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COLLABORATION OF HOMEROOM AND COUNSELING TEACHERS IN SUPPORTING STUDENTS FROM DISRUPTED FAMILIES AT ISLAMIC MADRASAHS

Siti Muhimatun[1], Maurisa Zinira[2]*, Adnan Yusufi[3], Isro Suwanto[4], Adibudin Al-Halim[5]
[1,2] Universitas Sains Al-Qur'an, Indonesia
[3] Universitas Peradaban, Indonesia
[4] MTs Darul Abror, Indonesia
[5] Universitas Nahdlatul Ulama Al-Ghazali, Indonesia
email: sitimuhimatun75@gmail.com[1]; maurisazinira@unsiq.ac.id[2], adnanyusufi@peradaban.ac.id[3], isrocah84@gmail.com[4], a.adibudin@unugha.id[5]
* Corresponding Author

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Abstract

This study examines how homeroom teachers and guidance and counseling teachers collaborate to support students experiencing family disruption. It used a qualitative descriptive case-study design. The study purposively selected informants based on their experience supporting students and included one homeroom teacher, one Guidance and Counseling teacher, 15 ninth-grade students, and 12 parents. Data were collected through interviews, observation, and document review, including attendance and home-visit registers. The parent material was summarized across the 12 caregivers. Data were analyzed through data condensation, data display, and conclusion drawing and verification; credibility was examined by comparing sources and data-collection techniques. The findings show a partly informal pattern of complementary support: the homeroom teacher notices and monitors students' classroom participation, assignments, grades, and learning concerns, while the Guidance and Counseling teacher provides opportunities for private discussion and personal guidance. Parent summaries indicate that family and time constraints can limit daily accompaniment, although caregivers report efforts to encourage schooling and expect communication from the madrasah. Coordination is constrained by limited staff time, students' reluctance to disclose personal concerns, difficulties maintaining contact with caregivers, and the need to protect counseling confidentiality. Home-visit records document attendance-related visits but not their conversations or outcomes. This study contributes to the literature on school-based student support by highlighting how the complementary roles of homeroom and guidance and counseling teachers can provide an initial support system for students experiencing family disruption in Islamic madrasahs.

Keywords: Family Disruption; Guidance and Counseling Teachers; Homeroom Teachers; Student Mentoring; Teacher Collaboration.

INTRODUCTION

Students' family circumstances shape their development, particularly during early adolescence, when emotional regulation, social relationships, identity formation, and academic adjustment are still developing. Family disruption, including parental separation, prolonged conflict, or limited parental involvement, may challenge students' emotional well-being, social behavior, and school

adjustment. However, students experiencing family difficulties should not automatically be viewed as having behavioral or academic problems, since their experiences and responses vary according to individual and environmental conditions. Research involving adolescents has found associations between parental divorce and psychological adjustment as well as school-related difficulties (Storsken et al., 2006). Longitudinal research has also indicated that the relationship between parental separation and adolescent adjustment may differ according to the timing and circumstances of the family transition (Lansford et al., 2006). These findings suggest that students experiencing family disruption require contextual understanding rather than generalized assumptions about their development.

Schools and madrasahs therefore have an important role in providing educational support for students whose family circumstances may affect their learning and adjustment. In a madrasah, this responsibility extends beyond monitoring academic performance and discipline to include attention to students' emotional, social, and moral development. Homeroom teachers are positioned to observe students' daily classroom participation, attendance, behavior, and learning progress. Guidance and counseling teachers, meanwhile, provide services addressing students' personal, social, emotional, and learning needs. When these responsibilities are carried out separately, information about students may remain fragmented. Communication and collaboration between the two educational actors are consequently important to support a more coordinated understanding of students' circumstances and to determine appropriate follow-up actions (Boulden & Henry, 2026; Slaten et al., 2024).

Bronfenbrenner's ecological systems theory helps explain the importance of understanding students within their interconnected environments. This perspective views individual development as shaped by interactions among different environmental systems, including the family and school. The relationship between these settings is particularly relevant because students' experiences at home may be connected with their participation and adjustment at school (Bronfenbrenner, 1979). In this study, the connection between the family and madrasah is understood as an important part of the student's developmental environment. This perspective provides a basis for examining how homeroom teachers and guidance and counseling teachers exchange information, coordinate their responsibilities, and provide follow-up support.

