
| RESEARCH ARTICLE

Kinesthetic Guidance for People with Mental Disorders at Balai Persinggahan Sosial Margo Widodo

Danang Firdaus^{1*}, Ali Murtadho¹

¹ *Walisongo State Islamic University, Semarang, Indonesia*

***Corresponding Author:** danangfirdaus13@gmail.com

| ABSTRACT

This study aims to examine the implementation of kinesthetic guidance as an innovative rehabilitation intervention for individuals with mental disorders (ODGJ) at BPS Margo Widodo. The primary challenge addressed is the limitation of conventional, monologic guidance methods, which result in low participant engagement and reduced responsiveness to the material. A descriptive qualitative approach used field studies through participatory observation and in-depth interviews with staff and beneficiaries. The findings indicate that integrating physical activity into the guidance process significantly enhances participants' motivation, focus, and emotional stability. Applying kinesthetic guidance, which emphasises direct movement and interactive communication, creates a more dynamic learning environment and supports the development of cognitive and affective abilities among ODGJ. These results suggest that this innovative approach may serve as an effective alternative in the mental health rehabilitation of special groups. Consequently, the study is expected to contribute strategically to the development of policies and practices that are more responsive and adaptive to the needs of individuals with mental disorders in Indonesia.

| KEYWORDS

Guidance; Kinesthetic; Individual with Mental Disorders.

INTRODUCTION

The problems faced by People with Mental Disorders (ODGJ) in Indonesia are crucial issues that affect individual welfare and social integration. The stigma and discrimination that are still inherent in society often hinder their access to proper mental health care (Ahad et al., 2023). Limited facilities and the lack of professionals in the field of mental health further aggravate this condition. In addition, support from families and communities that is not optimal also adds to the emotional burden of ODGJ. Funding problems and policies that have not been coordinated between the government and related institutions are also the main obstacles in effectively handling mental disorders. Therefore, increasing public awareness, expanding service networks, and cross-sectoral collaboration are needed to address the complex challenges faced by ODGJ in Indonesia. (Hidayat et al., 2023)

People with mental disorders are often referred to as passive members of society because they are unable to carry out their roles in the social structure. The government's step in dealing with this problem is to build social development institutions (Prastiwi et al., 2023). The construction of social development facilities is still limited. Consequently, private social institutions were initiated by individuals or groups to build a place of coaching. One of the coaching places is the Margo Widodo Social Stopover Center (BPS) Mangkang Semarang. BPS Margo Wiodo is an institution under the

Semarang Social Service that fosters special groups such as PGOT, mild ODGJ, and the elderly. BPS Margo Widodo conducts coaching programs to build cooperation with institutions, organisations, groups, and individuals. Synergy efforts are considered the right step in finding competent institutions or individuals to suit the needs of the inmates. One of the organisations that collaborated was the Social Welfare Volunteers (RKS) of Walisongo State Islamic University, Semarang.

RKS UIN Walisongo initially implemented the lecture method to guide inmates who are ODGJ. However, this approach cannot create an interactive atmosphere, so participants quickly feel sleepy and bored (Ningsih, 2023). The monotonous lecture method does not meet the stimulation needs of participants with special conditions. In response, RKS UIN Walisongo decided to switch to an approach that emphasises physical activity in the coaching process. This approach is known as kinesthetic guidance, where the participant's body movements and direct interaction are the main focus. Thus, this study aims to prove that kinesthetic guidance can increase participant involvement and concentration. (Harapan et al., 2024)

The research of Agus Syukur and Ratna Puspita on kinesthetic intelligence from an Islamic perspective states that kinesthetic intelligence is part of the indicator of human development, which refers to psychomotor skills and cannot be separated from the other two aspects, namely cognitive and affective. At the operational stage, it is hoped that the three indicators can run balanced. The study results show that each individual has the right to achieve success in different ways and skills. Those who excel in the psychomotor aspect can pursue it to master skills in various fields or expertise. The Islamic view reviewed in this study states that kinesthetic intelligence was possessed by the Prophet Muhammad. It is evident from several hadiths that say, "A strong believer is better than a weak believer". The meaning of strong is synonymous with the physical, although it should be balanced in all aspects. So that the hadith can be understood strongly in mind, heart, and body, another foundation of kinesthetic intelligence is the Prophet's recommendation to teach children archery and equestrian skills. (Syukur & Puspita, 2024)

