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Revealing the Body of Knowledge of the Islamic Education Guidance and Counseling (BKPI) Curriculum in Indonesian Islamic Higher Education

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ABSTRACT
This study aims to reveal and conceptualize the body of knowledge underlying the curriculum of the Islamic Education Guidance and Counseling (BKPI) study program in Indonesian Islamic higher education institutions. The increasing demand for curriculum clarity and academic identity highlights the need for a coherent scientific foundation that integrates guidance and counseling sciences with Islamic values. This research employs a Research and Development (R&D) design, limited to the preliminary study and hypothetical product development stages. Data were obtained through a systematic literature review and document analysis of curriculum structures from ten BKPI study programs across state and private Islamic higher education institutions. The analysis focused on course structures, disciplinary orientations, and competency domains to map the core scientific components of BKPI. The findings show that the BKPI curriculum is organized into two main clusters: guidance and counseling sciences and Islamic studies. These clusters are integrated into a comprehensive body of knowledge consisting of fourteen interrelated domains, with Islamic studies functioning as the central epistemological foundation supporting pedagogy, psychology, and statistics. The results indicate that BKPI represents an interdisciplinary and integrative field that combines religious, educational, psychological, and methodological perspectives to address human development holistically. This study contributes a structured body of knowledge framework that strengthens the academic identity of BKPI and provides a conceptual reference for curriculum development. However, this research is limited to

conceptual construction without empirical validation. Future research is recommended to test the framework through expert validation and curriculum implementation studies.
Keywords*: Islamic Guidance and Counseling, Body of Knowledge, Curriculum Development, Islamic Higher Education, BKPI*

INTRODUCTION

Islamic Educational Guidance and Counseling (*Bimbingan dan Konseling Pendidikan Islam*, BKPI) is an undergraduate study program under the authority of the Ministry of Religious Affairs of Indonesia. The program is designed to prepare graduates in the field of guidance and counseling education, with professional profiles including school counselors, counseling research assistants, developers of counseling service media, and entrepreneurs in counseling-related fields. BKPI was established to respond to the demand for counselors or guidance teachers in madrasahs and schools who are equipped with professional counseling competencies grounded in Islamic values.

Historically, BKPI or Islamic Guidance and Counseling (*Bimbingan dan Konseling Islam*, BKI) developed within faculties of education (*tarbiyah*), evolving from Islamic Education (*Kependidikan Islam*) or Islamic Educational Management programs with a counseling concentration. In response to increasing demand for school counselors and the evolving body of knowledge in Islamic counseling, a change in program nomenclature was formally introduced in 2016 through Regulation of the Minister of Religious Affairs (PMA) Number 33 of 2016 concerning Academic Degrees in Islamic Higher Education. This regulation designated BKI as a program offered both in faculties of education and faculties of da‘wah or social sciences. The simultaneous use of the BKI designation in education faculties with a Bachelor of Education degree (S.Pd.) and in da‘wah or social science faculties with a Bachelor of Social Science degree (S.Sos.) created conceptual and practical challenges for disciplinary development and graduate recognition. Conceptually, BKI programs in faculties of education are oriented toward preparing school counselors, whereas BKI programs in da‘wah faculties focus on producing community counselors or religious outreach practitioners.

From a juridical perspective, the BKPI nomenclature was formally established through PMA Number 38 of 2017, which amended PMA Number 33 of 2016. Prior to this regulation, the program was officially referred to as BKI. To strengthen the institutional and academic position of BKPI, the Ministry of Religious Affairs issued several policy instruments. These include: (1) the Decree of the Director General of Islamic Education Number 2500 of 2018 on Graduate Competency Standards and Learning Outcomes for Undergraduate Programs in Islamic Higher Education, which defines BKPI graduate profiles as educators or educational practitioners, research assistants, and instructional material developers; (2) the Decree of the Minister of Religious Affairs Number 890 of 2019 concerning the workload of certified madrasah teachers, which places guidance and counseling within junior and senior madrasahs as well as vocational secondary education under code 810; and (3) Circular Letter of the Ministry of Education and Culture Number 0946 of 2022 on the registration and selection of in-service teacher professional education, which recognizes BKPI as a field linearly aligned with guidance and counseling under code 810 alongside related disciplines.

From a philosophical standpoint, BKPI gains strong support from the growing recognition of spirituality as a significant dimension in psychology and counseling. A Gallup Institute study (2018) reported that approximately 80% of respondents in the United States expressed belief in God. Previous research has consistently shown that religion and spirituality are among the primary reasons individuals seek counseling and therapeutic services (Cashwell & Watt, 2010). Empirical studies further emphasize the necessity of religious or spiritual competence for counselors and guidance teachers (Henriksen et al., 2015; Reiner & Dobmeier, 2014; Sink & Devlin, 2011), particularly in Indonesia, where the majority of the population adheres to Islam and holds strong theistic beliefs. Religious competence is understood as a counselor's ability to facilitate optimal client development and well-being through acknowledgment of the role of God in the counseling process (Wahidin, 2023).

Epistemologically, BKPI demonstrates a clear disciplinary distinction from general guidance and counseling programs as well as from Islamic Guidance and Counseling (BKI) or Islamic Guidance and Outreach (*Bimbingan Penyuluhan Islam*, BPI) programs offered under social science faculties. The epistemological foundations of BKPI are derived from pedagogy, psychology, theology, and assessment, whereas BPI and BKI are primarily rooted in da'wah studies. Theological foundations shape BKPI through religious, spiritual, and doctrinal approaches, influencing both its scientific framework and the practical implementation of counseling services.

These perspectives indicate that BKPI possesses distinctive characteristics that differentiate it from general guidance and counseling programs and from BPI or BKI. Such uniqueness necessitates the development of a robust body of knowledge (BoK) as the foundation of the BKPI curriculum. A well-established BoK enhances program competitiveness, both in graduate quality and scholarly development. Curriculum management and instructional content thus become critical elements, particularly in defining the disciplinary structure that underpins course offerings in BKPI programs. The BoK serves as the primary component shaping curriculum design, content, and learning processes within the program.

