

EVALUATION OF ISLAMIC COUNSELING GUIDANCE TO ENHANCE BROKEN HOME STUDENTS' CONFIDENCE

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Abstrak

Penelitian ini bertujuan untuk menganalisis evaluasi konsep bimbingan konseling dengan upaya ada peningkatan rasa percaya pada siswa broken home. Metode penelitian ini adalah deskriptif kualitatif. Penelitian ini dilakukan di MAN 2 Surakarta. Adapun obyek dalam penelitian ini adalah siswa-siswi khususnya 10 siswa dari Broken Home. Sedangkan informan meliputi kepala sekolah, wakil kepala sekolah, guru BK dan 10 siswa itu sendiri. Teknik pengumpulan data menggunakan wawancara, observasi dan dokumentasi. Teknik analisis data menggunakan reduksi data, sajian data dan kesimpulan. Hasil penelitian menunjukkan: (1) Pelaksanaan bimbingan konseling islam berbentuk pengelompokan mengaji/ tadarrus al-Qur'an, nasehat agama, orientasi remaja, family gathering, dan konsultasi agama, (2) Rasa percaya diri dapat dipupuk di madrasah dengan memupuk keberanian untuk bertanya kepada guru, guru aktif mengajukan pertanyaan kepada peserta didik, melatih diskusi dan berdebat, mengerjakan soal di depan kelas, bersaing dalam prestasi belajar, aktif dalam bertanding olahraga, belajar pidato, mengikuti kegiatan ekstrakurikuler, mengikuti kegiatan seni vokal, penerapan disiplin yang konsisten, aktif dalam kegiatan bermusik, ikut serta dalam berorganisasi, menjadi pemimpin upacara, ikut dalam pencinta alam, dan memperluas pergaulan yang sehat, (3) Layanan yang digunakan dalam meningkatkan kepercayaan diri dan motivasi belajar peserta didik broken home: layanan orientasi agama, layanan informasi keagamaan kepada siswa, layanan penempatan dan penyaluran bakat keberagaman siswa, layanan bimbingan pengajian agama, layanan konseling dan bimbingan agama kelompok siswa, (4) Faktor pendukung layanan bimbingan konseling Islam berupa nilai-nilai Islam bisa mampu melayani layanan bimbingan konseling Islam yang bersumber pada al-Qur'an dan al-Hadis, dan faktor penghambat layanan bimbingan konseling adalah kurang memahaminya materi dan nilai-nilai agama, kurang terbentuknya lingkungan yang memadai.

Kata Kunci: Evaluasi; Percaya Diri; Keluarga Broken Home; Konseling Islam

Introduction

The mental development of students must be directed at higher mental and spiritual abilities, and better as a form of guidance and counseling programs. The mental and spiritual abilities of students, especially the younger generation, must receive special attention in guidance and counseling, both in general and in religious aspects to be fostered and developed to become the next generation of the nation who has self-confidence, is tough and tough, both physically, mentally, and physically. spiritually.

The mental-spiritual ability in question does not only include intelligence and knowledge, creativity and work skills but also concerns self-confidence (Setiawati et al., 2018).

Research conducted by Rizki states that the confidence of SMA X Lumayang students before being given group counseling treatment is still low in the learning process after being given group counseling treatment with the stages and techniques of counseling students' self-confidence being damaged (Rizki Amalia M. F., 2020). Home in the learning process began to be high in students who were classified as less confident in the student learning process. States that motivation is defined as a force, drive, need, enthusiasm, pressure, or psychological mechanism that encourages a person and group of people to achieve certain achievements. Motivation is the overall driving force in students that gives rise to learning activities, which gives direction to learning activities so that (Ahmad Nur Rohim, 2021).

In motivating the student learning process, the role of the family is also very necessary for students to achieve their own learning goals, such as school achievement and good learning outcomes (Haryati et al., 2021). Many factors affect the motivation of study students, including the environmental factors of students' homes. In a complete family, with a complete understanding of the structure (father and mother are still alive), there are no divorces or frequent fights, and parents will have more opportunities to pay attention to their children's learning activities. Harmonious social interaction and understanding of parenting norms will also affect children's learning progress (Noviandari et al., 2020).

The research conducted emphasizes that children whose parents are divorced if they accept their parents' divorce and can open themselves to the environment are more confident, and more able to be active and open. give it to someone. others. Conversely, if a child does not accept his parents' divorce and is unable to express himself, then he will lack self-confidence, have low self-esteem, and be closed. Therefore, that self-confidence is one way to optimize the potential of students. Especially for students who have experienced a broken family, their self-concept and self-esteem are so low that they have not revealed themselves to their peres (Shalahuddin et al., 2019).