The above research is in the field of education. The research can be contextualized in any field, including guidance. There is a demand in the world of guidance to develop its knowledge to be relevant to the times. Through the above research, it can be concluded that in providing guidance, one must innovate and pay attention to many aspects, including the condition of the guidance target. The limitations of the target conditions to obtain guidance with methods in general must find the right alternative to realize the goals of guidance (Zahroh & Mulyani, 2022). Among the purposes of guidance is to educate the target of both heart, mind, and physical intelligence. Physical intelligence is often overlooked. Students are considered smart if they have good cognition and affection. The success of individuals in achieving a goal can be obtained from various directions. In the case of this study, the special group that was targeted was ODGJ, who also had physical problems. So they need help to live well and independently. The process of educating or helping individuals to be independent based on physical guidance is called kinesthetic guidance.

Research related to developing intelligence has also been conducted by Sani Peradila and Siti Chodijah entitled "Islamic Religious Guidance in Developing Early Childhood Spiritual Intelligence". This study uses Islamic religious guidance to develop early childhood intelligence. The method of Islamic guidance is commonly used. The implementation of the method is adjusted to the needs and capabilities of the guidance target. The lecture method used pays attention to the child's language style. Religious materials are packaged in various games such as role-playing. The study's results show the significance of positive results from applying Islamic religious guidance on three goal indicators: physiological, cognitive, and psychological. The supporting factor for success is external factors, namely, support from various parties for Islamic guidance programs. The inhibiting factors come from internal factors, namely declining supervisor enthusiasm, delayed child attendance, and inadequate facilities. (Peradila & Chodijah, 2020)

The similarity of the above research with this research is an effort to internalize religious values through Islamic religious guidance. The difference lies in the method of guidance. The guidance in the above study still uses commonly used methods. The target of the above group guidance is the early childhood group. Early childhood is undergoing progressive development to receive three aspects of developmental indicators at once. This study uses kinesthetic guidance, which emphasizes physical activity. This is because the target of guidance in this study is ODGJ, which is considered difficult if it applies methods directly related to cognitive and affective abilities (S. K. F. W. Lestari, 2021). So, it is necessary to emphasize psychomotor abilities, which are expected to impact other aspects positively.

This study aims to describe the application of kinesthetic guidance at BPS Margo Widodo. The general purpose of this study is to elaborate on two main aspects, namely a theoretical description of the basics of kinesthetic guidance and the process of its implementation in a coaching environment. The theoretical section will discuss the concepts, principles, and frameworks underlying the physical activity-based guidance approach. Meanwhile, the process will examine the implementation of kinesthetic guidance and the dynamics of interaction between supervisors and participants. This research is expected to reveal the implications of positive changes that arise after the switch from conventional lecture methods to a more interactive kinesthetic approach. The research results are expected to strategically contribute to developing more adaptive and effective guidance methods for ODGJ.

METHODS

Descriptive qualitative research with the field study method is an approach that is carried out directly at the research site to understand the phenomenon in depth based on observation and interaction with participants. This method aims to dig up information naturally without manipulating the environment or subject. Field studies are used when researchers want to obtain authentic contextual data (Jaya, 2020). This approach is relevant to this study because it can capture the field's reality directly and allow for a richer analysis of the description of kinesthetic guidance programs. Thus, this research is ideal for understanding phenomena in the field.

This research on kinesthetic guidance is based on primary data sources involving several parties as the main informants. RKS Walisongo officers act as supervisors who provide technical guidance and supervision in applying guidance methods. As the executor, BPS Employee Margo Widodo is responsible for organizing and ensuring that the guidance process runs smoothly and records every development. BPS Margo Widodo Assisted Residents are an important source of information from their personal perspective as direct recipients of guidance. Data collection was carried out through in-depth interviews and observations to explore the experiences and changes felt by the participants. With direct interaction between supervisors, implementers, and assisted residents, this study provides a comprehensive overview of the effectiveness and challenges in applying kinesthetic guidance.