The school–family relationship can also be understood through Epstein's framework of school, family, and community partnerships. Epstein emphasizes that student development and educational success are shared responsibilities that require meaningful connections between schools, families, and communities (Epstein, 2011). In counseling practice, Griffin and Steen explain how Epstein's framework can inform school counselors' involvement in building partnerships

with families and communities (Griffin & Steen, 2010). A systematic literature review by Purwaningrum also highlights the importance of collaboration between guidance and counseling teachers and parents in monitoring students and supporting their development (Ribut Purwaningrum, Naharus Surur, 2023). These studies establish the relevance of partnership and collaboration in student support. Nevertheless, the specific working relationship between homeroom teachers and guidance and counseling teachers requires further examination, particularly in situations where students' family circumstances call for coordinated academic, behavioral, and psychosocial assistance (Pamungkas et al., 2025; Rejaän et al., 2024).

At the school level, previous studies have examined the effects of family disruption on students' development and the role of guidance and counseling services in assisting students from families experiencing difficulties. For example, Størksen investigated the relationship between parental divorce, psychological adjustment, well-being, and school-related problems among adolescents (STØRKSEN et al., 2006). Arifudin discussed guidance and counseling services to support the learning motivation of students from broken-home families (Arifudin, 2021). These studies provide important insights into students' needs and the contribution of counseling services. However, the studies cited above focus primarily on family-related outcomes or the roles and strategies of guidance and counseling teachers. They provide less explanation of how homeroom teachers and guidance and counseling teachers coordinate their distinct responsibilities, share student-related information, conduct joint follow-up activities, and involve families in the support process. Furthermore, the dynamics of such collaboration within an Islamic madrasah context remain insufficiently described in the literature reviewed for this study (Halim, Setiana, & Muksin, 2025; Hugh-Jones et al., 2025; Pang, Feng, Xue, Rozelle, & Wang, 2024; Zahrah, Lubis, & Sitorus, 2025).

The study examines the relationship between students' family and school environments and draws on Epstein's school–family partnership framework to interpret the potential significance of family contact. Collaboration is examined as a working process involving communication, information exchange, coordination, complementary roles, and follow-up support. The study aims to analyze: (1) the forms of collaboration between homeroom teachers and guidance and counseling teachers in supporting students experiencing family disruption; (2) the mentoring and counseling strategies described by educators and students; and (3) the factors supporting and constraining this collaboration at MTs NU 02 Al Ma'arif Boja.

METHOD

This study employed a qualitative approach using a descriptive case study design. This design was selected to explore and describe in depth the collaboration between homeroom teachers and guidance and counseling teachers in supporting

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students experiencing family disruption at MTs NU 02 Al Ma'arif Boja. A qualitative descriptive case study was appropriate because the research focused on understanding collaboration practices, the roles of each educator, student support strategies, and students' experiences within their actual school context, rather than measuring causal effects.

The school was selected because it provided a relevant context for examining how homeroom teachers and BK teachers collaborate in providing educational and personal support to students experiencing family-related difficulties. The research involved 30 informants: Vice Principal in Charge of Student Affairs, one homeroom teacher, one guidance and counseling teacher, 15 ninth-grade students, and 12 parents. The Vice Principal in Charge of Student Affairs was coded as VP, the homeroom teacher as WK, the guidance and counseling teacher as BK, students as S-01 to S-15, and parents as OT-01 to OT-12. The parent data in this revision summarize responses from the 12 informants rather than presenting 12 separate verbatim transcripts. Accordingly, parental findings are presented as a cross-informant synthesis and are not attributed as direct quotations to any individual parent.

The 15 student informants came from several ninth-grade classes. Student participation provided additional perspectives on the forms of support and assistance they experienced at school. The selection of informants was based on their relevance to the research focus and their knowledge or experience concerning the collaboration and student-support practices examined in this study. The teacher informants described their roles, communication, coordination, and mentoring strategies, while the student informants described their experiences of receiving support. Thus, the data included not only educators' accounts but also students' perspectives. The selection of informants was based on their relevance to the research focus and their knowledge or experience concerning the collaboration and student-support practices examined in this study (Ahmad et al., 2025).

