



MANAGEMENT OF GUIDANCE AND COUNSELING SERVICES FOR EDUCATIONAL IMPROVEMENT IN SECONDARY SCHOOLS

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ABSTRACT

This study aims to describe the management of guidance and counseling (GC) services in improving the quality of education at SMA Muhammadiyah Mlati. A qualitative approach with a case study design was employed. Data were collected through in-depth interviews with guidance counselors, school principal, and homeroom teachers, as well as direct observations of GC service implementation and documentation analysis. The findings reveal that service planning is carried out systematically through the identification of student needs personal, social, academic, and career aspects. The organization of services includes task distribution based on counselor competencies, the establishment of working structure, and interdepartmental coordination within school. Service implementation is conducted by professionals with academic backgrounds in guidance and counseling, employing various active methods such as classical and modeling approaches. The types of services provided include informational, orientation, individual, group, responsive, and peer counseling. Evaluation is conducted regularly through the development of instruments, data collection, and result analysis, as well as the identification of supporting and inhibiting factors. The study found that GC services are effective and positively received by students. It concludes that well-planned, organized, and collaborative management of GC services can significantly contribute to enhancing quality of education at the secondary school level.

Keywords: *Guidance and Counseling, Educational Quality, Senior High School*

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan manajemen layanan bimbingan dan konseling (BK) dalam meningkatkan mutu pendidikan di SMA Muhammadiyah Mlati. Pendekatan yang digunakan adalah kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara mendalam dengan guru BK, kepala sekolah, dan wali kelas, observasi langsung terhadap pelaksanaan layanan, serta dokumentasi program BK. Hasil penelitian menunjukkan bahwa perencanaan layanan dilakukan secara sistematis melalui identifikasi kebutuhan peserta didik di aspek pribadi, sosial, akademik, dan karier. Pengorganisasian layanan mencakup pembagian tugas sesuai kompetensi, pembentukan struktur kerja, dan koordinasi lintas pihak sekolah. Pelaksanaan layanan dilakukan oleh tenaga profesional dengan latar belakang pendidikan BK dan menggunakan berbagai metode aktif seperti klasikal dan modeling. Jenis layanan meliputi layanan informasi, orientasi, individual, kelompok, responsif, serta bimbingan teman sebaya. Evaluasi dilaksanakan secara berkala melalui penyusunan instrumen, pengumpulan data, dan analisis hasil, serta mengidentifikasi faktor pendukung dan hambatan layanan. Ditemukan bahwa layanan BK berjalan efektif dan mendapat respon positif dari peserta didik. Penelitian ini menyimpulkan bahwa manajemen layanan BK yang terencana, terorganisir, dan kolaboratif dapat memberikan kontribusi signifikan terhadap peningkatan mutu pendidikan di tingkat sekolah menengah.

Kata Kunci: Bimbingan dan Konseling, Mutu Pendidikan, Sekolah Menengah Atas

1. INTRODUCTION

Guidance and Counseling (GC) services are an essential component of the educational system, playing a key role in assisting students to address various personal, social, academic, and career-related issues [1]. In an increasingly complex and dynamic educational landscape, the presence of well-planned and structured GC services is a fundamental necessity to support students in facing life challenges, both within and beyond the school environment [2]. Properly implemented GC services not only help students overcome problems but also guide them toward self-development, social adjustment, and future planning [3], [4]. In this context, GC service management holds a central role in ensuring that all guidance activities are effectively implemented and aligned with students' actual needs. Therefore, it is crucial to examine the extent to which GC service management contributes to the overall improvement of educational quality in schools.

GC service management encompasses a comprehensive process including planning, organizing, implementation, and systematic and continuous evaluation [5]. Each stage of this managerial process plays a strategic role in ensuring the success of the GC program in accordance with its intended objectives. Program planning serves as a foundation for determining activities relevant to students' needs; organizing facilitates the clear division of roles among service implementers; implementation reflects the practical application of the program; while evaluation aims to assess the effectiveness and efficiency of the services provided [6], [7]. With proper management, GC services can evolve into a strong support system for creating a healthy, conducive, and high-quality learning environment, ultimately contributing to educational quality enhancement.

As a private secondary education institution, SMA Muhammadiyah Mlati faces specific challenges in managing GC services. The diverse social, economic, and cultural backgrounds of students demand a more adaptive and inclusive GC strategy to ensure that the needs of all students are equitably addressed [8], [9]. In this regard, GC service management must not only design comprehensive programs that align with students' real conditions but also foster strong collaboration with all school stakeholders, including homeroom teachers, subject teachers, parents, and the school principal. This synergy is essential to ensure that GC services are not implemented in isolation but are instead integrated within the overall school education system. Hence, guidance and counseling services can comprehensively touch upon various aspects of students' lives.

Educational quality in schools is not solely determined by formal classroom learning but is also heavily influenced by non-academic services that support students' emotional, social, and psychological development [10]. Professional and well-structured GC services assist students in developing life skills, building character, and increasing learning motivation. Students who feel supported and guided by counselors tend to have higher learning readiness, better adaptability, and stronger motivation to achieve [11]. Therefore, professionally managed, student-centered GC services are a determining factor in realizing superior educational quality, especially at SMA Muhammadiyah Mlati.

Moreover, the success of GC services is highly dependent on the quality of human resources involved namely, the guidance and counseling teachers. Professional GC teachers are not only responsible for providing counseling to students with problems but also serve as facilitators for self-development, mediators in conflicts, consultants for subject teachers, and advisors for students in making decisions about education and the future [12]. With supportive school management, adequate facilities, and open communication channels between GC teachers and other school stakeholders, GC services can function more optimally and effectively [13]. Therefore, clearly defining the role of GC teachers and securing policy support from school leaders are crucial elements for implementing effective GC service management at SMA Muhammadiyah Mlati.