Table 1. Distribution of BKPI Study Programs in Indonesia

No.	Study Program	Degree Level	Number of Programs
1	BKPI (Islamic Educational Guidance and Counseling)	Master's (S2)	2 programs
2	BKPI at State Islamic Higher Education Institutions (PTKIN)	Bachelor's (S1)	17 programs
3	BKPI at Private Islamic Higher Education Institutions (PTKI)	Bachelor's (S1)	13 programs

Source: Indonesian BKPI Forum Data (2024)

Currently, Indonesia hosts 32 BKPI study programs across state and private Islamic higher education institutions, as detailed in Table 1. This distribution reflects the growing

institutional recognition of BKPI as an academic field aimed at producing education graduates in guidance and counseling with a strong Islamic orientation. Given the increasing number of programs at both undergraduate and graduate levels, effective curriculum management becomes essential to ensure consistent graduate quality and to support the advancement of Islamic counseling scholarship. The absence of clear and standardized curricular guidelines may pose future challenges, particularly with regard to graduate competence and academic coherence across institutions. This condition calls for serious attention from multiple stakeholders, including BKPI program administrators, professional associations, and the Directorate of Islamic Higher Education within the Ministry of Religious Affairs, to collaboratively strengthen and safeguard the distinctive academic identity of BKPI. Within this context, the present study aims to reveal the body of knowledge embedded in the curriculum of the Islamic Education Guidance and Counseling (BKPI) study program.

RESEARCH METHOD

This study adopts a Research and Development (R&D) design aimed at constructing a conceptual product in the form of a body of knowledge for the Islamic Education Guidance and Counseling (BKPI) study program. According to Sukmadinata (2012), R&D research generally consists of three main stages: (1) preliminary study, (2) model development, and (3) model testing. In the context of the present study, which focuses on developing a disciplinary body of knowledge rather than evaluating an implemented model, the second and third stages were adapted into product development and product testing, respectively. Accordingly, the research framework comprises three stages: (1) preliminary study, (2) product development, and (3) product testing. However, this article is limited to reporting the preliminary study and the development of a hypothetical product, while the product testing stage is positioned as a future research agenda. The overall research process and methodological flow are illustrated in Figure 1. Therefore, the findings presented in this

article should be understood as conceptual and developmental in nature, rather than evaluative or confirmatory.

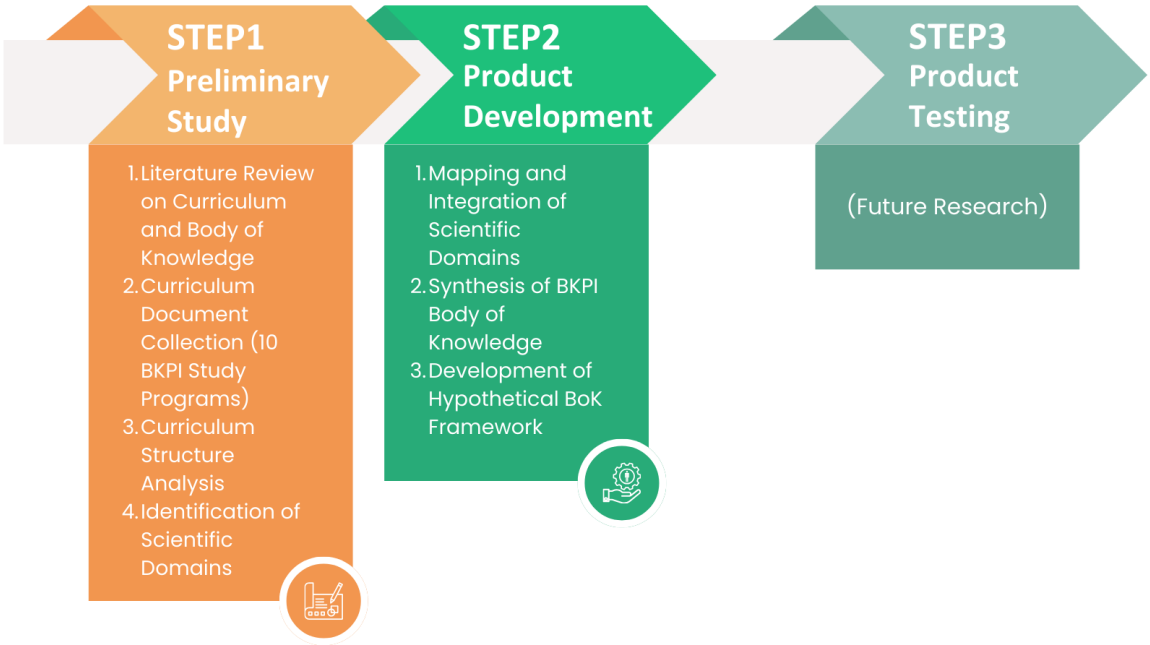


Figure 1. Research and Development Process of the BKPI Body of Knowledge Framework

The preliminary study serves as the foundational stage for product development. This stage involved two main activities: a literature review and a field survey. The literature review examined scholarly works, policy documents, and curricular guidelines related to guidance and counseling, Islamic counseling, and curriculum development in higher education. The field survey was conducted to capture empirical insights into the current implementation of BKPI curricula across institutions. Findings from both activities were synthesized to inform the formulation of an initial product draft.

In the product development stage, the draft was systematically refined into a structured body of knowledge framework for the BKPI study program. This process involved organizing disciplinary domains, identifying core scientific foundations, and mapping curricular components that reflect the distinctive integration of educational, psychological,

and Islamic perspectives in BKPI. The resulting framework represents a hypothetical product, intended to serve as a conceptual reference for curriculum development and academic standardization in BKPI programs.

DISCUSSION

Based on an analysis of the curriculum structures of ten BKPI study programs in Indonesia, namely: (1) BKPI at UIN Salatiga, (2) BKPI at UIN Sultan Syarif Kasim Riau, (3) BKPI at IAIN Curup, (4) BKPI at IAIN Kudus, (5) BKPI at UIN Batusangkar, (6) BKPI at UIN Sumatera Utara Medan, (7) BKPI at IAIN Madura, (8) BKPI at UIN Antasari Banjarmasin, (9) BKPI at IAIN Bukittinggi, and (10) BKPI at STIT Bukittinggi, it can be identified that the BKPI curriculum structure may be broadly mapped into two major clusters: guidance and counseling disciplinary courses and Islamic studies courses.

The guidance and counseling disciplinary cluster encompasses courses aimed at developing students' professional attitudes and values, theoretical knowledge, general skills, and specialized counseling skills. In contrast, the Islamic studies cluster predominantly emphasizes the cultivation of attitudes and values grounded in Islamic teachings, while also incorporating selected elements of knowledge and general skills. This curricular configuration reflects the integrative orientation of BKPI, combining professional counseling competencies with Islamic moral and spiritual foundations.