The data collection technique of this study uses two techniques. The first is participatory observation, where researchers are directly involved in the mentoring program. Through this technique, researchers can observe subjects' interaction dynamics and behavior in their natural context. Participatory observation allows for detailed recording that includes verbal and non-verbal aspects that may be missed in other methods. This technique also provides an opportunity to capture the nuances of the situation directly so that the data collected is closer to the reality in the field. Careful field records are used for analysis to identify patterns of interaction that arise. Thus, participatory observation enriches research data through original and contextual information. (Jaya, 2020)

Second, in-depth interviews are another crucial technique in descriptive qualitative research with field studies. This method allows researchers to obtain information directly from the inmates

through open-ended questions, encouraging in-depth dialogue. In the interview process, the researcher can explore the subject's perceptions, experiences, and motivations more personally. This technique also facilitates narrative explanations that provide a more comprehensive picture of the context and meaning behind the studied phenomenon. Each respondent can express his or her views freely so that the data obtained reflects the diversity of perspectives. With in-depth interviews, research can showcase the subjective side of experiences that are difficult to measure quantitatively. (Jaya, 2020)

In descriptive qualitative research with field studies, data analysis begins with making complete transcripts of interviews and recording details of observation results in the field. The collected data is then processed through an open coding process to identify naturally occurring themes and patterns. After that, the codes are classified into broader categories to form a systematic analysis framework. The researcher also applied the triangulation technique by comparing information from various sources to ensure the validity and consistency of the data. The analysis process is repeated, where each finding is re-tested against the original data to enrich the interpretation. This approach allows for the creation of an in-depth narrative that can describe the complex context and meaning behind the phenomenon being studied. (Jaya, 2020)

RESULT AND DISCUSSION

Mentorship is a directed process that provides direction, support, and knowledge to help individuals develop their potential optimally. This process involves active interaction between the supervisor and the participant, thus allowing for a constructive exchange of information and experience. In education and social coaching, mentoring serves as a medium to facilitate positive change and improve Performance. This approach allows individuals to recognize their strengths and weaknesses to formulate effective improvement strategies. The concept of mentorship focuses on the cognitive aspect and integrates the development of affective and practical skills. Thus, guidance is essential in realizing personal growth and individual independence. (Febrini, 2011)

BPS employee Margo Widodo, Mr. A, said that guidance activities are a companion to the activities of the inmates. He stated that the guidance program is the most appropriate means because it can provide structured direction in the coaching process. He says the guidance approach offers a systematic framework to optimise each inmate's potential. In addition, he added that establishing cooperation with RKS UIN Walisongo is a strategic step to strengthen program implementation. He believes that this cross-institutional partnership will open up access to new resources and knowledge that will benefit program development. His statement reflects a deep belief that innovation through mentorship and collaboration is key to creating positive change in the coaching environment.

Mentorship for specialised groups is highly urgent because they often face unique challenges requiring an individualised approach. This statement is supported in other cases in Widodo's research on applying guidance to converts (Widodo, 2019). Converts are a special group in Islam and demand the implementation of guidance with special methods. Therefore, the guidance process begins with identifying specific needs so that the strategies applied can be adjusted to the characteristics of each individual. This personalised approach is essential to help them overcome internal and external barriers effectively. In addition, mentoring provides space for developing social and emotional skills, which are crucial for integration in the broader social environment. Special groups can increase their confidence and independence with the right guidance and support, ultimately promoting psychological well-being.

Islam is a monotheistic belief that affirms that there is only one God, namely Allah SWT, as the creator and ruler of the universe. The concept of monotheism is the core of the teaching, which rejects all forms of affiliation in the power of God. The main source in Islam is the Qur'an, which is considered the revelation of Allah, as well as hadith, which contains the sunnah of the Prophet

Muhammad PBUH as a guide in living life. Islamic teachings integrate spiritual, ethical, social, and economic aspects to form a harmonious and balanced order of life. Worship in Islam, such as prayer, fasting, zakat, and hajj, strengthens the relationship between humans and the Creator. Thus, Islam not only plays a role as a belief system but also as a comprehensive life guide in achieving the welfare of this world and the hereafter. (Mardani, 2017)

One of the RKS administrators who also serves as a supervisor explained that Islamic teachings are the core material in every guidance activity. He said the Islamic material presented included basic concepts that were easy for all participants to understand. The main values, such as monotheism, prayer, and morals, are taught systematically in each session. He emphasized that the delivery of material was carried out in a general manner to provide a general understanding of Islamic principles. The approach is designed so that participants can get to know the essence of Islamic teachings without entering into an in-depth discussion of its impact or implications, considering that the target of guidance is a special group with limitations in affective aspects. Overall, the administrator emphasized that Islamic material is the main foundation of implementing guidance at RKS.