Data were collected during 2025 through interviews, observation, and documentation. The use of these complementary sources is consistent with recent methodological discussions of qualitative case studies in educational research, which emphasize combining participant accounts, observations, and documentary evidence to understand a bounded case (Khairiyah et al., 2026). Observation was used to examine relevant student-support activities and interactions within the madrasah. Documentary materials included class attendance registers for July, August, and September 2025 and a home-visit register. The attendance registers document routine recording of student attendance. The home-visit register contains entries recording dates, student and parent/guardian details, class, address, stated purpose, and signatures. Because the records do not provide detailed narratives of the visits, they are used only to establish that visits were

recorded and to identify their stated purposes, not to infer the full content of conversations or the outcomes of each visit.

The analysis was conducted iteratively, with attention to coherence between the research questions, data sources, coding decisions, and interpretations, as recommended in recent discussions of rigor in interpretive educational research (Braun & Clarke, 2025; Maher, 2025). The condensed data were organized into displays to identify patterns and relationships among the findings. The emerging codes were grouped into broader categories and themes corresponding to the research objectives. Third, conclusions were drawn and continuously verified by comparing information from the homeroom teacher, the BK teacher, and student informants, and by examining relevant observational and documentary evidence. Trustworthiness was addressed through source and technique comparison. Triangulation was used to compare information from different participants and data-collection techniques, rather than to assume that all sources would necessarily provide identical accounts. This approach is consistent with recent methodological guidance emphasizing transparency, credibility, and careful justification of trustworthiness practices in qualitative studies (Ahmed, 2024; Noble et al., 2025).

Before conducting the research, the researcher obtained permission from the madrasah and consent from the informants. Participation was voluntary, and the information obtained was used solely for research purposes. Considering that the student informants were minors, their identities and personal family information must be protected in the presentation of the findings. Therefore, student names should be replaced with participant codes in the article, and information that could reveal their identities or sensitive family circumstances should not be disclosed.

RESULTS AND DISCUSSION

RESULTS

Family Circumstances and Students' Learning Experiences

The 15 student accounts show that family circumstances were varied and should not be treated as a single experience. Several students described parental separation and living with one parent or another caregiver, while others reported that both parents remained in the same household but experienced frequent conflict. For example, S-01 stated that the parents had separated and that the student lived with the mother; S-03 reported that the parents lived in one house but often argued; and S-12 described living with both parents while their relationship remained strained. These accounts show that the study population included different forms of family disruption, not only parental separation.

Students linked these circumstances to different learning experiences. S-01 explained: "When there are family problems, I become less focused on studying and sometimes do not feel motivated to complete assignments" (S-01, student

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interview, March 5, 2025). S-03 similarly reported difficulty concentrating when the parents argued: "When my parents are arguing, I find it difficult to concentrate and sometimes cannot study calmly" (S-03, student interview, March 5, 2025). Other students described practical rather than solely emotional barriers. S-05 said that studying was difficult because "there is no one who always accompanies me when I do homework" (S-05, student interview, March 5, 2025). S-10 explained that helping with household work reduced study time, while S-15 said that when lessons were difficult, the student sometimes did not know whom to ask (S-10 and S-15, student interviews, March 5, 2025).

The accounts also show variation in students' responses. Some described sadness, reduced concentration, or difficulty managing assignments; others expressed a desire to make a parent proud, continue schooling, or improve their grades. S-04, for instance, said that although the student sometimes felt sad, the student wanted to make the mother proud by obtaining good grades. These differences support the need for individual assessment rather than assuming that all students experiencing family disruption have the same academic or emotional difficulties.

Complementary Roles as Experienced by Students

The student interviews describe two distinguishable forms of support. The homeroom teacher is commonly associated with everyday academic monitoring and encouragement: asking about students' circumstances, checking learning progress, reminding them about assignments, asking about grades, and encouraging regular participation in lessons. S-02 reported that the homeroom teacher reminded the student about assignments, gave motivation, and asked about grade progress. S-09 described receiving guidance, task monitoring, and reminders to avoid falling behind in lessons. These are students' accounts of the support they experienced, not a complete record of every action the homeroom teacher took.

The BK teacher is described by students as providing opportunities to talk about personal concerns, offering advice, and encouraging confidence and continued attention to education. S-01 reported: "The BK teacher invited me to talk and advised me not to think too much about family problems while I am at school" (S-01, student interview, March 5, 2025). S-03 said that the BK teacher spoke with the student privately and offered motivation (S-03, student interview, March 5, 2025). S-08 described being given an opportunity to express feelings and receive suggestions about staying focused on education (S-08, student interview, March 5, 2025). These accounts indicate students' experience of personal guidance; they do not establish the frequency or formal classification of each service.