A more detailed mapping of the BKPI curriculum indicates a set of core disciplinary courses that characterize the scientific identity of guidance and counseling. These courses include Foundations of Guidance and Counseling, Interpersonal Communication, Personal and Social Counseling, Counseling Media, Counseling for Children with Special Needs, Career Counseling, Individual and Group Counseling, Counseling Approaches and Models, Counseling Techniques, Test and Non-Test Instruments, Professional Ethics for Counselors, Counseling Management, Trauma Counseling, Counseling Program Development, Counseling Evaluation and Supervision, and Cross-Cultural Counseling.

Meanwhile, the Islamic studies cluster typically includes courses such as the Qur'an, Hadith, Islamic Guidance and Counseling, Islamic Psychotherapy, Qur'anic Counseling, and Tafsir and Counseling Verses. Each higher education institution retains autonomy in determining course titles, credit units, and sequencing, resulting in variations across BKPI programs while maintaining a shared conceptual orientation.

From a functional perspective, several of the courses identified above are primarily oriented toward theoretical knowledge development, whereas others emphasize practical skill formation. Practice-oriented courses commonly include Micro-counseling, Test and Non-Test Instruments, Individual Counseling Practicum, Group Counseling Practicum, Group Guidance Practicum, Educational Counseling Field Practice in Schools, and Educational Counseling Field Practice in Non-School Settings. These practical components are designed to translate theoretical understanding into professional counseling competencies.

To strengthen students' academic and professional foundations, BKPI curricula also integrate supporting disciplinary domains that function as analytical and methodological tools, including psychology, statistics, management, education, and research. Within the psychological domain, for example, commonly offered courses include General Psychology, Personality Psychology, Social Psychology, Child and Adolescent Developmental Psychology, Adult Developmental Psychology, and Islamic Psychology. These supporting disciplines are inherently interdisciplinary and integrative, contributing collectively to the comprehensive development of BKPI scholarship.

Based on conceptual analysis and reflective synthesis conducted during the preliminary study and product development stages, the disciplinary structure of Islamic Education Guidance and Counseling can be conceptualized as comprising four core components: (1) Islamic studies (*keislaman*), (2) pedagogy (*pedagogi*), (3) psychology (*psikologi*), and (4) statistics (*statistik*). Islamic studies function as the central distinguishing element and core value in the development of BKPI scholarship, occupying a pivotal position within the overall knowledge structure. The interrelationships among these components are

multi- and interdisciplinary in nature, with each component serving as a complementary foundation for BKPI as a unified field of study.

These four core components further inform the formulation of fourteen curricular knowledge domains, namely: (1) Islamic studies (*keislaman*), (2) pedagogy (*pedagogi*), (3) psychology (*psikologi*), (4) statistics (*statistik*), (5) assessment (*asesmen*), (6) behavioral intervention (*intervensi perilaku*), (7) research (*penelitian*), (8) technology (*teknologi*), (9) ethics and morality (*etika dan moral*), (10) supervision and evaluation (*supervisi dan evaluasi*), (11) management (*manajemen*), (12) socio-cultural studies (*sosial budaya*), (13) entrepreneurship (*kewirausahaan*), and (14) language (*bahasa*). The multi-interdisciplinary relationships among these fourteen domains constitute the proposed hypothetical body of knowledge framework for BKPI, which is visually illustrated in Figure 2. This framework represents a developmental product that requires further validation and empirical testing in subsequent research stages.

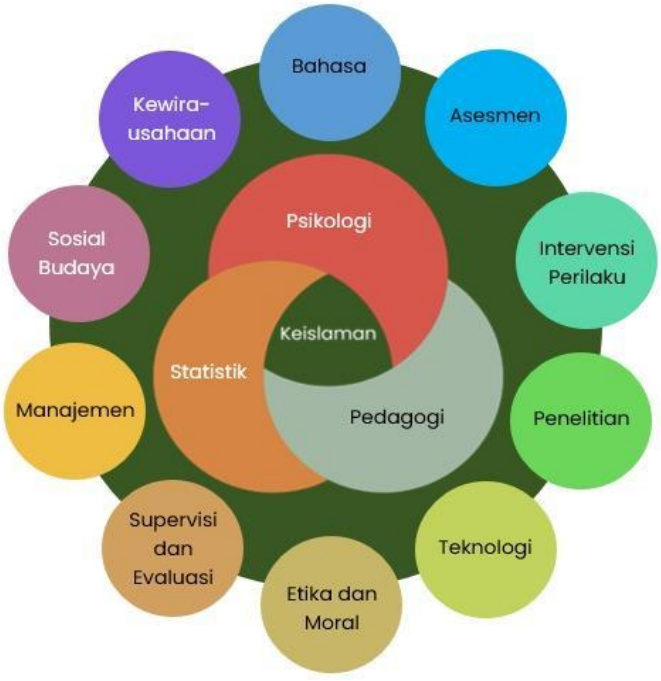


Figure 2. Proposed Body of Knowledge Framework of the Islamic Education Guidance and Counseling (BKPI) Study Program

Curriculum

The concept of curriculum varies across universities; however, it generally refers to a set of objectives and substantive knowledge that learners are expected to master by the end of their period of study (Aljohani et al., 2022; Martin-Alonso et al., 2021). Curriculum may also be defined as a sequence of stages designed to enable learners to acquire specific competencies (Nuryana et al., 2023). In the context of higher education, curriculum can be understood as a comprehensive range of learning experiences intentionally offered by universities to students (Nuryana et al., 2023). Additionally, curriculum is often defined as the subjects and academic content taught within a particular school or academic program (Park et al., 2023). Based on these perspectives, curriculum can be synthesized as a learning plan consisting of objectives, content, stages, and learning experiences that are designed to meet learners' needs and achieve specific competencies within an educational institution or study program.

Curriculum plays multiple important roles in the implementation of higher education (Alsubaie, 2016; Krajcik & Delen, 2017). First, curriculum contributes to improving student learning outcomes by providing structured and organized teaching and learning approaches. The curriculum outlines the knowledge and skills students are expected to acquire and offers guidance for lecturers in supporting students to achieve these learning objectives. Second, curriculum ensures quality and consistency in educational content and procedures. By establishing a set of standards and learning goals, curriculum helps ensure that students receive comparable educational experiences regardless of their location or background. Third, curriculum supports faculty development by offering a framework for teaching and learning. When lecturers are involved in curriculum development, they gain deeper understanding of disciplinary content and effective instructional strategies. Fourth, curriculum encourages creativity and innovation by providing students with opportunities to explore and experiment with new ideas and concepts. By fostering critical thinking and problem-solving skills, curriculum supports the development of students' creativity and

innovation. Fifth, curriculum prepares students for their future by equipping them with the knowledge and skills required to succeed in higher education, the workplace, and everyday life. Overall, the benefits of curriculum include enhancing learning outcomes, ensuring quality and consistency, supporting faculty development, fostering creativity and innovation, and preparing students for their future roles.