Self-confidence, students with broken families also have academic problems, including learning difficulties, truancy, passivity in class, and insufficient motivation to

study. Learning motivation has a great influence on student learning activities. The willingness of students to improve academic achievement must also be based on motivation (Firdausi et al., 2020).

Reverse a family, if one or both parents die, divorce, or abandon the family, it is clear that the child cannot be raised. Lack of love for children in turn will affect motivation and school learning outcomes. An-Nur Magazine is the result of a survey conducted . The magazine shows that students who lack the motivation to learn are caused by a lack of parental support and a lack of encouragement from a supportive family Environment (Pikkert & Foster, 1996).

A broken family is a broken family or often referred to as a broken family. The disturbance is caused by a variety of reasons, including a home where no one (father or mother) is present due to death, divorce, or one person leaving the family. Argues that family rift is the result of the splitting of the family unit and the separation or destruction of the family structure, which makes family functions unable to function normally.

Some of The causes of a broken family are: (1) divorce separates husband and wife, (2) unfaithfulness, be it wife or husband, and (3) deprivation of the mother, which can occur. For example, parents work and come home in the afternoon. Tired, they have no time to joke with their children. There is no denying that a breakup between parents is one of the most serious problems for children, affecting almost every aspect of their lives. One of the negative impacts of parental divorce is low motivation to learn and a lack of self-confidence (Putri & Pransiska, 2021).

Guidance is one of the steps of assistance based on democratic principles, which is provided. Therefore, guidance and consulting is a service designed to help students (both individually and in groups) to be independent and achieve the best development in personal, social, learning, and professional guidance through various services and support activities based on applicable laws and regulations (Erlangga, 2017).

Experts in the context of independent learning are not only learning activities in the context of teaching scenarios but also suitable for teachers to conduct learning research, which is called guidance and consultation (Amrin dan Juryatina, 2021). So if you look at the purpose of guidance and guidance in-depth, it is clear that the urgency of guidance and guidance is very large, and efforts to stabilize the direction of the life of

the younger generation in various fields such as knowledge, skills, and mindset good in society (Shalahuddin et al., 2019).

However, at MAN 2 Surakarta, Central Java Province, not all students live in a harmonious family environment. Some students live in dilapidated homes for various reasons, including because their parents had an affair, separated, and didn't come home. Many students who live in broken homes have low self-esteem, low self-esteem in front of their friends, parents do not pay attention to them, students have learning difficulties, poor academic achievement, and lack of motivation to learn.

Therefore, Islamic counseling guidance is a way to help mankind so as not to interfere with human activities according to Allah SWT. So Islamic Guidance and Guidance is a service that not only pursues mental health and happy life, but Islamic Guidance and Guidance also requires a peaceful life, the mind feels calm and peaceful, because it is always close to Allah SWT. Therefore, in this study, Islamic counseling was used to solve students' problems through group counseling.

Based on the description above, the researcher is interested in exploring the problem of the concept of Islamic guidance to increase self-confidence and learning motivation for students from broken homes.

Method

The type of research used in this paper uses qualitative research with field studies at MAN 2 Surakarta, Central Java. The methods used are interviews, observation, and documentation (Sugiyono, 2016). The main data sources of this study are also information providers, including school principals, guidance and counseling teachers, families, and students, who can provide more information about guidance and counseling at MAN 2 Surakarta. Other secondary data sources in this study are data collected directly by researchers as sponsors from primary sources. The data analysis is data reduction, data presentation, and conclusion drawing (Lexy J. Moloeng, 2011).

Finding

The Condition of Self-Confidence of Students Broken Home at MAN 2 Surakarta

Based on the results of interviews in the field that condition students based on broken home families, namely:

"Go out I am not called a broken home or a family that is not intact because my parents are divorced (results of interviews with Yayan and Miftahul Huda), while I am because my mother died (interviews with Tiwuk and Nurmala), and while I am because my parents did not die or divorced but my parents were often not at home or did not show affection (interview with Utin Lestari Putri and Nurhayati) "

This shows the broken home variant experienced by students based on broken home families, as well as the development of the broken home concept that can come from 1) a broken family due to an incomplete structure; died and divorced 2) did not die or divorced but the parents were often not at home or did not show affection.