The two roles appear connected in at least one student account. S-02 stated that the student was called to speak with the BK teacher after the homeroom teacher became aware of learning difficulties (S-02, student interview, March 5,

2025). S-05 distinguished the two forms of attention by explaining that the homeroom teacher monitored grades while the BK teacher invited the student to discuss difficulties (S-05, student interview, March 5, 2025). S-13 likewise described the homeroom teacher as attending to learning while the BK teacher provided guidance and motivation (S-13, student interview, March 5, 2025). These examples provide evidence of perceived referral and complementary support, although the available records do not establish a uniform referral procedure for all 15 students.

The findings indicate that the homeroom teacher and the Guidance and Counseling (BK) teacher play complementary roles in identifying and addressing students' learning difficulties. The homeroom teacher primarily monitors students' academic progress and identifies potential learning problems, while the BK teacher provides further assistance through individual counseling, guidance, and motivation. As reflected in the students' accounts, these two roles are interconnected, particularly when academic difficulties identified by the homeroom teacher lead to further consultation with the BK teacher. This interaction illustrates teachers' collaborative efforts to support students' academic development and address learning challenges, as shown in Figure 1.



Figure 1. Student counseling with the Guidance Counselor

Communication, Coordination, And Information Exchange

The categories of communication, information exchange, and coordination are related but not identical. Communication refers to contact between educators; information exchange refers to the student-related information shared; and coordination refers to the discussion or decision about a suitable follow-up. The available teacher interview confirms that coordination is necessary, but also states that it cannot always happen immediately because of teaching schedules and other responsibilities. The homeroom teacher explained that information sometimes has

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to wait until a suitable time to be conveyed (WK, Homeroom Teacher MTs NU 02 Al Ma'arif Boja Kendal Interview, March 1, 2025).

The teacher interviews describe the information available to each role as different in scope. The BK teacher stated that the homeroom teacher generally has information about classroom behavior and academic development, whereas students' emotional conditions and family problems may not be directly visible in class. The BK teacher therefore described the need to obtain additional information by communicating with students and, when necessary, family members (BK, Guidance and Counseling Teacher MTs NU 02 Al Ma'arif Boja Kendal Interview, March 16, 2025). The BK teacher also emphasized that information shared with the homeroom teacher must be limited to what is needed for student support so that personal matters remain confidential.

The available evidence does not specify a fixed meeting schedule, frequency of contact, or standard communication medium between the homeroom teacher and BK teacher. It would therefore be inaccurate to describe coordination as weekly or routinely scheduled, or to state that it always begins with one particular educator. What can be established is that students report receiving support from both educators, one student describes being referred to the BK teacher after the homeroom teacher noticed a learning difficulty, and both teacher interviews identify coordination as important but constrained by time.

Family Perspectives on Support and School Communication

The summarized interviews with 12 parents add a family perspective that was previously represented mainly through teacher reports and student accounts. Across the responses, parents described family circumstances as difficult and acknowledged that the attention available to children was sometimes limited. The summary indicates that parents recognized children's need for attention from both parents, while current family conditions could make consistent involvement difficult (OT 01-02, Student's Parents MTs NU 02 Al Ma'arif Boja Kendal Interview, March 24, 2025 and March 19, 2025). This finding highlights limited adult availability while also showing parental awareness of children's educational and emotional needs.

Parent involvement is another important aspect of the guidance and counseling process in addressing students' learning difficulties. Collaboration between parents and the BK teacher enables the exchange of information regarding students' academic performance, learning behavior, and challenges both at school and at home. Through this communication, the BK teacher and parents can develop a shared understanding of students' needs and identify appropriate support to promote their learning progress. Parental participation also strengthens the continuity of guidance provided at school by ensuring that students receive attention, encouragement, and support within the family environment. This collaborative interaction is illustrated in Figure 2.



Figure 2. Collaboration of Parents with the Guidance Counseling Teacher

Across the 12 summarized responses, time pressures and family circumstances emerged as constraints in accompanying students. Parents also described communication with children as sometimes limited, with some children giving only brief answers when asked about school. The summary indicates that parents sometimes became aware of students' difficulties only after receiving information from the school (OT 05-07, Student's Parents MTs NU 02 Al Ma'arif Boja Kendal Interview, March 27, 2025). This account converges with teachers' reports that students may be reluctant to disclose personal concerns and that school personnel sometimes need to initiate contact with caregivers. It suggests that school communication can serve as an information bridge when communication within the household is limited. Because the material is a collective summary, it does not show how many of the 12 parents independently reported each specific experience.

