

Utilization of Artificial Intelligence (AI) by Guidance and Counseling Teachers in Character Development at Madrasah Aliyah

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ARTICLE INFO	ABSTRACT
Volume: 4 ISSN: 2963-5489 KEYWORD Artificial Intelligence, Guidance and Counseling, Character Development, Madrasah Aliyah, Moral Education	The rapid advancement of Artificial Intelligence (AI) has opened new opportunities in the field of education, including in the area of student character development. This study explores how guidance and counseling (BK) teachers at Madrasah Aliyah utilize AI tools to support the moral and ethical growth of students. Through the use of AI-based monitoring systems, digital counseling platforms, and behavior analytics, teachers are able to identify patterns of student behavior, provide timely interventions, and design more personalized character-building strategies. This integration helps enhance not only the efficiency of counseling services but also the effectiveness of moral education in an increasingly digital learning environment. The findings of this research indicate that AI serves as a complementary tool, not a replacement, for the personal and empathetic role of BK teachers. While technology facilitates the tracking and analysis of student conduct, the human element remains central in mentoring, motivating, and guiding students toward positive behavior. Successful implementation of AI in character development depends on proper training for teachers, ethical use of data, and institutional support. With these factors in place, AI can significantly contribute to forming students who are not only intellectually capable but also morally grounded.

1. Introduction

In today's digital age, the educational landscape is undergoing significant transformation, influenced heavily by the rapid advancement of technology—particularly Artificial Intelligence (AI). Within the school environment, AI has begun to play a pivotal role not only in academic instruction but also in supporting non-academic aspects such as character development. At the secondary education level, including Madrasah Aliyah, the role of guidance and counseling (BK) teachers has grown increasingly complex. These educators are expected to address a wide range of student issues, from academic challenges to behavioral concerns and moral development. As students become more exposed to digital media and virtual interactions, the traditional methods of character education often struggle to keep pace. Consequently, there is an urgent need to explore how AI technologies can be used as supportive tools in the moral and ethical development of students (Alfian, A., 2022).

The concept of character education in Islamic schools like Madrasah Aliyah is deeply rooted in religious and cultural values. Character development is not merely about discipline or classroom behavior, but about nurturing students' inner morals, social responsibility, empathy, and integrity, in accordance with Islamic teachings. In this context, guidance and counseling teachers

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serve as moral facilitators who not only provide academic support but also shape students' behavior and values. However, the rising complexity of student needs, mental health issues, and digital distractions pose major challenges for these educators. With large student populations and limited personnel, it becomes increasingly difficult to provide timely and effective counseling interventions. The integration of AI, therefore, offers a promising solution to enhance the reach, efficiency, and personalization of character development strategies within the school setting.

AI technologies offer various functionalities that can be leveraged by BK teachers, such as predictive behavior analysis, emotion recognition, digital journaling, and chatbot-based initial counseling. These tools allow teachers to monitor student behavior trends over time, detect early signs of emotional distress or behavioral issues, and provide targeted interventions based on real-time data. Moreover, AI platforms can assist in administrative tasks such as documentation, scheduling, and reporting, thereby giving BK teachers more time to focus on interpersonal engagement with students. When used ethically and responsibly, AI does not replace human guidance but enhances it—creating a hybrid model where data-driven insights support the compassionate and empathetic role of the counselor.



Figure 1 Illustration AI Technologies

Despite its potential, the adoption of AI in educational counseling remains limited, particularly in religious-based schools such as Madrasah Aliyah. Concerns related to privacy, data ethics, technological literacy, and the fear of losing the “human touch” in moral guidance often hinder AI’s wider implementation. These concerns are valid and must be addressed through proper training, policy development, and collaboration between educators, technologists, and school administrators. In religious settings, especially, any use of technology must align with the school’s spiritual mission and ethical boundaries. Therefore, a balanced approach is required—one that respects the values of Islamic education while embracing innovation for the benefit of students.