Criteria broken home in the form of the death of one parent, both parents separated/divorced, the relationship between parents and children is not good, a family atmosphere without warmth, one or both parents have this disorder experienced by this madrasa student, thus students experience lack of trusting themselves among other friends at the madrasa, for that, it is necessary to motivate peers, teachers, especially BK teachers to help grow their confidence.

Broken home actors who come from internal students as the results in the field are

"My parents experienced a heavy psychological burden in the form of inability to build a good and harmonious family, because my mother died (results of an interview with Aswandari), while my father was often angry, because my mother died (results of an interview with Putra Setiadin), while my mother always suspected that my father's behavior might be cheating, so that at home it was not harmonious (interview with Neva Putri Mandela), and my father was selfish and less democratic because father and mother divorced (interview with Yayan and Miftahul Huda)".

This shows the concept of broken home factors that come from internal students (in the form of a heavy psychological burden on parents, angry behavior, husband/wife suspicion of one cheating, egoistic and less democratic nature), and greatly affect students' souls in growing self-confidence and lack of motivation so that there is less development of various student achievements.

The concept of the student's broken home factor coming from external is as follows:

"As for external factors that affect my broken home family, it was due to the intervention of a third person (interviews with interviews Aisyah Nurcahya and Nurul Syahrini), negative associations from my outside, namely my mother often talked about people at home, so my father was the emotional and divorced mother (interview with Yayan and Miftahul Huda), and father often gambles,

which results in less harmonious family relations (interview with Tiwuk and Nurmala)."

This shows that students' external factors (in the form of interference from a third person in the family, negative family relationships, wife's habits of talking about people at home, and gambling habits) also affect students' mentality in growing their self-confidence, so they have a lack of motivation which includes motivation low learning. This is where the function of the teacher, especially the guidance and counseling teacher and the role of the ranks of educators and education staff in developing the confidence and ability to motivate these students, in addition to the economic factor of weak families, and incomplete family units.

As for This madrasah also builds self-confidence to be able to excel, as shown in the following interview results:

"Believe" I can develop well in my madrasa with various simple facilities, my closeness to several teachers, organizational leaders provide strong motivation to be successful and have good talents and achievements, also various activities carried out by madrasas are very helpful in motivating life. (results of interviews with all students based on broken homes, February 25, 2022)".

Believe broken home students themselves grow and develop at MAN 2 Surakarta , with various facilities and supporting activities. These activities are tentative, sometimes students experience various motivations, so that their confidence grows, and sometimes more on less applicable directions, so that students experience boredom, especially since this spread is getting bigger from day today.

The lack of teacher motivation in developing students' self-confidence, especially students from broken home families, has an impact on students' lack of enthusiasm in achieving achievements, as experienced by students at MAN 2 Surakarta , this is because the spread of covid-19 has an impact on the lack of face-to-face giving to each other. motivation, and the difficulty of signaling IT in the learning process to be disrupted.

The various method used by teachers to motivate students continues to be carried out so that each student gets a strong self-confidence development and the ability to achieve various achievements in school is realized. This requires motivation from each teacher so that students experience the development of world life.

"Believe" My self developed from internal factors in the form of self-concept, by hanging out with some good student friends and teachers, then I was able to conceptualize myself about myself, it's just that it was not facilitated by

madrasas and BK teachers how to develop this self-concept to develop. (results of interviews with ten students based on broken homes on February 26, 2022)."
"Say" I also feel that the development of students' self-concepts, especially those based on broken home families, cannot be maximized, because of the online learning conditions (covid-19), so various counseling cannot run optimally, only a few students consult by telephone, which I can condition. the solution (as the results of interviews with the Principal, namely Mrs. Sri Widadi, S. Pd. I and the BK teacher, namely Mr. Akhyarrudin, S. Th. I, February 26, 2022)."

The size of student self-confidence is influenced by two factors, namely internal factors in the form of student self-concepts, thus students can conceptualize themselves with various experiences experienced, it's just that this self-concept can form negative or positive self-confidence, in addition to self-concept also self-esteem is formed. from the instructions from peers and the student's environment, for that the lack of madrasa facilities affects students' self-esteem, especially students who are based on broken homes, and physical conditions due to disabilities or others can form students' lack of confidence and students in this madrasa experience physical good, it's just that the lack of attention and motivation of parents has an impact on students' lack of confidence and results in students' inability to achieve achievements.

"Say" I feel that the education I get at madrasas is not optimal (because of covid-19), in addition to various facilities such as difficult internet access, and my life experiences which often haunt the development of my self-confidence, this has an impact on the development of my self-confidence, for that, I always ask for directions as motivation with several teachers at this madrasa (results of interviews with ten students based on broken homes, 26 February 2022)."