Body of Knowledge in Curriculum

Considering the functions of curriculum for both educational institutions and learners, the development of a well-established body of knowledge (BoK) is essential in curriculum design. Body of knowledge, also referred to as disciplinary knowledge, denotes specialized knowledge that is specific to a particular discipline or area of expertise (Annala, 2022; Ford-Baxter et al., 2022; Woodward-Kron, 2008). Disciplinary knowledge comprises the core concepts, theories, and methods used to generate, organize, and structure knowledge within a given academic field.

The presence of a clear BoK is crucial in curriculum development because it provides a foundation for both substantive and procedural knowledge (Mitchell & Stones, 2022). BoK determines which courses are offered and how instructional content is delivered. It also reflects the disciplinary knowledge required for achieving competence in a specific field. Furthermore, BoK guides lecturers in aligning course content with curricular objectives to support the attainment of competencies within particular areas of study (Bourke et al., 2022). From the student perspective, BoK contributes to understanding contemporary conditions, exploring future alternatives, participating meaningfully in society, and making ethical life choices (Mitchell & Stones, 2022; Woodward-Kron, 2008).

For academics, BoK serves as a foundational reference for continuous disciplinary development (Van Tartwijk et al., 2022). Through engagement with BoK, lecturers can access recent research, refine pedagogical practices, and apply instructional strategies that are specific to their field of expertise. BoK also functions as a guiding framework for fulfilling the

core responsibilities of lecturers within higher education, namely the Tridharma of Higher Education, which includes education, research, and community service. The development of disciplinary knowledge is realized through research activities, the transfer of knowledge through teaching, and the dissemination of research findings and community service outcomes to ensure broader academic and societal benefits.

Body of Knowledge of BKPI

Islamic Education Guidance and Counseling (BKPI) is a study program designed to produce education graduates in the field of guidance and counseling with a deeply rooted Islamic orientation. Accordingly, the body of knowledge of BKPI is constructed with reference to the discipline of guidance and counseling, grounded in Islamic values as its foundational framework. Islamic studies occupy a central position and serve as the core support for the main areas of inquiry in guidance and counseling, namely psychology, pedagogy, and statistics.

Islamic knowledge provides a philosophical foundation for understanding the nature of human beings, which can be integrated into counseling services to promote personal growth, problem resolution, and well-being (Shofiyah et al., 2023). Psychology constitutes an essential component, as effective counseling practice requires an understanding of psychological principles and techniques used to support students and clients (Arumugam et al., 2021; Salgong et al., 2016; Uzunboylu & Özmen, 2021). Pedagogy, referring to educational theory and practice, offers insights into learning processes, teaching methods, and learners' cognitive and social development. This knowledge supports the design of effective guidance and counseling strategies within educational settings (Salggong et al., 2016; Uzunboylu & Özmen, 2021). Statistics plays a critical role in the development of valid and reliable assessment instruments that enable counselors to understand behavioral patterns within the guidance and counseling process (Rodrigues et al., 2021).

These four major disciplinary foundations Islamic studies, psychology, pedagogy, and statistics are further elaborated to form the body of knowledge of BKPI, which comprises fourteen interrelated components, as outlined in the following section.

1. Islamic Studies

Etymologically, the term *Islam* is derived from the root *salima*, which conveys meanings such as safety, peace, harmony, submission, and surrender. This root later developed into the verb form *aslama*, which denotes obedience, submission, and complete surrender (Nata, 2011; Sumadi, 2016). Embedded within the concept of Islam are the notions of being safe and providing safety, as well as peace and peacemaking. Terminologically, Islam refers to one of the revealed monotheistic religions conveyed by God to the Prophet Muhammad as the messenger of divine revelation. Islam is not merely understood as an institutional religion, but more fundamentally as a substantive state of total submission, surrender, and devotion to God.

Islamic studies encompass all matters related to Islamic teachings, both in their normative dimension, which contains absolute truths such as the oneness of God and faith, and in their historical dimension, which includes interpretations of foundational Islamic values and the religious practices of Muslim communities. Because Islamic teachings derived from the Qur'an and Hadith serve as ideal guidance for attaining peace, safety, and well-being in all aspects of life, Islamic values permeate various dimensions of human existence (Choudhury, 2000; Berghout, 2007; Nasrullah, 2015; Sari, 2019; Fitria & Alwizar, 2025; Purwanti, 2021). Islamic content covering theology, worship, philosophy, morality, education, health, law, politics, economics, and socio-cultural life ultimately converges on the substantive meaning of Islam, namely obedience, submission, and devotion to God.

Within the curriculum of Islamic Education Guidance and Counseling, Islamic studies provide a comprehensive worldview that frames the understanding of human phenomena across all dimensions of life. Islam offers perspectives that ground, explain, direct, and guide individuals toward peace and well-being in both worldly life and the hereafter through

submission, obedience, and devotion to God. These Islamic perspectives form the conceptual foundation for interpreting phenomena within the field of BKPI.

In this context, Islamic studies function as the primary basis for developing philosophical foundations, conceptual frameworks, terminology, approaches, strategies, methods, evaluation models, and ethical frameworks in guidance and counseling. Islamic teachings derived from the Qur'an and Hadith possess a distinctive epistemological authority, as they articulate truth based on divine revelation (Choudhury, 2000; Berghout, 2007; Osman, 2006). This revealed truth provides a guiding framework for human reasoning, which is inherently speculative. Knowledge guided by both revelation and reason becomes more comprehensive, as it encompasses material, mental, spiritual, and metaphysical dimensions in a holistic manner, enabling balanced application in human life.

Accordingly, the integration of Islamic perspectives into guidance and counseling offers a robust and holistic foundation for understanding complex phenomena, events, approaches, strategies, methods, and counseling practices. Concepts such as the nature of human creation, human position and dignity, the meaning and purpose of life, and appropriate ways of living as articulated in the Qur'an and Hadith provide broader and more constructive perspectives on human life in the present and the future. These perspectives emphasize balance between material and essential dimensions, individual and social life, physical and spiritual aspects, as well as worldly and hereafter orientations (Saleh & Wahab, 2005; Rahayu, 2009; Albina & Aziz, 2021). Such an approach responds to critiques of dominant paradigms that are often partial, reductionist, and materialistic, which limit inquiry to observable and measurable realities alone.

