yogyakarta still needs to be improved through guidance and counseling services. It can be decided that these 8 students will become the subjects of the research, and the topic to be included in the RPL will present an issue related to self-adjustment through problem-solving techniques.

Implementation Phase

Cycle I

The stages of the first meeting on February 24, 2025, with an allocation of 45 minutes, the researcher conducted the service process by starting with an explanation of the activities that would be carried out over several meetings. After that, the researcher briefly explained self-adjustment through a PowerPoint presentation, then the students watched a video related to self-understanding. After the video was shown, the guidance counselor posed triggering questions based on the video to elucidate the cause-and-effect of the emerging issue, which is self-understanding "who am I?". Then, the students discussed to find solutions to the existing problems. The guidance counselor acts as a facilitator who helps create a supportive environment so that students feel comfortable sharing their ideas and opinions. The second meeting was conducted on February 25, 2025, with an allocation of 45 minutes. At this stage, the researcher reviewed what was done in the first meeting and asked the students to present issues regarding self-adjustment in understanding their strengths and weaknesses through online news about the causes of the problems that arose. The students discussed to find solutions to these problems. The guidance counselor acts as a facilitator who helps create a supportive environment so that students feel comfortable sharing their ideas and opinions. The third meeting was conducted on February 27, 2025, with an allocation of 45 minutes. At this stage, the researcher reviewed what was done in the second meeting and asked the students to present issues regarding self-adjustment and building their ability to articulate the cases available in the video, which illustrated the cause-and-effect of the problems that arose. The guidance counselor instructs the

students to discuss and find solutions to the existing problems. The guidance counselor acts as a facilitator, helping to create a supportive environment so that the students feel comfortable sharing their opinions. The fourth meeting was conducted on February 28, 2025, with an allocation of 45 minutes. At this stage, the researcher reviewed what was done in the third meeting and asked the students to present issues regarding life satisfaction adjustment and to discuss cases available on YouTube that illustrate the cause-and-effect of the problems that arise. The guidance counselor instructs the students to discuss and find solutions to the existing problems. The school counselor acts as a facilitator who helps create a supportive environment so that students feel comfortable sharing their opinions. After that, conduct a reflection of cycle I and carry out an evaluation with the group members.

Cycle II

The stages of the first meeting on April 9, 2025, with an allocation of 45 minutes, the researcher conducted the service process by starting with an explanation of the activities that would be carried out over several meetings. After that, the researcher briefly explained about self-adjustment, then the students expressed their opinions regarding the self-understanding case in the jar of self after the cause-and-effect of the emerging problem, which is self-understanding "who am I?". Then the students discussed to find solutions to the existing problems. The guidance counselor acts as a facilitator who helps create a supportive environment so that students feel comfortable sharing their ideas and opinions. The second meeting was conducted on April 11, 2025, with an allocation of 45 minutes. At this stage, the researcher reviewed what was done in the first meeting and asked the students to present issues regarding self-adjustment in understanding their strengths and weaknesses through chat cards that outlined the causes of the emerging problems. The students discussed to find solutions to these problems. The guidance counselor acts as a facilitator who helps create a supportive environment so that students feel comfortable sharing their ideas and opinions. The third meeting was conducted on April 14, 2025, with an allocation of 45 minutes. At this stage, the researcher reviewed what was done in the second meeting and asked the students to present issues regarding self-adjustment and building self-ability to articulate cases available on Wordwall, which included cause-and-effect problems that emerged. The guidance counselor instructs the students to discuss and find solutions to the existing problems. The guidance counselor acts as a facilitator, helping to create a supportive environment so that the students feel comfortable sharing their opinions. The fourth meeting was conducted on April 17, 2025, with an allocation of 45 minutes. At this stage, the researcher reviewed what was done in the third meeting and asked the students to present issues regarding adjustment and life satisfaction, as well as to discuss the cases available in the activity sheet, which included the causes and effects of the problems that arose. The guidance counselor instructs the students to discuss and find solutions to the existing problems. The guidance counselor acts as a facilitator, helping to create a supportive environment so that the students feel comfortable sharing their opinions. After that, conduct a second cycle reflection and evaluation with the group members.