External actors are confident in the form of education obtained by students in madrasas, which sometimes lack resources in madrasas, and often lack good education absorption power, in addition to various facilities such as internet access and others, besides the work of parents also affects students' self-confidence, as well as an environment in which environment students experience growth and development, and student life experiences also include the development of student self-confidence.

Internal and external factors that affect student confidence in MAN 2 Surakarta are often not widely known by educators and education staff at the madrasa, so they are often neglected in the process of developing these students. From this, it is demanded that all educational institutions emphasize the factors that influence the process of developing student self-confidence.

Process the formation of student self-confidence at the MAN 2 Surakarta in the form of the formation of a personality that is according to development, which sometimes

teachers do not pay much attention to, and students' understanding of their strengths, and positive reactions to their shortcomings, and experiences using strengths to face life.

Sisters in this madrasah do not yet know how the development of self-confidence in the form of personality formation, strengths, and positive reactions as a means to form self-confidence, for this reason, it is necessary to care for teachers and parents of course a lot to form student self-confidence, for that it is recommended in madrasa development of course also pay attention to the development of students' self-confidence, especially students who experience broken homes.

Self-confidence can be fostered in madrasahs, as developed by this madrasa, namely by cultivating the courage to ask the teacher, the teacher actively asking questions to students, practicing discussion and debating, working on questions in front of the class, competing in learning achievement, being active in competing sports, learning speeches, participating in extracurricular activities, participating in vocal arts activities, applying consistent discipline, being active in musical activities, participating in organizations, being the leader of ceremonies, participating in nature lovers, and expanding healthy relationships.

Important the motivation is often underestimated by teachers at this madrasa, such as realizing the learning position of all students, especially students based on broken home families, informing the strength of learning efforts to all students, especially students based on broken home families, directing learning activities to all students in particular. students who are based on broken home families, and raise the spirit of learning in all students, especially students based on broken home families.

Evaluating Guidance and Counseling Service Concept used to Increase Self-Confidence in Broken Home students at Madrasah Aliyah Negeri 2 Surakarta

This type of Islamic counseling guidance service at this madrasa, expressed by students who are based in broken homes, is as follows:

"Say" I received Islamic counseling guidance services at this madrasa, namely religious orientation services, religious information services, and religious recitation guidance services (results from interviews with Neva Putri Mandela, Tiwuk and Nermanda), and I received Islamic counseling guidance services at this madrasa in the form of placement services. and distribution of religious talents, and religious counseling and guidance services (results of interviews with Yayan and Miftahul Huda, February 25, 2022)".

The types of counseling guidance services are 1) religious orientation services, where students are given an understanding of religious orientation; what are the sources

of religion, how to practice religion properly, how to behave well in daily life, and how to learn properly, 2) religious information services to students, how to get good information; such as when to go for Hajj, when to fast for Ramadan and so on, 3) placement services and distribution of students' religious talents at this madrasa, madrasas determine talent in religion, so that each student has a style and ability in developing their talents, 4) guidance services religious studies, which every student gets this service at the madrasa, such as regular weekly recitations, monthly routine recitations and so on,

The supporting and hindering sectors of Islamic counseling guidance services are disclosed as the results of the interview as follows:

"Say" a felt that various factors supporting Islamic counseling services at this madrasa, namely the cultivation of Islamic values sourced from the Qur'an and Hadith could motivate students' self-confidence development, and the inhibiting factor was the lack of understanding of Islamic values that could be applied in daily life (results of interviews with BK teachers, namely Mr. Akhyarrudin, S. Th. I and the Principal, namely Mrs. Sri Widadi, S. Pd. I, February 26, 2022)"

The supporting and inhibiting factors of Islamic counseling guidance services to increase self-confidence and learning motivation of broken home students are in the form of supporting factors for Islamic counseling guidance services that Islamic values can be able to serve Islamic counseling guidance services sourced from the Qur'an and al-Qur'an. Hadith.

The inhibiting factors for Islamic counseling guidance services are their inability to understand religious material and values derived from the Qur'an and al-Hadith as a guide to human life, and the inability of students, especially students based on broken homes, the lack of an adequate environment. such as the absence of parents, father or mother, and family problems that are difficult to solve for students. Thus the assistance of BK teachers in developing student self-confidence and student motivation is a must in the context of student self-development.