Islamic perspectives grounded in revealed truth and comprehensive rationality thus serve as a solid foundation for all dimensions of guidance and counseling scholarship and as a guiding reference for its development. Islamic studies function as both theoretical and practical domains within guidance and counseling, based on the relevance of religion in society and its significance in helping clients address personal and social problems. Islamic

teachings provide essential insights into mental health concepts and individual behavior, offer value systems and ethical principles that shape worldviews and conduct, and serve as normative references for counseling practice. The integration of Islamic values into counseling practice may yield comprehensive methods and techniques that are particularly appropriate for Muslim clients. In contexts involving differences in religious or cultural backgrounds between counselors and clients, Islamic ethics emphasize openness and respect in working with individuals from diverse backgrounds, consistent with Islam's universal mission as a source of mercy for all creation. Fundamentally, Islamic studies serve as the primary foundation and guiding orientation that shapes other curricular domains in BKPI, including pedagogy, psychology, statistics, assessment, behavioral intervention, research, technology, ethics and morality, supervision and evaluation, management, socio-cultural studies, entrepreneurship, and language.

2. Pedagogy

Etymologically, the term *pedagogy* originates from the Greek words *paedos*, meaning "child," and *agogos*, meaning "to lead" or "to guide" (Sadullah, 2010; Yasin, 2008). The term *paedagogos* was originally used to describe a servant who accompanied a master's son to school or the gymnasium, carried his belongings, and was responsible for guiding and supervising him. Over time, the term evolved into *paedagog*, referring to an educator or educational expert; *paedagogia*, denoting interaction with children; *paedagogie*, referring to the practice of educating children; and *paedagogiek*, meaning the science of educating children (Syaripudin & Kurniasih, 2014; Danim, 2010).

Pedagogy is a systematic, verifiable, objective, and autonomous field of knowledge that seeks to investigate and reflect upon educational actions and practices. It is grounded in an understanding of the nature of human beings, the nature of learners, the nature of education, and the nature of educational processes as fundamental starting points for achieving educational goals (Ramdhani, 2017). Pedagogy develops both theoretical

pedagogical knowledge, which is based on ontological and epistemological foundations concerning what education is and how it is formed, and practical pedagogical knowledge, which is rooted in the application of educational practices.

Within the BKPI curriculum, pedagogy represents the realization of the human role as *khalifah* or steward on earth. Pedagogy functions as a means of constructing and directing the surrounding educational system in order to realize a life aligned with the purpose of human existence and creation. Through pedagogical processes, individuals are able to develop civilization dynamically in response to technological, social, political, economic, and cultural developments. This dynamic orientation is reflected in contemporary scholarly discussions on education in the era of sustainability across various countries (Toh et al., 2016; Cheng & Yuen, 2017; Dumitru, 2017; Magnus et al., 2017; Byram, 2018; Sheng-Ju, 2018).

Because guidance and counseling function as an extension of education, their foundations, objectives, strategies, methods, techniques, assessment procedures, and evaluation processes should be aligned with educational values and goals, including priorities such as lifelong education and education for all, with no one left behind (Ornstein & Levine, 2008). As an educational endeavor, guidance and counseling contribute to and support the broader pedagogical direction. In the context of guidance and counseling, pedagogy provides counselors with insights into how clients learn, understand, remember, and integrate information, as well as guidance on appropriate ways to provide effective support in learning processes. Pedagogy also offers perspectives on learning strategies and instructional methods that counselors can employ to assist clients in addressing learning difficulties, developing new skills, and designing programs aligned with their learning needs and goals. Furthermore, pedagogical assessment and evaluation methods provide important information for measuring client development and the effectiveness of counseling interventions. In educational settings, an understanding of pedagogy enables guidance and counseling professionals to collaborate effectively with students, teachers, and school staff,

and to navigate educational policies in order to build systems that support clients' development in an effective and sustainable manner.

3. Psychology

Guidance and counseling constitute a professional field that focuses on the study of human behavior and are therefore closely related to psychology. Etymologically, the term *psychology* is derived from the Greek words *psyche*, meaning "soul" or "mind," and *logos*, meaning "knowledge" or "science." In this sense, psychology literally refers to the study of the soul, while terminologically it is defined as the scientific study of human behavior and mental processes. This includes various dimensions such as cognition, emotion, motivation, development, and social interaction. Psychological inquiry seeks to understand how individuals think, feel, and behave, as well as how internal and external factors influence human behavior and experience.

Psychology has four fundamental functions that are crucial to guidance and counseling. First, psychology serves to describe and classify scientific observations related to human mental conditions and behavior in a systematic manner (Vieira, Kuss, & Griffiths, 2023). Second, psychology functions to identify and explain what behaviors occur, how they occur, and why they occur (Balundė & Perlaviciute, 2023). Third, psychology enables the prediction of behavioral tendencies. Fourth, psychology contributes to the regulation or control of behavior in accordance with desired outcomes. These functions provide essential foundations for guidance and counseling, particularly in the areas of prevention, intervention, and rehabilitation.

In the context of guidance and counseling, psychology serves as a primary source of knowledge concerning human behavior, including patterns of thought, emotion, and social interaction. Psychology provides tools and conceptual frameworks for diagnosing mental, emotional, and behavioral problems, which are essential for conducting assessments, planning appropriate interventions, and designing counseling programs more broadly.

Psychological theories form the basis for both theoretical and practical developments in guidance and counseling by helping counselors understand individual differences among clients and the ways in which personality influences behavior and cognition (Kosinski, Stillwell, & Graepel, 2013; Youyou et al., 2015; Antoine et al., 2018; Montag & Elhai, 2019; Baumert et al., 2019).

Furthermore, developmental theories in psychology, which explain how individuals change across different stages of life, provide important references for guidance and counseling professionals in supporting clients through personal growth and developmental transitions at various ages (Vecchio et al., 2023). Psychological discussions of stress, crisis, and trauma also assist counselors in understanding how clients respond to challenging life events, enabling them to provide appropriate support and intervention. In this regard, psychological theories and concepts constitute a foundational starting point for the scientific development of guidance and counseling.

4. Statistics

Etymologically, the term *statistics* is derived from the Latin word *status*, meaning "state" or "condition." Historically, statistics initially referred to the collection and analysis of data related to social, economic, and governmental aspects of a state, such as population, production, and finance. Terminologically, statistics encompasses the methods and techniques used for data collection, data analysis, data interpretation, data presentation, and data organization. Statistical science is applied across various fields, including social sciences, natural sciences, computer science, business, medicine, and many other disciplines, primarily to support decision making based on empirical evidence.