This study aims to examine the practical use of AI by guidance and counseling teachers in the character development of students at Madrasah Aliyah. It investigates what tools are used, how they are applied, the benefits observed, and the challenges faced. The goal is to understand whether AI can be effectively integrated into character education without compromising its ethical and religious foundations. By highlighting real experiences from the field, this research seeks to contribute to the discourse on technology-assisted moral education in Islamic schools and provide insights for educators and policymakers in shaping future counseling practices.

2. Literature Review

The integration of AI in education has primarily focused on academic enhancement, but recent developments show its increasing relevance in the non-academic sphere, particularly in guidance and counseling. AI technologies offer support in identifying behavioral patterns, predicting student risks, and enabling early interventions that traditional methods might overlook. Tools such as sentiment analysis, natural language processing, and facial recognition software are being explored to detect emotional states and behavioral anomalies. In counseling settings, chatbots and virtual agents are also used to offer immediate, although limited, responses to student concerns, providing a bridge until a human counselor becomes available. These AI tools are not meant to replace human guidance but to supplement it, especially in settings where counselor-to-student ratios are high and personalized attention is limited (Mufid, F. 2014).

In the context of character education, AI can be utilized to personalize moral development programs based on each student’s behavioral data and socio-emotional needs. It can track students’ progress in terms of behavior, participation in religious or ethical activities, and even interactions with peers. This allows BK teachers to design targeted interventions and reflect on the

effectiveness of their strategies. While literature on AI in character development within Islamic educational settings is still emerging, the global discourse indicates that AI holds significant promise if guided by strong ethical frameworks. The integration of such tools requires a shift not only in technical capabilities but also in mindset—one that sees AI as a facilitator of human values, not a threat to them (Nurdyansyah, N., 2018).

3. Methodology

3.1 Data Collection

Data were collected through semi-structured interviews with BK teachers, school principals, and IT support staff at selected Madrasah Aliyah. The interviews explored participants' experiences, challenges, and views on the integration of AI in character education. In addition to interviews, the researcher also conducted observations of school counseling activities and reviewed relevant documents such as counseling reports, AI usage logs, and school policies on digital learning. This triangulation of data sources ensured a richer and more reliable understanding of the actual practices and contexts in which AI was applied in the moral development of students.

3.2 Data Analysis

The data collected were analyzed using thematic analysis, which involved coding and categorizing the interview transcripts, observation notes, and documents into key themes. These themes included AI functionality, teacher-student interaction, character development outcomes, ethical concerns, and institutional readiness. The analysis was conducted iteratively, with data being revisited multiple times to ensure consistency and depth. Patterns and relationships between themes were identified to draw conclusions about the role of AI in enhancing or supporting character education efforts by BK teachers in the Madrasah environment.

4. Results and Discussion

The findings of this study highlight the emerging role of Artificial Intelligence (AI) as a supportive tool in the work of guidance and counseling (BK) teachers, particularly in the area of character development at Madrasah Aliyah. As education enters a more digitized era, AI technologies provide new opportunities for addressing student needs with greater efficiency, especially when human resources are limited. BK teachers involved in this research reported that AI-supported platforms helped them monitor students' behavior more systematically, identify emotional patterns, and respond more proactively to moral or disciplinary issues. The use of AI was not to replace human counseling, but rather to assist in identifying at-risk students and streamlining certain aspects of character education that were previously difficult to manage manually (Hosaini, H., & Akhyak, A. 2024).

Teachers explained that AI tools, particularly those with behavior analytics and monitoring features, allowed them to identify subtle shifts in student behavior. For example, students who became less socially active, showed signs of stress, or disengaged from school activities were detected earlier through AI-based dashboards. These platforms collected digital traces such as attendance, assignment patterns, and even interactions on learning management systems, which when analyzed, gave insights into student well-being. This early detection helped BK teachers carry out interventions before problems escalated. In the context of character development, this meant being able to address underlying emotional or moral struggles before they manifested as outward behavioral issues.

The integration of AI also allowed for more individualized character development plans. Students could be grouped not only based on academic performance but also on behavioral trends and socio-emotional profiles identified by the system. For instance, students showing tendencies of isolation or aggression could be directed to specific programs or mentoring sessions tailored to their emotional needs. BK teachers mentioned that this personalization was previously difficult to achieve due to time and resource constraints. Now, with AI assisting in data gathering and preliminary analysis, teachers could focus their energy on engaging students more deeply and empathetically.