Moral education is a vital element in Islamic religious teachings that emphasizes the importance of integrity and honesty. Through this education, individuals are invited to understand and internalize the ethical values that underlie social relations and community life. Islamic teachings consistently associate moral education with religious practices, thus forming a complete framework of values in daily life. The positive impact of moral education can be seen in the increase in prosocial behavior that supports creating a harmonious environment. Strengthening these values helps individuals develop strong character and face ethical challenges wisely. In addition, moral education also contributes to the improvement of social intelligence through healthy interaction and mutual respect between others. Learning these values, carried out through exemplary examples and religious rituals, motivates individuals to apply kindness consistently. Thus, moral education in the context of Islamic teachings not only forms a moral personality but also strengthens a cultured and inclusive social network. (Warsah et al., 2024)

The guidance program at BPS Margo Widodo indicated that the activity was Islamic religious guidance because the prioritised material was Islamic teachings. The main material presented included the values of faith, such as monotheism and basic worship practices that are the foundation of religious life. Each mentoring session is focused on providing a structured understanding of the basic principles of Islam. This approach can instill essential spiritual values in daily life. The presentation of the material consistently reflects the efforts to build character based on Islamic ethics. Thus, the guidance program at BPS Margo Widodo can be categorized as Islamic religious guidance, considering that Islamic teachings are the core of every coaching activity. This conclusion refers to a study (Putri, 2022) regarding the definition of Islamic religious guidance.

The guidance method is a systematic way of transferring knowledge and experience to support the overall development of participants. The basic concept emphasises message clarity, openness, and active participation between the supervisor and the participant. One commonly used method is the lecture method, where information is conveyed orally to a group of participants simultaneously. In addition, the discussion method is present to encourage an interactive and in-depth exchange of ideas between participants. Demonstration methods are also often applied to show real-life examples that make it easier to understand concepts visually. In general, the categorisation of mentorship delivery methods includes hands-on approaches, such as lectures and demonstrations, and interactive approaches, such as discussions, which create a dynamic learning environment. (Amin, 2009)

The RKS officer with the initials N stated that the activities at BPS Margo Widodo are irrelevant if applied with the guidance method in general. He argued that the conventional approach does not accommodate the unique characteristics and limitations that the inmates have. According to him, guidance methods that are too generic tend to fail to answer the specific problems participants face.

Margo Widodo's officer, Mr. S, also confirmed this and emphasized the need to design a more adaptive and contextual guidance program. Mr. S stated that the limitations experienced by the inmates should be the basis for developing the right coaching strategy. Therefore, the two officers agreed that the guidance program must be specifically adjusted to be more relevant and effective in supporting the rehabilitation process of the inmates.

Based on information from the two respondents above and theoretical reviews related to guidance methods, it is revealed that traditional guidance methods have not been able to accommodate the specific needs of the inmates. RKS officers with the initials N and Mr. S assessed that the conventional approach is irrelevant when applied in general without adjustments and that there is a need to redesign the guidance program to be more responsive to the limitations faced by the participants. Both statements show that the existing strategies are still generic and less adaptive. This indicates a gap in the methods used to achieve coaching effectiveness. Therefore, this situation requires the breakthrough of new methods that are more innovative and adapted to the characteristics of the inmates.

The answer to this challenge is to develop a guidance program design by adopting methods from across sciences, one of which is kinesthetic from education. The implementation was initiated by RKS UIN Walisongo, which consists of students. This indicates that RKS UIN Walisongo, part of Islamic universities, has carried out its role in innovating (Sukinem et al., 2022). Kinesthetic is a learning approach that emphasises body movements and physical experience as the key to understanding information. This concept is based on the idea that direct interaction between the body and the environment can accelerate the process of internalizing knowledge. Within the framework of learning styles, kinesthetics is categorised as one of the three main types, along with visual and auditory styles. This approach encourages practical activities such as experiments, simulations, and role-playing to deliver material. The kinesthetic learning method is effective for individuals who are more responsive to physical stimuli and hands-on experience. Therefore, integrating kinesthetic approaches into the guidance system offers an alternative that enriches and complements traditional guidance methods.