Observation Stage

Cycle I

In the first meeting on February 24, 2025, the group's activity has not yet fully developed, and there are still some who are passive in the group guidance session. In the presentation and problem-solving, the group leader is still too active compared to the group members. The need for adjustment in the first meeting. In the second meeting on February 25, 2025, during the group guidance session, the atmosphere began to ease and the group dynamics were enjoyed, but there were still some group members who were shy in expressing their opinions and only did so when necessary. The group leader needs to apply a deeper approach in the dynamics of group guidance so that all members can express their opinions without coercion. The third meeting on February 27, 2025, in the implementation of group guidance was in accordance with the regulations, and the atmosphere was no longer as awkward as the previous meeting. However, there is still a need for a deeper discussion on matters related to the topic of the problem. This

way, the group dynamics can proceed as they should. The 4th meeting on February 28, 2025, the condition of the group was in accordance with the regulations, and the atmosphere was no longer as awkward as the previous meeting. However, there is still a need for a deeper discussion on matters related to the issue at hand. This way, the group dynamics can proceed as they should. And there needs to be further evaluation in cycle II.

Cycle II

The first meeting on April 9, 2025, the researcher prepared the group room and ensured that the group members complied with the regulations. The activity of group members and interaction have started to develop well compared to the first cycle meeting. In problem-solving, it has been progressing according to the guidance and members are able to express their opinions. In the second meeting on April 11, 2025, the dynamics in group guidance were well-established, and the enthusiasm in the service was very good due to the responses given by group members. The students expressed their opinions well according to the aspects. In the third meeting, group members had very good responses in conveying their opinions according to the specified aspects. In this meeting, the scope of problem-solving was discussed well and in accordance with the existing regulations. In the fourth meeting, group members can present alternative solutions that will be implemented. The group leader helps reinforce the alternative solution chosen by the group members, after which the students are asked to fill out a reflection sheet and complete a self-adjustment scale questionnaire for the posttest.

Reflection Stage

After two cycles of group guidance services using problem-solving techniques were conducted, each cycle consisting of four meetings, the group guidance activities were able to run well and in accordance with the improvement provisions in the services, which were quite significant in relation to self-adjustment. Here are the results of the posttest on adjustment:

Table 5. Posttest Confidence Data

No	Subject	Total	Category
1.	AMA	75	High
2.	AKS	77	High
3.	EDH	68	Currently
4.	FSW	69	High
5.	HA	78	High
6.	MGK	64	Currently
7.	SJA	81	High
8.	YHW	71	High

Based on the data presented in the table, it can be seen that 8 students who participated in the group counseling service experienced an increase from initially low and moderate average levels to high average levels of student adjustment.

Results of the Research Data Analysis

The researcher will present the results of the data analysis of the research that has been conducted. This data was obtained from the pretest and posttest results as part of the research stages. The pre-cycle research results were conducted by the researcher to determine the adjustment level of students in class XE3 at SMA Negeri 2 Yogyakarta. The initial findings of the pretest and posttest are as follows:

Table 6. Pretest and posttest results

NO	Respond	Value			
		Pretest		Posttest	
		Score	Category	Score	Category
1	AMA	67	Currently	75	High
2	AKS	67	Currently	77	High
3	EDH	58	Currently	68	Currently
4	FSW	62	Currently	69	High
5	HA	68	Currently	78	High

6	MGK	55	Low	64	Currently
7	SJA	75	High	81	High
8	YHW	62	Currently	71	High
Average		64,25		72,87	

Based on the presented table, significant data improvement in scores was obtained in the pretest and posttest results after the implementation of group counseling services using the problem-solving technique to enhance students' adjustment. Before the service was provided, 8 students were in the low and medium categories, but after the group guidance service using the problem-solving technique, there was a significant increase with 8 students moving into the high category with higher scores than before. It can be seen from the average pretest score, which initially was 64.25, increasing to an average posttest score of 72.87. This indicates that the group guidance service using the problem-solving technique is an effective effort in improving students' adjustment.