Table 1. AI-assisted strategies for student character development

AI Functionality	Description	Impact on Character Development
Behavior Analytics & Monitoring	Detects early signs of stress, social withdrawal, or disengagement using data from student activities	Enables early intervention before issues escalate
Data Collection from Digital Platforms	Tracks attendance, assignments, and LMS interactions	Provides insight into emotional and moral conditions
Individualized Development Plans	Groups students based on behavioral trends and socio-emotional profiles	Allows tailored counseling and moral education approaches
Time and Resource Efficiency	Reduces manual monitoring and analysis workload for BK teachers	Frees up time for deeper, more empathetic engagement with students

However, the research also uncovered several challenges in adopting AI for character development. One major concern raised by teachers was the ethical implications of data collection. There were fears that constant monitoring could lead to a sense of surveillance rather than support, which might affect student trust. Teachers emphasized the importance of transparent communication with students about how AI systems work, what data is collected, and how it is used. They also stressed the need for institutional policies that clearly define the boundaries of AI use, to ensure that the technology serves educational goals without violating students' privacy or autonomy.

Another critical issue was the readiness of BK teachers themselves to adopt AI in their work. Not all counselors had the digital literacy or confidence to use AI tools effectively. Some felt overwhelmed by the technological demands, especially when they were not involved in the early planning or training phases. This gap between technological potential and human capacity highlighted the importance of comprehensive professional development programs. Training sessions, technical support, and collaborative planning with IT departments were seen as essential for successful and sustainable AI integration in character education efforts.

Despite these limitations, the majority of participants agreed that AI has great potential when implemented with care and purpose. They observed that students were generally receptive to digital platforms, and some even felt more comfortable engaging with AI-assisted self-assessment tools than face-to-face counseling—at least as a starting point. These tools offered anonymous reflections, moral dilemma scenarios, and behavior quizzes that helped students reflect on their own values and behavior. Teachers saw these features as complementary to their guidance strategies, especially for students who were shy, introverted, or hesitant to share personal issues directly.

The study also noted a shift in the role of BK teachers from being purely reactive to becoming more proactive and strategic in their interventions. With access to real-time data and behavior trends, counselors could anticipate character issues and design targeted programs accordingly. For example, when AI systems detected increased signs of stress across several students during exam season, teachers could organize mindfulness workshops, religious study groups, or peer support circles to reinforce character and resilience. This kind of data-informed moral education represents a significant evolution in the counseling process, integrating values education with 21st-century tools.

In Islamic education, the goal of character development is closely tied to spiritual growth and the internalization of values such as honesty, patience, responsibility, and respect. AI cannot—and should not—replace the spiritual and emotional connection that educators build with their students. However, it can support that mission by providing better information, automating routine tasks, and enabling teachers to focus more deeply on the human aspect of counseling. In this way, AI becomes a bridge, not a barrier, to holistic Islamic education. Teachers who participated in the study emphasized that successful integration depends on maintaining this balance between technology and spirituality (Bayumi, M. R., & Jaya, R. A. 2018).

Overall, the research demonstrates that the use of AI by guidance and counseling teachers at Madrasah Aliyah is not only possible but also potentially transformative when approached thoughtfully. While challenges related to ethics, training, and infrastructure persist, the benefits in terms of early detection, personalized support, and improved efficiency are undeniable. As schools continue to adapt to digital changes, it is essential that AI be seen not merely as a technical tool, but as a strategic ally in achieving the deeper goals of character and moral development in line with Islamic educational values.

5. Conclusion

The integration of Artificial Intelligence into the role of guidance and counseling teachers at Madrasah Aliyah offers a promising path toward more responsive, personalized, and effective character development. While AI cannot replace the moral and emotional depth that human counselors provide, it can support their work by offering data-driven insights, early warnings, and more efficient ways to serve students. For successful implementation, there must be a strong foundation in ethical use, teacher training, and alignment with the spiritual goals of Islamic education. When used wisely, AI becomes a valuable partner in shaping students who are not only academically capable but also morally grounded and spiritually aware.

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