The summarized parent responses also describe efforts to remind children to study, encourage school attendance, meet school needs according to family capacity, and support school activities. Parents expressed a wish for children to remain motivated and complete their education, even when daily accompaniment was not always possible (OT-01–OT-12, summarized parent interviews). This evidence shows that limited day-to-day supervision does not necessarily mean an absence of concern or support. The reported efforts include encouragement and practical support, although the summary does not establish how consistently each effort occurred or whether it produced measurable changes in achievement.

Regarding school support, the summarized parent responses expressed an expectation that the madrasah, particularly the homeroom teacher and BK teacher, would continue paying attention to students and communicate when changes in

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behavior or learning motivation were observed. Parents also expected teachers to provide motivation and guidance (OT-01–OT-12, summarized parent interviews). This expectation positions the school as a potential partner in noticing and responding to student needs. It does not, by itself, demonstrate that a formal school–family partnership or a regular communication mechanism has already been established.

Home Visits and Documentary Follow-Up

The home-visit register provides documentary evidence that home visits were recorded. The register contains columns for date, student name, parent name, class, address, stated purpose of the visit, and signatures. The stated purposes visible in the register include nonattendance, repeated absence, lateness, and missing or leaving lessons. This indicates that attendance-related concerns were among the documented reasons for home visits.

The available register does not provide a narrative of the conversations held during each visit, a complete account of who participated in every visit, the reasons for selecting each individual case beyond the written purpose, or a systematic record of agreements and subsequent outcomes. The teacher transcripts available for this revision also do not provide a detailed step-by-step account of home visits. Therefore, the home visit can be reported as a documented follow-up activity, but not as proof that a particular family agreement was reached or that the visit improved attendance or achievement.

Factors Supporting and Constraining Collaboration

The teacher accounts identify several constraints. First, students' willingness to disclose personal matters varies. The homeroom teacher explained that some students are open while others remain closed, making it difficult to understand the problems they are experiencing (VP, Vice Principal in Charge of Student Affairs MTs NU 02 Al Ma'arif Boja Kendal Interview, March 13, 2025). The BK teacher similarly stated that some students feel afraid, embarrassed, or worried that their stories will be shared. The BK teacher added that trust may take time to develop and that students should not be forced to talk before they are ready (BK, Guidance and Counseling Teacher MTs NU 02 Al Ma'arif Boja Kendal Interview, March 16, 2025).

Second, time is a practical constraint for both educators. The homeroom teacher has teaching and administrative responsibilities, while the BK teacher must also respond to other student concerns. The BK teacher stated that the number of students needing attention is substantial and that time for individual counseling is limited, so individual support cannot always be provided as frequently as desired (BK, Guidance and Counseling Teacher MTs NU 02 Al Ma'arif Boja Kendal Interview, March 16, 2025). The homeroom teacher also described delays in conveying information when the two educators' schedules do not align

(WK, Homeroom Teacher MTs NU 02 Al Ma'arif Boja Kendal Interview, March 1, 2025).

Third, communication with parents or caregivers can be difficult. The homeroom teacher reported that after parental separation, the school may only be able to communicate with one parent, and some parents are difficult to contact because of work commitments. The BK teacher added that students may live with a mother, father, grandmother, or another caregiver, and that the caregiver may have limited time to come to school. These are teacher-reported constraints; no parent interview transcript was available to independently verify the family perspective.

Fourth, the teachers described challenges in matching support to individual needs and protecting confidentiality. Some students need motivation to learn, others emotional attention, and others academic assistance. The homeroom teacher emphasized the need to avoid making students feel different or pitied. The BK teacher explained that information shared with other educators should be limited to what is relevant to support, so coordination does not expose unrelated personal matters (WK, Homeroom Teacher MTs NU 02 Al Ma'arif Boja Kendal Interview, March 1, 2025).

The student accounts also illustrate practical learning barriers, including limited adult support for homework (S-02, student interview, March 5, 2025), household responsibilities that reduce study time (S-07, student interview, March 5, 2025), and uncertainty about whom to ask when lessons are difficult (S-15, student interview, March 5, 2025). These are individual accounts and should not be generalized to all students from disrupted families.