Statistics plays a significant role in guidance and counseling, particularly in the development of measurement instruments, data collection, data analysis, evaluation, decision making, and program planning. The application of statistics enables guidance and counseling professionals to provide more effective and efficient services to clients. First,

statistics serves as the foundation for the development and validation of measurement instruments such as tests, questionnaires, and scales used in guidance and counseling, allowing counselors to understand changes that occur in clients over time (Qiao et al., 2021). Second, statistical methods assist counselors in conducting needs assessments, identifying clients' problems and potentials, and evaluating individual assessment outcomes.

Third, statistics is indispensable in the processes of data collection, analysis, and interpretation, particularly in applied research within the field of guidance and counseling. This includes research on the quality or effectiveness of interventions, identification of psychological factors, trends and changes in psychological issues, social change, and program effectiveness (Kail, 2013; Kratochwill & Levin, 2014). Fourth, statistics supports guidance and counseling professionals in making more informed decisions and in planning appropriate counseling programs based on empirical information. Through these functions, statistics constitutes an essential component of evidence based practice in guidance and counseling.

5. Assessment

Etymologically, the term *assessment* is derived from the Latin word *assessare*, meaning "to evaluate" or "to measure." Terminologically, assessment refers to a systematic process of collecting data, information, or evidence about specific conditions or characteristics in order to conduct evaluation, judgment, or measurement of entities such as individuals, products, performance, or situations (Barbara & Hariastuti, 2011; Popoola & Oluwatosin, 2018). Assessment is widely applied across various contexts, including education, psychology, business, and health. In general, the purpose of assessment is to obtain a deeper understanding of a given condition so that informed decisions and improvements can be made based on the resulting information.

Assessment plays a critical role in guidance and counseling (Wahidah et al., 2019; Fadli et al., 2022; Leppma & Jones, 2013; Drummond & Jones, 2010; Dogarm Azeem et al.,

2011; Quainoo et al., 2022). First, assessment assists counselors in conducting needs analysis, which serves as a foundational basis for designing effective guidance and counseling programs that are aligned with clients' needs. Second, assessment enables counselors to identify clients' problems, thereby facilitating clients' understanding of their difficulties and supporting problem resolution. Third, assessment can be used to determine the level or severity of clients' problems, which helps counselors plan appropriate intervention intensity. Fourth, based on assessment results, counselors can support clients in developing concrete action plans to address problems or achieve specific goals.

Fifth, assessment assists counselors in selecting appropriate counseling settings that match clients' needs and characteristics, such as individual counseling, group counseling, dyadic counseling, or peer counseling. Sixth, assessment can be used to measure clients' progress throughout the counseling process, allowing counselors to evaluate the effectiveness of the approaches, methods, strategies, or interventions employed, as well as to assess overall program effectiveness (Luddin, 2010; Silitonga et al., 2014; Azizah et al., 2017). Seventh, assessment results support both counselors and clients in making important decisions, including career choices, ethical decision making, and other significant life decisions. Overall, assessment constitutes a fundamental component of guidance and counseling practice, enabling counselors to provide effective services that are responsive to clients' needs and to ensure that clients make measurable progress toward achieving their goals.

6. Behavioral Intervention

The term *intervention* is derived from the Latin word *intervenire*, which consists of *inter*, meaning "between" or "among," and *venire*, meaning "to come." The term *behavior* etymologically originates from words such as *behaeven*, *behavere*, and *behavoir*, which refer to acting or behaving. In the Indonesian context, the term *perilaku* is also associated with the Sanskrit word *parināma*, meaning "change" or "transformation." Behavior refers to

observable actions or responses displayed by individuals in specific situations, including both verbal responses expressed through language and oral communication, and nonverbal responses reflected in facial expressions and body language. In the context of guidance and counseling, behavioral intervention refers to actions, assistance, support, guidance, or systematic steps undertaken by counseling professionals to help clients achieve their goals effectively and attain independence in accordance with their developmental stages and tasks. The fundamental aim of behavioral intervention is to facilitate positive change, enabling clients to develop self-understanding, self-control, overcome problems, enhance mental well-being, and make constructive changes in their lives (Arrohmah & Prabawa, 2023; Mahfud et al., 2025).

Behavioral intervention is inherently preceded by an understanding of behavior itself. As a primary subject of inquiry in guidance and counseling, behavior constitutes a central element in the counseling process. Knowledge of behavior provides counselors with the foundation for understanding, planning, and developing interventions aimed at supporting individuals in achieving positive personal development, resolving problems, and attaining desired goals. Because behavior is dynamic and can change over time, guidance and counseling professionals seek to assist clients in identifying, understanding, modifying, and directing their behavior so that they can pursue their life goals effectively and efficiently, in alignment with personal values, moral expectations, religious teachings, and prevailing social norms. Counselors help clients recognize and change behaviors that hinder personal growth, well-being, or goal attainment, and replace them with more adaptive and constructive behavioral patterns.

A comprehensive understanding of behavior enables guidance and counseling services to be delivered more effectively and efficiently. First, understanding clients' behavior facilitates effective collaboration between counselors and clients. Second, through behavioral analysis, counselors and clients can jointly determine appropriate counseling goals. Third, once goals are established, counselors can design behavioral interventions to

transform maladaptive behaviors into healthier, more adaptive forms that align with clients' needs and objectives (Prabawa & Antika, 2021a). Knowledge of behavioral change also serves as an important indicator for evaluating the success of guidance and counseling services.

Knowledge of behavior is closely followed by knowledge of behavioral intervention itself. Competence in behavioral intervention represents a core component of professional expertise in guidance and counseling. First, such knowledge enables counselors to employ a range of approaches, methods, strategies, and techniques that are responsive to clients' needs. Second, because each client presents unique characteristics and challenges, familiarity with various forms of behavioral intervention allows counselors to tailor interventions to individual circumstances. Third, knowledge of behavioral intervention equips counselors to act effectively and efficiently in crisis or emergency situations, thereby protecting clients from potential harm and providing necessary support (Jiwatram-Negrón et al., 2023). Fourth, it assists counselors in understanding clients' problems more deeply, including identifying root causes and triggering factors. Fifth, counselors who continually update their knowledge of behavioral interventions enhance their professional competence by integrating new approaches, strategies, methods, and techniques into counseling practice, thereby improving service quality (Greenberg et al., 2023). Sixth, knowledge of behavioral intervention enables counselors to help create safe and supportive environments, as counselors can function appropriately as sources of emotional support, allowing clients to feel heard, understood, and supported.