The RKS officer with the initials A conveyed the results of an intensive discussion with the coach. He emphasized that the coach's direction is the main reference in developing a guidance program strategy. Based on these considerations, it was decided to prioritize focusing on the physical movements of the inmates. This decision was taken after seeing the potential of physical activity in supporting the overall rehabilitation process. Officer A revealed that this approach is expected to be able to improve the physical health and emotional balance of the participants. Thus, implementing physical movement-based guidance programs is considered a relevant and strategic innovation to optimize the recovery of inmates.

Guidance and education science have the same philosophical goals in forming complete and empowered individuals. Both seek to integrate intellectual, emotional, and social aspects to create humans who are able to compete in modern life. Education provides a foundation of knowledge and practical skills, while guidance hones psychological potential and personal character. A harmonious approach between these two disciplines encourages holistic self-development without neglecting moral values. The synergy between formal learning and personal mentoring creates an environment that supports innovation and creativity. Thus, the common philosophical goals between guidance science and education are reflected in the joint effort to produce a balanced generation ready to face future challenges. (Amirullah dkk., 2023) (Firmansyah, 2022)

The similarity of the philosophical goals of the two disciplines above also emphasizes the development of cognitive, affective, and psychomotor aspects simultaneously to balance theory and practice (Pranajaya et al., 2023). The approach provides a solid foundation for integrating tutoring with a variety of learning styles, including kinesthetic styles. The kinesthetic learning style, which prioritizes movement and physical experience, strongly supports the self-development efforts

expected by both areas. This integration allows for the more dynamic and applicative adaptation of teaching methods in the context of modern learning. Thus, the similarity of philosophical goals between guidance and education becomes a solid foundation for the application of comprehensive and responsive guidance methods to the needs of the assisted population.

Another basis for integrating guidance and kinesthetic learning styles is the adaptation of cross-disciplinary methods. This integration is common, considering guidance is also applied in the educational environment (Tata et al., 2024). This has implications for adapting cross-disciplinary methods as an innovative strategy that integrates various perspectives of disciplines to solve problems comprehensively. This approach combines elements from education, mentorship, technology, and other fields to generate a deeper understanding. By bringing together diverse knowledge, cross-disciplinary methods pave the way for more creative and adaptive solutions. Interdisciplinary synergy allows for dynamic collaboration that encourages the emergence of new ideas through the confluence of different concepts. This process emphasizes the importance of dialogue and cooperation between practitioners, academics, and researchers from various backgrounds. As a result, the adaptation of cross-scientific methods stimulates scientific transformation. The strategy has proven effective in overcoming complex challenges in the era of globalization. Therefore, applying cross-scientific methods is an important foundation for creating innovative and responsive science for changing times.

The argument of the similarity of philosophical goals, scientific integration, and the adoption of cross-disciplinary methods can be the basis for a combination of guidance and kinesthetic learning styles. So, it can be concluded that kinesthetic guidance is a learning approach that integrates guidance principles with physical experience as a teaching medium. This approach combines the personal mentoring aspect of mentoring with kinesthetic methods that prioritise movement. In its concept, kinesthetic guidance encourages participants to gain understanding through hands-on activities that involve all the senses. This method emphasises the importance of the interaction between mind and movement as a way to absorb information more deeply. Through physical exercises aligned with the supervisor's direction, participants are encouraged to internalise knowledge more practically and enjoyably. This approach also provides space for developing motor skills and increased self-awareness in the context of guidance. The synergy between guidance and kinesthetics results in a dynamic, interactive, and adaptive learning environment for participants' learning styles. Overall, kinesthetic tutoring is a breakthrough that combines the values of conventional mentoring with the power of physical experience to create a more effective learning process.

The RKS officer with the initials M explained that the guidance program at BPS Margo Widodo is designed with an interactive and fun approach. The activity began with ablution first, then singing religious songs and prayers while waving, which aimed to build a positive atmosphere and increase the involvement of the inmates. After that, participants were invited to play games that involved physical movements so they could learn while actively moving. Guidance materials are usually packaged as games or songs to make them easier for participants to understand and remember. In the final session, the inmates were divided into small groups, each accompanied by a companion from the RKS management. This group received more intensive guidance to deepen the material, repeat it, and practice memorising the important parts that had been delivered before.