Discussion

The Concept Evaluating of Confident Student Broken Home at MAN 2 Surakarta

Self-confidence does not just appear in a person. There is a certain process in a person's personality so that the formation of self-confidence occurs. According to

Hakim, broadly speaking, the formation of strong self-confidence occurs through the following process (Setiawati et al., 2018).

- a. The size of a good personality is by the development process that gives birth to certain advantages.
- b. The understanding person against the advantages he has and gives birth to a strong belief that he can do everything by taking advantage of his strengths.
- c. A person's understanding and positive reaction to his or her weaknesses so as not to cause low self-esteem or a sense of difficulty adjusting.
- d. experience in living various aspects of life by using all the advantages that exist in him.

Believe self-confidence is very important for students in carrying out their learning activities. Because self-confidence is a determinant of the success of someone who wants to achieve any level of success and motivation . Motivation is an urge or driving force for someone to do something so that the goal is achieved. So in learning activities students need motivation. If students have self-confidence, they can have increased motivation as a strong impetus to carry out their learning Activities (Amrin, Siti Asiah, M Munawwir Al-Qosimi, Ade Irma I. Mustika Utin R., 2022).

Believe the self is very important to have. Self-confidence allows a person to accept himself as he is, and respect himself and others. Confident people easily adapt to new environments and situations. He knows what he has to do and does it well (Supriyanto, 2022). Not only that, self-confidence is one of the main assets to be able to live this life full of optimism. Because steady self-confidence will lead to high motivation and enthusiasm in a person.

With confidence, we are aware of the existence, of the reality of the word 'I' and of that reality based on our opinion of our identity. If we do not have faith in ourselves then our sense of identity will be threatened, so we become dependent on others. Therefore, to avoid feeling dependent on others, students need to have self-confidence. Because self-confidence means having confidence in his ability to carry out actions in relation to the goals to be achieved.

Believe self means belief in oneself. To have confidence means that it takes courage, therefore confident people have the courage to do something. Without

confidence, they have the courage to do something. Without self-confidence we will hesitate in all our actions, it can even lead to not daring to do anything.

Believe broken home students themselves grow and develop at MAN 2 Surakarta , with various facilities and supporting activities. These activities are tentative, sometimes students experience various motivations, so that their confidence grows, and sometimes more on less applicable directions, so that students experience boredom, especially since this spread is getting bigger from day today.

The lack of teacher motivation in developing student self-confidence, especially in students from broken home families, has an impact on students' lack of enthusiasm in achieving achievements, as experienced by students at MAN 2 Surakarta , this is because the spread of Covid-19 has resulted in a lack of face-to-face contact with each other. motivation and the difficulty of IT signaling in the learning process are disrupted (Asiah et al., 2022).

Various methods used by teachers to motivate students to continue to be carried out so that each student gets a strong self-confidence development and the ability to achieve various achievements in school is realized. This requires motivation from each teacher so that students experience the development of world life (Putri & Pransiska, 2021) .

The size of student self-confidence is influenced by two factors, namely internal factors in the form of student self-concepts, thus students can conceptualize themselves with various experiences experienced, it's just that this self-concept can form negative or positive self-confidence, in addition to self-concept also self-esteem is formed. from the instructions from peers and the student's environment, for that the lack of madrasah facilities affects students' self-esteem, especially students who are based on broken homes, and physical conditions due to disabilities or others can form students' lack of confidence and students in this madrasa experience physical good, it's just that the lack of attention and motivation of parents has an impact on students' lack of confidence and results in students' inability to achieve achievements (Noviandari et al., 2020).

External factors are self-confidence in the form of education obtained by students in madrasah, which sometimes lack resources in madrasahs often lack good education absorption power, in addition to various facilities such as internet access and others, besides the work of parents also affects students' self-confidence, as well as the

environment where environment students experience growth and development, and student life experiences also include the development of student confidence (Erlangga, 2017).

Internal and external factors that affect student confidence in MAN 2 Surakarta are often not widely known by educators and education staff at the madrasa, so they are often neglected in the process of developing these students. From this, it is demanded that all educational institutions emphasize the factors that influence the process of developing student self-confidence.

Process the formation of student self-confidence at the MAN 2 Surakarta in the form of the formation of a personality that is according to development, which sometimes teachers do not pay much attention to, and students' understanding of their strengths, and positive reactions to their shortcomings, and experiences using strengths to face life.