7. Research

The term *research* is derived from the prefix *re*, meaning "again," and *cercare*, meaning "to search." Research refers to the act of reexamining or pursuing information, knowledge, or deeper understanding. In a broader linguistic context, the term *penelitian* in Old Javanese also conveys the meaning of exploration or investigation. Terminologically,

research denotes a systematic process of inquiry involving the collection of data, analysis of information, and interpretation of findings in order to gain a deeper understanding of a particular subject or problem and to address scientific questions. Research activities include data collection, data analysis, and result interpretation to achieve broader or more profound insights. The outcomes of research may be used to develop theories, design practical solutions, formulate policies, or inform decision making across various contexts.

Research occupies a central and highly relevant position within the field of guidance and counseling. First, research constitutes the primary means for developing scientific theories in guidance and counseling, whether derived from earlier theoretical frameworks or from empirically verified professional practice. Through research, the discipline of guidance and counseling can continue to develop dynamically in response to contemporary challenges and evolving societal needs (Montag & Elhai, 2019). Second, research serves as a vital source of knowledge for guidance and counseling professionals to deepen their understanding of psychological problems, social realities, and emerging trends. Third, research enables objective evaluation of the effectiveness of various counseling interventions, supporting evidence-based practice.

Fourth, research allows counselors to identify the most appropriate approaches, strategies, and methods for assisting clients based on the specific characteristics of each case. Fifth, research contributes to the development and refinement of psychological assessment instruments. Sixth, research facilitates the development of new methods and techniques, thereby enriching the body of knowledge within the field of guidance and counseling. Seventh, research plays an important role in the formulation and advancement of ethical principles and professional standards, which are essential for maintaining the integrity and credibility of the guidance and counseling profession.

8. Technology

Technology plays a strategic role in the development of twenty first century competencies in education. Studies indicate that technology can be effectively utilized to foster competencies such as critical thinking, problem solving, communication, and collaboration (Izhar et al., 2023). In line with developments in education, guidance and counseling services also need to integrate and leverage technology in their professional practice. Counselors in the twenty first century are therefore required to master technological competencies to support the delivery of guidance and counseling services.

The utilization of technology in guidance and counseling offers several important benefits. First, technology can enhance access to counseling services, particularly for individuals who face geographical or financial barriers to accessing conventional face to face counseling. Second, technology can make counseling services more efficient and convenient for both clients and counselors. For example, online counseling sessions can be scheduled at times that are more flexible for clients, and services can be accessed from the comfort of clients' own environments (Prabawa et al., 2018; Prabawa & Antika, 2021b, 2023). Third, technology encourages innovation and creativity in guidance and counseling practice, as emerging digital tools can be employed to develop new counseling interventions and approaches (Mulawarman et al., 2024; Prabawa & Antika, 2023).

Fourth, technology can improve communication between counselors and clients. Digital platforms, including social media and other emerging technologies, may be used to facilitate communication, provide support, and enhance professional training for both counselors and clients. Fifth, technology enables the provision of more responsive counseling services, allowing personalized information and feedback to be delivered through technology-based interactions. Through these functions, technology becomes an essential component in strengthening the effectiveness, accessibility, and responsiveness of guidance and counseling services in contemporary educational contexts (Amedome, 2023; Beidoğlu et al., 2015; Steele et al., 2020).

9. Ethics and Morality

Guidance and counseling constitute a professional service; therefore, their implementation must be grounded in ethical and moral principles. Ethics and morality represent fundamental considerations in counseling practice and are formally regulated through professional codes of ethics that counselors are required to understand and apply as guidelines for service delivery. Ethical issues in counseling are inherently complex and include responsibilities such as maintaining confidentiality, avoiding dual relationships, and ensuring informed consent from clients prior to the provision of services (Tomaselli et al., 2020). Codes of ethics provide moral guidance for counselors and emphasize the importance of personal moral qualities, such as empathy and respect, in professional practice (Pulat & Barutçu-Yıldırım, 2021).

Codes of ethics serve an essential function in maintaining the dignity and integrity of the guidance and counseling profession while promoting fairness within counselor–client relationships. These ethical codes assist professionals who encounter ethical dilemmas in counseling practice by offering a structured set of principles and detailed protocols to guide decision making and professional conduct. Furthermore, codes of ethics establish minimum standards of ethical behavior for professional counselors and provide assurance to service users regarding the ethical nature of counseling practice. Through adherence to ethical and moral principles, guidance and counseling services can be delivered responsibly, professionally, and in a manner that safeguards the rights and well-being of all parties involved.

10. Supervision and Evaluation

Supervision and evaluation constitute essential components of guidance and counseling services. Supervision refers to the process of providing professional guidance to school counselors in the implementation and development of guidance and counseling

programs (Bledsoe et al., 2018). Evaluation, on the other hand, involves systematic assessment aimed at determining whether counseling services are effective, efficient, and responsive to the needs of students, parents, and the wider community (Supriyanto & Handaka, 2017). Together, supervision and evaluation form an integrated framework that supports continuous assessment and ongoing improvement in the quality of guidance and counseling services.

Evaluation in guidance and counseling offers several important benefits. First, it assists in assessing the quality of services provided to clients, ensuring compliance with professional and ethical standards. Second, evaluation enables the examination of changes or developmental progress experienced by clients throughout the counseling process. Third, evaluation provides counselors with constructive feedback regarding the effectiveness of the strategies and approaches employed, while also helping to identify areas that may require improvement. Fourth, evaluation supports the identification of aspects within the counseling process that require modification or adjustment in order to enhance overall service effectiveness (Astramovich & Coker, 2007; Yuksel-Sahin, 2009).

Supervision likewise plays a critical role in strengthening professional practice in guidance and counseling. First, supervision supports counselors in improving their counseling skills and strategies through direct guidance and professional coaching. Second, it allows for regular monitoring of counselors' practices to ensure adherence to ethical and professional standards. Third, supervision provides a structured space for counselors to discuss challenges and ethical dilemmas encountered in practice, while also offering the emotional and professional support needed to address such issues. Fourth, supervision assists counselors in planning and developing their professional growth, including identifying opportunities for additional training and skill development (Brot et al., 2021). Through the integration of supervision and evaluation, guidance and counseling services can maintain high professional standards and pursue continuous quality enhancement.

11. Management

Management plays a vital role in the implementation of guidance and counseling services. In this context, management refers to a systematic set of activities encompassing planning, implementation, and evaluation of services provided to students (Yulianto et al., 2019). Accordingly, students who are preparing to become counselors or guidance teachers are required to master guidance and counseling management competencies to ensure that services are delivered effectively and optimally.