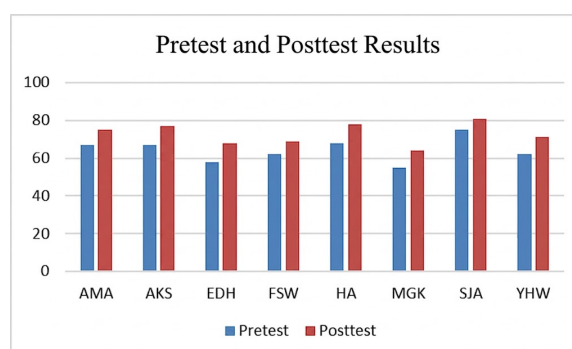


Figure 1. Graph of Changes in Self-Adjustment Levels Before and After Service Provision

Discussion of the Results of Guidance and Counseling Action Research

Based on the research results conducted by the researcher, it shows that the level of adjustment of students in class XE3 at SMA Negeri 2 Yogyakarta falls into the moderate and low categories. The research was conducted in two cycles, each consisting of 4 meetings with group counseling services using the problem-solving technique. Before the intervention, a pretest was conducted to determine the students' level of adjustment.

Cycle I

In Cycle 1, the first meeting began with the presentation of material on self-adjustment using a PowerPoint presentation. Students were asked to listen to the presentation and discuss the issues presented. Although they began to understand the material, the discussion was still dominated by the researcher and interaction among members had not yet improved. In the second meeting, the issue of self-adjustment in understanding one's strengths and weaknesses was presented through online news articles discussing the causes of emerging problems. The students engaged in discussions to find solutions to these problems. The guidance counselor acts as a facilitator who helps create a supportive environment so that students feel comfortable sharing their ideas and opinions. The third meeting builds self-ability to articulate the case presented in the video in terms of the cause and effect of the emerging problem. The school counselor instructs the students to discuss and find solutions to the existing problems. The school counselor acts as a facilitator, helping to create a supportive environment so that the students feel comfortable sharing their opinions. The fourth meeting presented issues regarding self-adjustment and life satisfaction, as well as discussing a case available on YouTube that illustrates the cause and effect of the problems that arise. The school counselor instructed the students to discuss and find solutions to the existing problems. The school counselor acted as a facilitator, helping to create a supportive environment so that the students felt comfortable sharing their opinions. After that, conduct a reflection of cycle I and carry out an evaluation

with the group members.

Cycle II

The first meeting explained the activities that would be carried out over several sessions. After that, the researcher briefly explained self-adjustment, then the students expressed their opinions regarding the self-understanding case in the jar of self, after the cause-and-effect of the emerging problem, which is self-understanding "who am I?". Then the students discussed to find solutions to the existing problems. The school counselor acts as a facilitator who helps create a supportive environment so that students feel comfortable sharing ideas and opinions. Second meeting: At this stage, the researcher reviews what was done in the first meeting and asks students to present issues regarding self-adjustment, understanding their strengths and weaknesses through chat cards that outline the causes of the problems that arise. Students discuss to find solutions to these problems. The school counselor plays the role of a facilitator who helps create a supportive environment so that students feel comfortable sharing ideas and opinions. Third meeting: At this stage, the researcher reviews what was done in the second meeting and asks students to present issues regarding self-adjustment, building self-ability to express cases available on Wordwall that outline the causes and effects of the problems that arise.

The school counselor instructs the students to discuss and find solutions to the existing problems. The school counselor acts as a facilitator, helping to create a supportive environment so that students feel comfortable sharing their opinions. In the fourth meeting, the researcher reviews what was done in the third meeting and asks the students to present issues related to self-adjustment and life satisfaction, as well as to discuss cases available in the activity sheet regarding the causes and effects of the problems that arise. The school counselor instructs the students to discuss and find solutions to the existing problems. The school counselor acts as a facilitator, helping to create a supportive environment so that students feel comfortable sharing their opinions. After that, conduct a reflection of cycle II and evaluate with group members. The research results show that the implementation of group guidance services using problem-solving techniques successfully improved students' adjustment compared to the first cycle. Student involvement in the second cycle was better and had an impact on the improvement of adjustment reflected in the posttest results. Thus, this method is effective and has a positive impact on changes in students' adjustment.