Sisters in this madrasah do not yet know how the development of self-confidence in the form of personality formation, strengths, and positive reactions as a means to form self-confidence, for this reason, it is necessary to care for teachers and parents of course a lot to form student self-confidence, for that it is recommended in madrasa development of course also pay attention to the development of students' self-confidence, especially students who experience broken homes (Riswanto & Aryani, 2017).

Self-confidence can be fostered in madrasas, as developed by this madrasa, namely by cultivating the courage to ask the teacher, the teacher actively asking questions to students, practicing discussion and debating, working on questions in front of the class, competing in learning achievement, being active in competing sports, learning speeches, participating in extracurricular activities, participating in vocal arts activities, applying consistent discipline, being active in musical activities, participating in organizations, being the leader of ceremonies, participating in nature lovers, and expanding healthy relationships (Xiong et al., 2015).

Factors that affect learning motivation are intrinsic (from oneself) which are driven by students to do more, such as achieving more achievements, more values, and so on. This self-factor can grow students' strong power to succeed, this is obtained because students find themselves able to master various things, as students in this

madrassa also have strong self-motivation, so they are successful in various achievements, such as speech competitions, writing competitions scientific works and others (Sun et al., 2018).

The extrinsic (from outside) factor of students is also dominant. Students can excel, especially students from broken home families, it is necessary to have external motivation, in order to give each other the strength of students in achieving a series of achievements. Lack of motivation from teachers, the environment and students' families, students often lack enthusiasm in achieving things that are achievement, learning as they are, and often even not achieving (Makruf et al., 2021).

Intrinsic and extrinsic factors, then some factors influence both, namely the level of awareness of students who are broken home, these students often lack awareness in their motivation, so they often do not have the strength and power in achieving life and various achievements, and teacher attitudes towards class are also factors that influence both, often in this madrassa, a teacher lacks a good attitude towards his class, lack of class mastery which has an impact on low student motivation, and the influence of groups of students can also be seen here (Firdausi et al., 2020). Lack of motivational support for students based on broken home families, and a less comfortable classroom atmosphere at this madrassa also lacks student motivation in developing students' self-confidence (Putri & Pransiska, 2021).

Important The motivation is often underestimated by teachers at this madrassa, such as realizing the learning position of all students, especially students based on broken home families, informing the strength of learning efforts to all students, especially students based on broken home families, directing learning activities to all students in particular. students who are based on broken home families, and raise the spirit of learning in all students, especially students based on broken home families (Haryati et al., 2021).

The Concept of Guidance and Counseling used to Increase the Self-Confidence of Broken Home Students at MAN 2 Surakarta

Service used to increase self-confidence and learning motivation of broken home students in MAN 2 Surakarta, as described the types of counseling guidance services are 1) religious orientation services, here students are given an understanding of

religious orientation; what are the sources of religion, how to practice religion properly, how to behave well in daily life, and how to learn properly, 2) religious information services to students, how to get good information; such as when to go for Hajj, when to fast for Ramadan and so on, 3) placement services and distribution of students' religious talents at this madrasa, madrasas determine talent in religion, so that each student has a style and ability in developing his talenta (Shalahuddin et al., 2019).

Conclusion

Based on the description and from the discussion, it can be concluded that: First, self-confidence can be fostered in madrasas, as developed by this madrasa, namely by cultivating the courage to ask the teacher, the teacher actively asking questions to students, practicing discussion and debating, working on questions in front of the class, competing in learning achievement, being active in sports competitions, learning speeches, participating in extracurricular activities, participating in vocal arts activities, consistent application of discipline, being active in musical activities, participating in organizations, being the leader of ceremonies, participating in nature lovers, and expanding healthy relationships. Second, The concept of weighing and counseling used in increasing the confidence of broken home students at MAN 2 Surakarta , as broken down the types of counseling guidance services are 1) religious orientation services, 2) religious information services to students, how to get good information, 3) placement services and distribution of students' religious talents in this madrasa, 4) religious recitation guidance services, which every student gets this service in madrasas, 5) student group religious counseling and guidance services, where each student often adapts to the environment, and Individual religious counseling services exist for each student.

Third, Factors supporting Islamic counseling guidance services to increase self-confidence and learning motivation of broken home students, namely in the form of Islamic values can be able to serve Islamic counseling guidance services that are sourced from the Qur'an and al-Hadith. The inhibiting factors for counseling guidance services are the inability to understand the material and religious values sourced from the Qur'an and al-Hadith as a guide to human life, and the poor students, especially students based on broken home families, with the lack of an adequate environment. such

as the absence of parents, father or mother, and family problems that are difficult to solve for students.

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