The information submitted by the RKS officer with the initials M shows that the guidance at BPS Margo Widodo applies the concept of kinesthetic guidance. This can be seen from physical activities, such as waving hands when singing religious songs and prayers, as well as games involving body movements. This approach aligns with kinesthetic principles that emphasize learning through physical experiences to increase participants' understanding and engagement (S. Lestari & Djuhan, 2021). In addition, the method of delivering material in songs and games shows that tutoring focuses on cognitive aspects and accommodates movement-based learning styles. Using small groups with

companions from RKS administrators also supports internalizing the material more deeply through direct practice and repetition. With a combination of movement, active interaction, and an experiential approach, this mentoring program meets the characteristics of kinesthetic mentoring. This strategy makes learning more interesting and helps the inmates understand and memorise the material effectively. Therefore, it can be concluded that guidance at BPS Margo Widodo is a form of implementing kinesthetic guidance designed to increase the effectiveness of guidance for inmates.

Kinesthetic guidance at BPS Margo Widodo begins with wudhu first if possible. Wudhu has an important role in improving focus before following guidance because the water that washes the face, hands, and other limbs helps to refresh the mind and reduce drowsiness. This process also provides a calming effect that can relieve tension so that guidance participants are better prepared to receive the material with full concentration (Afif, 2018). In addition, ablution helps to create a feeling of cleanliness and comfort, which can psychologically increase confidence and mental readiness. The habit of performing ablution before guidance can also be a transitional ritual that signifies a move from another activity to a guidance situation, making it easier for participants to focus more. Another benefit of ablution is that it increases discipline and self-awareness because it is done repeatedly and regularly. In terms of health, ablution also helps to improve blood circulation and provides a relaxing effect so that the body feels fresher and does not get tired easily when following guidance. The calming effect caused by ablution can also help participants be more patient in receiving directions and absorbing the material well. Thus, ablution is a form of self-purification and an effective way to prepare oneself physically and mentally before undergoing the guidance process (Sari, 2018).

Mr. A and Mr. S expressed appreciation for implementing kinesthetic guidance at BPS Margo Widodo. They assessed that this method was much more optimal than previously applied counselling. According to them, kinesthetic guidance involving physical activity and direct interaction can maintain focus and increase the inmates' participation. In contrast to the lecture method, which is only a one-way monologue, kinesthetic guidance makes participants more active so they are not easily sleepy or bored. This information was also confirmed by the assisted residents of Mrs. M and Mrs. J, who felt that the current guidance pattern was more fun and not boring. They admitted that it was easier to understand the material because it was delivered through interesting activities and involved the body in the learning process. In addition, a more dynamic coaching atmosphere will motivate them to participate in each session. Thus, officers and inmates agree that kinesthetic guidance is more effective and provides greater benefits than the previous method.

Kinesthetic guidance has an advantage in the delivery and reception of material because it involves physical activity that increases the active involvement of participants. This method allows the material to be delivered more engagingly and interactively so that participants not only hear but also experience firsthand the concepts being taught. Participants' memory and understanding of the material become stronger by involving body movements because the information obtained is linked to sensory and motor experiences. In contrast to conventional methods, such as one-way lectures that tend to make participants passive and easily lose focus, kinesthetic guidance creates a more dynamic and enjoyable atmosphere. In addition, this method is also more inclusive because it can be adapted to various levels of participants' abilities, including those who have difficulty understanding the material verbally. This approach is also helpful in building social skills and cooperation as it often involves interaction in a group. From the instructor's side, kinesthetic guidance allows them to observe the participants' responses directly and adjust the delivery method according to their needs. Thus, kinesthetic guidance becomes a more effective strategy in increasing participants' understanding, participation, and motivation in receiving material. This is supported by research on the implementation of kinesthetic learning in students, which shows increased learning motivation (Ridwan & Muis, 2023).