According to Gysbers and Henderson (2001), effective management of guidance and counseling programs in schools consists of five interrelated stages: planning, design, implementation, evaluation, and improvement. Program evaluation is conducted across three domains, namely program structure, personnel performance, and outcomes. The planning stage involves establishing the vision, mission, goals, and objectives of the guidance and counseling program, as well as formulating strategies and activities necessary to achieve these objectives. The design stage focuses on determining types of services that align with clients' needs, taking into account appropriate counseling strategies and techniques. These services are subsequently organized into structured guidance and counseling programs, including detailed service implementation plans.

The implementation stage entails delivering guidance and counseling services to clients in accordance with systematically developed plans. Evaluation is then conducted to generate information regarding the effectiveness and efficiency of the services provided, with assessment directed toward programs, personnel, and outcomes. Finally, the results of evaluation serve as a foundation for continuous improvement, guiding necessary revisions to programs and service models. Through comprehensive management, guidance and counseling services can be systematically organized, continuously improved, and aligned with students' developmental needs.

12. Socio-Cultural Context

Guidance and counseling services in schools involve direct interaction with students, each of whom possesses unique characteristics shaped by both innate factors and environmental influences. One significant environmental factor influencing students' development is culture. Accordingly, counselors are required to understand and respond to cultural differences when providing services to clients.

Multicultural competence is essential not only for understanding the cultures of others but also as a critical skill for effective communication with individuals from diverse cultural backgrounds within multicultural interactions (Ratts et al., 2016). This perspective is supported by Liu and Almor (2016), who note that individuals engaged in multicultural interactions often experience confusion in understanding cultural identities, which may result in feelings of identity loss and difficulties in social interaction. Through the development of multicultural competence, counselors are better equipped to understand, communicate with, and provide appropriate support to clients from diverse cultural backgrounds. Such competence enables counselors to deliver culturally responsive services that respect individual differences and promote effective counseling outcomes.

13. Entrepreneurship

Entrepreneurship in guidance and counseling constitutes an integral component of the curriculum designed to prepare students to understand, develop, and apply entrepreneurial skills within the context of counseling services. Conceptually, entrepreneurship education aims to equip students with comprehensive knowledge of key entrepreneurial aspects, including opportunity identification, innovation development, business management, and the formulation of effective marketing strategies (Abdulganiy, 2012).

The urgency of entrepreneurship within guidance and counseling lies in the need to prepare prospective counselors with competencies that enable them to support and guide

individuals who aspire to establish or develop their own businesses. In the counseling context, entrepreneurship is particularly important because it offers diverse career alternatives for clients and facilitates the development of independence and resilience in addressing business related challenges (Onyemachi, 2017).

Entrepreneurship education in guidance and counseling provides several benefits. These include strengthening analytical and problem-solving skills, empowering clients to identify and utilize business opportunities aligned with their interests and talents, and enhancing understanding of effective business management and marketing strategies (Chinedum et al., 2012). In addition, entrepreneurship education fosters creative, innovative, and adaptive attitudes among students, which are essential for navigating the dynamic nature of contemporary markets and business environments (Onyemachi, 2017). Accordingly, entrepreneurship within the guidance and counseling curriculum not only offers practical entrepreneurial knowledge but also promotes holistic personal and professional development among prospective counselors.

14. Language

Language constitutes a core element in guidance and counseling, playing a central role in facilitating effective communication between counselors and clients. Conceptually, language in this context encompasses not only the literal use of words but also emotional, cultural, and social dimensions that require a deep understanding of both verbal and nonverbal communication nuances (Afdal, 2016; Ntshuntshe et al., 2020).

The urgency of language competence in guidance and counseling lies in the need to adapt communication approaches to the individual needs, backgrounds, and linguistic preferences of each client. Appropriate language use within the counseling process can foster strong emotional connections, deepen mutual understanding between counselors and clients, and facilitate more effective self-expression by clients (Anake & Asor, 2012; Hill et al., 1981).

A comprehensive understanding of language in guidance and counseling enhances counselors' ability to accurately interpret clients' emotions and thoughts, strengthen counselor–client relationships, and support deeper exploration of clients' concerns. Moreover, language competence enables counselors to minimize misunderstandings arising from cultural, social, or linguistic differences, thereby creating an inclusive and supportive counseling environment (Afdal, 2016; Anake & Asor, 2012; Hill et al., 1981). Accordingly, language functions not merely as a communication tool but as an emotional and cognitive bridge that enables the development of meaningful and effective counseling relationships.

This study contributes to the field of Islamic Education Guidance and Counseling by proposing a systematic and integrative body of knowledge framework that articulates the distinctive scientific identity of the BKPI study program. By synthesizing curriculum analysis from multiple BKPI programs and grounding the framework in interdisciplinary foundations including Islamic studies, pedagogy, psychology, and statistics this research offers a conceptual reference for curriculum development, academic standardization, and scholarly discourse within BKPI. The proposed fourteen-domain structure provides a comprehensive lens through which BKPI can be positioned as a coherent academic discipline, strengthening its epistemological clarity and supporting the advancement of Islamic counseling scholarship in higher education.

Despite these contributions, this study is subject to several limitations. The proposed body of knowledge remains conceptual and hypothetical, as the research has not yet progressed to the product testing or empirical validation stage. The curriculum analysis was limited to selected BKPI programs and did not involve stakeholder validation through expert judgment, practitioner feedback, or graduate outcome analysis. Future research is therefore recommended to conduct empirical testing of the proposed framework through curriculum implementation studies, Delphi-based expert validation, and comparative analysis across institutions. Further studies may also explore the alignment between the proposed body of

knowledge and graduate competencies, professional certification requirements, and evolving demands in educational and counseling practice.

CONCLUSION

This study identifies that the curriculum of the Islamic Education Guidance and Counseling (BKPI) program is conceptually structured around two main domains, namely guidance and counseling sciences and Islamic studies, which are integratively developed into a fourteen-domain body of knowledge rooted in Islamic values, pedagogy, psychology, and statistics. The main contribution of this research lies in formulating a comprehensive and interdisciplinary body of knowledge framework that clarifies the scientific identity of BKPI and provides a conceptual foundation for curriculum development, academic standardization, and scholarly discourse in Islamic counseling education. However, this study is limited by its conceptual nature, as the proposed framework has not yet undergone empirical validation, stakeholder assessment, or implementation-based evaluation. Therefore, future research is recommended to empirically test the applicability and effectiveness of the proposed body of knowledge through curriculum implementation studies, expert validation, comparative institutional analysis, and alignment with graduate competencies and professional standards in guidance and counseling practice.

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