The thematic analysis matrix presents the interconnected factors influencing student support, teacher collaboration, and family involvement in addressing students' learning difficulties. The findings are organized into several themes, including family and learning context, the roles of homeroom and guidance and counseling teachers, connected support, coordination constraints, student disclosure and privacy, family contact constraints, home-visit documentation, attendance monitoring, and family perspectives on school expectations. Each theme is further elaborated through subthemes, supported by informant statements, document codes, and examples of empirical evidence. The matrix also highlights that student support involves not only individual teacher responsibilities but also coordination among teachers, parents, and the school. At the same time, challenges such as limited communication, time constraints, family circumstances, and students' reluctance to disclose personal difficulties may affect the effectiveness of collaborative support. Overall, the thematic findings provide a comprehensive overview of the patterns, supporting evidence, and contextual challenges identified in the study, as presented in Figure 3.

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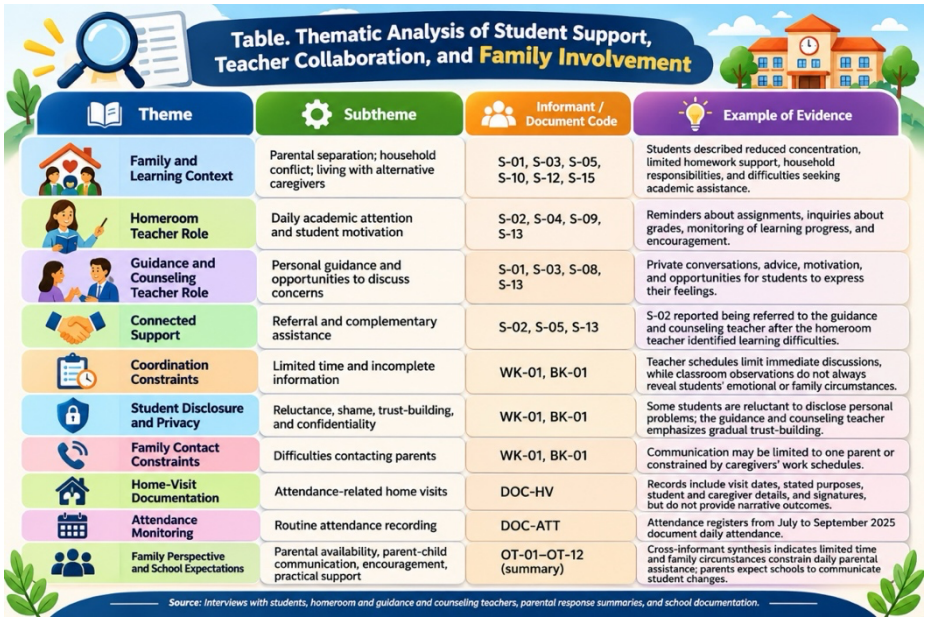


Figure 3. Thematic evidence matrix

The evidence presented in this section is based on interview materials from one homeroom teacher, one BK teacher, 15 students, and a summary of responses from 12 parents, together with available school documents. The parent findings are therefore reported as a cross-informant synthesis; because individual transcripts and response frequencies were not supplied in the summarized material, the article does not attribute particular statements to named parents or claim that every parent reported the same experience. No verified interview transcript from the head of madrasah was available.

DISCUSSION

The findings are better described as collaboration than as fully integrated synergy. The available evidence does not show a documented case conference, shared written plan, or regular review of the case, this pathway should be interpreted as an observed example rather than a standardized school procedure (Boulden et al., 2026; Podwinski et al., 2025; Slaten et al., 2024). This finding aligns with the broader argument that school counselors can facilitate partnerships among students, families, and school personnel. The American School Counselor Association describes counselors as collaborators who help connect school staff and families around students' academic, social, and emotional development (ASCA, 2024). Recent empirical work by Basuki similarly distinguishes informal, episodic collaboration from a structured counselor–teacher model built around recurring collaborative processes (Basuki et al.2026).