Mr. A and Mr. S explained that the BPS Margo Widodo inmates consist of groups with special conditions. The majority of them are ex-psychotics or people with mild mental disorders (ODGJ) who

require a special approach to guidance and rehabilitation. In addition, there are also inmates from the elderly group who have physical and cognitive limitations. In addition, BPS Margo Widodo also accommodates homeless and abandoned people (PGOT), as well as beggars with a background in street life who need intensive assistance. The guidance methods must adapt to each group's needs and abilities with these diverse conditions. Therefore, a more interactive approach that involves physical activity is a more suitable choice for the inmates at BPS Margo Widodo.

Physical activity provides significant stimulation to improve the cognitive function of ODGJ. Through structured movements, concentration and memory can be honed more effectively. Sensory stimuli obtained from physical activity help activate areas of the brain that support problem-solving. Observations show that ODGJ who regularly exercise have more optimal cognitive abilities. Active involvement in physical activity also decreases stress levels, thus supporting clearer thought processes. The social interactions built during physical activity further strengthen cognitive function by exchanging hands-on experiences. This approach opens up opportunities for ODGJ to develop adaptive learning strategies. Thus, physical activity has proven to be an important element in cognitive rehabilitation for ODGJ. (Kanhaya dkk., 2024)

Physical activity integrated into kinesthetic guidance provides significant emotional stimulation for ODGJ. Through directed movements, participants can develop the ability to manage emotions effectively. The kinesthetic approach facilitates hands-on interaction that increases confidence and social engagement. This physical activity also plays a role in reducing the level of anxiety that ODGJ often experiences. Positive experiences during coaching sessions help balance affective conditions on an ongoing basis. This method creates an environment that supports the constructive expression of emotions. Active involvement in movement activities increases feelings of appreciation and increases internal motivation. Overall, kinesthetic guidance has been shown to impact the affective well-being of ODGJ significantly. The statement is supported by. This statement is supported by Gunasaekaran's research, which found the positive impact of physical activity on mental health. (Gunasaekaran dkk., 2023)

Mr. A, an employee of BPS Margo Widodo, explained that this new guidance model prioritizes active participation between supervisors and inmates. He emphasized that this active engagement is reflected in intense interaction and two-way communication during mentoring sessions. This approach has had a positive impact on the daily lives of the inmates. Some of the inmates revealed that the presence of RKS made them feel happier and motivated. They also feel more familiar and comfortable when interacting with RKS officers. The positive impact can be seen from the increased confidence and enthusiasm in participating in the coaching program. The same thing was justified by Sudari N, who emphasized the importance of RKS officers actively building harmonious relationships with the inmates. Thus, this kinesthetic guidance model has proven effective in creating a more conducive coaching environment and supporting the development of participants.

Counselors actively involved in kinesthetic guidance provide hands-on examples through demonstrations of the movements and games implemented. This participation allows participants to understand the material practically through direct observation. Consistent demonstrations encourage direct interaction between supervisors and participants. The interactive communication creates an emotional bond that supports good relationships between parties. This harmonious relationship positively impacts the smooth learning process and delivery of material. A conducive atmosphere during the mentoring session significantly increases participant satisfaction. The increase in satisfaction encourages the desire of participants to continue to participate in each guidance session. Thus, the active involvement of the supervisor through demonstrations and interactive communication is the key to the success of the kinesthetic guidance program. The support that underlies this analysis is research in the field of education in educational psychology research (Khupavtseva & Slavina, 2023) and in counseling strengthened by research (Woehler & Ray, 2022),

where the active involvement of psychologists and counselors in counseling activities has a positive impact on the smooth running of counseling.

CONCLUSION

Research at BPS Margo Widodo shows that applying kinesthetic guidance increases participant engagement and understanding. The kinesthetic method, which emphasizes physical activity and direct interaction, differs from conventional lectures because it tends to make participants passive. Movement and play in this approach strengthen memory and material mastery. Physical involvement also builds a more harmonious interpersonal relationship between the supervisor and the inmate. Observations recorded increased participants' motivation, satisfaction, and emotional balance during the mentoring session. This method has been proven to reduce stress and positively impact cognitive and affective aspects, essential for ODGJ rehabilitation. This study confirms the importance of adopting interactive methods and cross-disciplinary collaboration to produce relevant innovations in coaching programs. Recommendations include quantitative follow-up research, cross-regional sample expansion, comparison with conventional methods, and exploration of digital technologies to optimize the effectiveness of kinesthetic guidance.

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