Adjustment of Students from the Perspective of Islamic Psychology

The research results show that group counseling services using problem-solving techniques can improve students' adjustment. The improvement is evident in the students' ability to interact with peers, adapt to the school environment, control their emotions, and solve problems they face more positively. Through group dynamics, students have the opportunity to express their opinions, share experiences, and learn from the experiences of other group members, thereby developing better adaptation skills to social and academic environments. These findings indicate that group guidance is an effective means of developing students' social and emotional skills (Hidayat et al., 2025; Susana Nitit et al., 2026). In the perspective of Islamic Psychology, self-adjustment is the individual's ability to achieve a balance between personal needs, environmental demands, and the spiritual values they believe in. Individuals with good self-adjustment will be able to control their desires, use their intellect optimally, and make religious values a guide in their actions. Therefore, the improvement in students' self-adjustment after participating in group guidance services indicates the development of healthier psychological aspects that align with the goals of Islamic education, which are to shape individuals with noble character and the ability to perform their social functions well (Bandini & Saadah, 2020). The application of problem-solving techniques in group guidance services

helps students to identify the problems they face, analyze the causes of the problems, seek alternative solutions, and make appropriate decisions. These abilities are very important in the adjustment process because students are not only required to understand their environment but also to respond to various situations rationally and constructively. The problem-solving technique provides students with the opportunity to develop critical thinking skills and decision-making abilities, making them more prepared to face various challenges that arise in the school environment (Bandini & Saadah, 2020; Putri et al., 2024; Sri Wati Putri et al., 2024).

From the perspective of Islamic Psychology, problem-solving techniques are related to the concepts of tafakkur (deep thinking), muhasabah (self-evaluation), and ikhtiar (diligent effort in seeking solutions). Islam teaches that every problem should be solved through a thorough thinking process accompanied by maximum effort. When students are trained to identify problems and seek the best solutions, they are actually developing the thinking skills recommended in Islamic teachings. Thus, group counseling services not only enhance psychological adjustment abilities but also strengthen Islamic values in the lives of students (Herman et al., 2024; Johan et al., 2024). The improvement in students' adjustment abilities is also evident from the increased self-confidence and courage in interacting with the social environment. Before participating in the service, some students tended to be passive, were reluctant to express their opinions, and had difficulty building relationships with their peers. After participating in group guidance activities, students showed positive changes in their communication skills, cooperation, and participation in group activities. These results are in line with research that states that group guidance services are effective in improving students' social skills and adaptability in the school environment (Khalilah, 2018; Putri Evita Sari Nasution & Alfin Siregar, 2023). In Islamic Psychology, the ability to establish good social relationships is part of the concepts of ukhuwah and hablum minannas (Abdul Fikri Ginting et al., 2025; Wardani et al., 2021). Students who are able to adapt to their environment will find it easier to build harmonious relationships with others, appreciate differences, and avoid social conflicts. Therefore, the improvement in self-adjustment obtained through group guidance services indicates the success of the service in helping students develop social intelligence in line with Islamic values. The findings of this study reinforce previous research results that show group counseling services are an effective strategy in helping students overcome various developmental issues, including adjustment problems (Ardimen et al., 2019; Resti et al., 2023). The difference is that this study places problem-solving techniques as the main approach combined with the perspective of Islamic Psychology, so the process of improving adjustment is not only oriented toward psychological aspects but also toward the formation of character and morals of the students. Thus, problem-solving-based group counseling services from the perspective of Islamic Psychology can be an effective alternative service to help students achieve optimal development intellectually, socially, emotionally, and spiritually.

CONCLUSION

Based on the research results, it can be concluded that group counseling services using problem-solving techniques are effective in improving students' adjustment. The improvement is evident in the students' ability to adapt to the school environment, interact positively with peers, control their emotions, and solve various problems they face in a more rational and constructive manner. The results of the actions carried out in two cycles show an increase in the students' adjustment levels, reaching the established success indicator of 75%, with 6 students in the high category and 2 students in the moderate category. In the perspective of Islamic Psychology, the improvement in students' self-adjustment indicates the development of their ability to manage themselves, think wisely (tafakkur), conduct self-evaluation (muhasabah), and strive to find the best solutions to the problems they face (ikhtiar). In

addition, group counseling services also help students build more harmonious social relationships in accordance with the values of ukhuwah Islamiyah and hablum minannas. Therefore, group guidance services using problem-solving techniques can be one of the effective alternatives for guidance and counseling services in supporting the social, emotional, and spiritual development of students in the school environment.

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