The school–family partnership literature also requires careful application. Epstein's framework and the work of Griffin and Steen emphasize that student support can be strengthened when schools establish meaningful relationships with families (Epstein, 2011; Griffin et al., 2010). Hoover-Dempsey and Sandler's model

(1997) is useful for understanding how parents' role construction, school invitations, and perceived capacity may shape parental involvement. In this study, the summarized responses from 12 parents provide evidence of both constraints and expectations: parents described limited time and family pressures, efforts to encourage children and meet school needs, and a wish for the homeroom teacher and BK teacher to communicate when learning or behavioral changes appear. This indicates a perceived need for partnership with the school. It does not establish the frequency, reciprocity, or effectiveness of school–family communication. The home-visit register confirms that visits were recorded, but does not establish what parents said during those visits, what agreements were reached, or how families acted afterward. Epstein's framework therefore helps interpret the potential for partnership, while the present evidence suggests that this partnership is desired but not documented as a systematic process. (Pamungkas et al., 2025; Rejaän et al., 2024).

Another issue is the tension between information sharing and counseling confidentiality. The homeroom teacher may observe attendance, task completion, and classroom behavior, while the BK teacher may hear personal information that is not visible in class. Sharing too little information can leave the homeroom teacher unable to provide appropriate academic follow-up; sharing too much can expose sensitive family experiences and undermine students' trust. The BK teacher's emphasis on limiting shared information to what is relevant to student support indicates an awareness of this tension. Thus, collaboration should not mean unrestricted circulation of students' personal stories. It requires a minimum-necessary approach: communicate the educational concern and agreed support needs, while protecting details that are not needed by other staff. ASCA's confidentiality guidance likewise emphasizes the counselor's obligation to respect student privacy while recognizing applicable safeguarding and legal responsibilities (ASCA, 2024).

The Islamic educational context should also be interpreted with the evidence in mind. The study took place in an Islamic madrasah, but the verified interview excerpts and documents analyzed here do not provide sufficient evidence to claim that counseling was explicitly organized around ta'awun, musyawarah, religious habituation, spiritual counseling, teacher PAI involvement, or a specific akhlak-building program. These values may be relevant normative resources within Islamic education, but without supporting field data, they cannot be presented as observed mechanisms in this case. This distinction matters, not a weakness to be concealed. Hanifudin and Idawati, in a case study at another madrasah, describe counseling services that include individual and group guidance, consultation, planning, and parental involvement in relation to character formation (Hanifudin et al., 2024). Umasugi further discuss the integration of Islamic values, religious learning, moral supervision, and counseling within a madrasah framework

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(Umasugi et al., 2026), while noting challenges in institutionalizing such integration. Compared with those studies, the present case contributes a more cautious account: the Islamic institutional setting is clear, but the available evidence primarily documents educational monitoring, personal guidance, referral, and confidentiality rather than explicitly religious counseling practices (Hanifudin et al., 2024; Zahrah et al., 2025).

CONCLUSION AND SUGGESTIONS

The findings indicate a complementary but partly informal relationship: the homeroom teacher monitors students' classroom learning, assignments, grades, and participation, while the BK teacher provides opportunities for personal discussion and guidance. A student account of referral from the homeroom teacher to the BK teacher illustrates a connection between classroom-based noticing and counseling access. However, the evidence does not establish a fixed coordination schedule, a standardized referral procedure, a jointly documented case plan, or a systematic review process. The practice is therefore more accurately characterized as emerging collaboration than as fully integrated synergy.

Further studies could compare several madrasahs to examine how organizational arrangements shape collaboration across different contexts. Longitudinal research could track changes in student experiences, attendance, and learning participation over time without assuming any change is caused by a single support activity. A mixed-methods design could combine interviews with appropriately protected attendance and academic records. Future studies should retain separate transcripts for each parent or caregiver so that differences in family perspectives can be examined rather than relying only on a collective summary. Direct observation and detailed field notes on referral discussions, counseling follow-up, and home visits would also clarify how the proposed collaboration process operates in practice.

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AUTHOR CONTRIBUTIONS

SM contributed to the research design, data collection, data analysis, and preparation of the initial manuscript. MZ contributed to conceptualization, methodological development, manuscript review, and revision. AY contributed to data interpretation, theoretical analysis, and manuscript review. IS and AA

contributed to data collection, field coordination, and validation of the research findings. All authors contributed to manuscript preparation and approved the final version for publication.

CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest related to the research, authorship, or publication of this article.

DECLARATION OF AI

The authors declare that they used ChatGPT-assisted tools only to support language editing and improve the manuscript's clarity and readability. The authors remain fully responsible for the accuracy, originality, integrity, and final content of this article.

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