Evaluation of GC service implementation is a critical stage in service management, as it serves as a measure of success and a basis for future program improvement. This evaluation must be conducted regularly using valid instruments and approaches such as student surveys, interviews, observations, and document analysis [14]. Evaluation results not only indicate the extent to which program goals are achieved but also reveal strengths and weaknesses in implementation [15]. Evaluation may also identify supporting factors such as student enthusiasm and the availability of facilities, as well as inhibiting factors like time

constraints or insufficient time allocation for classroom-based services [16]. Therefore, accurate evaluation results are essential for school policy-making related to the continuous development of GC services.

Based on the above, it is important to conduct a case study on the management of guidance and counseling services at SMA Muhammadiyah Mlati to determine the effectiveness of GC service implementation and its contribution to educational quality improvement. This study aims to describe the management practices of GC services in terms of planning, organizing, implementation, and evaluation [17]. Additionally, it seeks to identify the supporting and inhibiting factors affecting service effectiveness and provide relevant recommendations for future service development. A comprehensive understanding of GC service management is expected to help schools continue developing policies and strategies that are responsive to students' needs, thereby promoting holistic and high-quality education.

2. LITERATURE REVIEW

2.1. Guidance and Counseling Service Management

Guidance and counseling (GC) service management is the process of systematically and continuously organizing various GC activities from planning and implementation to evaluation in order to optimally support students' developmental needs [18]. According to Fendi et al. [19], GC management in schools should be based on the principles of service effectiveness and efficiency, tailored to the actual needs of students. Key components of GC management include needs assessment, goal formulation, program design, implementation, as well as monitoring and evaluation [20]. This approach ensures that the services provided are not only reactive to students' problems but also preventive and developmental, aimed at fostering the full potential of students.

In practice, GC management requires the involvement of various stakeholders in the school, such as the principal, teachers, and homeroom teachers, to create effective coordination in addressing student issues [21]. Organizing the roles of GC teachers, clear division of tasks, and the provision of adequate facilities and infrastructure are crucial to enhancing the success of GC services in schools. A study by Sukmara et al. [22] emphasizes that collaboration among school elements is essential to ensure optimal implementation of GC services. With proper management, GC services can serve as a strategic component in achieving educational goals and fostering strong student character.

2.2. Educational Quality

Educational quality is a key indicator of a school's success in meeting both national and international standards [23]. Quality encompasses not only academic achievements such as grades and graduation rates but also the development of attitudes, skills, and student character [24]. According to Depdiknas [25], ideal educational quality is achieved when all educational components including the curriculum, educators, facilities and infrastructure, school management, and supporting services like GC function synergistically. Therefore, improving educational quality must be carried out comprehensively and integratively.

Furthermore, educational quality is strongly influenced by a conducive school climate, the leadership of the school principal, and the availability of adequate support services. Research by Robillos [26] shows that schools with well-managed guidance and counseling services tend to demonstrate better educational quality, as students receive support in both personal and academic development. This underscores that non-academic services like GC are integral to efforts in enhancing educational quality [27]. Hence, the management of GC services is a vital part of a quality-oriented education system.

2.3. Student Development

Student development is an educational process aimed at shaping well-rounded individuals across cognitive, affective, and psychomotor domains [28]. According to Sadiyah et al. [29], student development should not focus solely on academic achievement but also on character building, independence, social skills, and future readiness. In the context of secondary education, student development must be guided through structured activities, with GC services serving as a key supporting component [30]. These services help students recognize their potential, manage emotions, make decisions, and plan their future realistically.

In practice, student development must be supported by a nurturing school environment and educators who can act as facilitators [31]. GC teachers play a strategic role in supporting students through various service programs such as group guidance, individual counseling, informational services, and responsive services. As Astutik et al. [32], points out, proper and continuous counseling facilitates students in overcoming

personal and academic barriers and enhances their self-confidence in facing challenges. Therefore, student development is closely linked to the effectiveness of guidance and counseling service management in schools.

3. METHOD

The research method employed in this study is a qualitative approach with a case study design. This research was conducted at SMA Muhammadiyah Mlati to provide an in-depth description of the management process of guidance and counseling (GC) services in enhancing the quality of education, encompassing the stages of planning, organizing, implementation, and evaluation. Data collection techniques followed Creswell [33], involving in-depth interviews with GC teachers, the school principal, and homeroom teachers; direct observation of GC service activities; and documentation related to the program and its implementation. The collected data were analyzed using a qualitative descriptive approach through data reduction, data display, and conclusion drawing. Data validity was ensured through source and technique triangulation to verify the credibility of the gathered information. This method was chosen as it effectively captures the field reality in a holistic and contextual manner, aligning with the study's aim to understand the dynamics of GC service management in the context of improving educational quality at the secondary school level.

4. RESULTS AND DISCUSSION

4.1. Planning of Guidance and Counseling Services in Enhancing Educational Quality

The planning of guidance and counseling (GC) services is a crucial step in ensuring that students who require support in personal, educational, and social development receive effective and relevant services. At SMA Muhammadiyah Mlati, this planning process is conducted by GC teachers at the beginning of each semester through coordination meetings. During these meetings, student needs are identified, service objectives are established, the types of services to be provided are selected, responsible personnel are appointed, and the facilities and infrastructure to be used throughout the service process are determined. All these aspects are designed to ensure that the GC program is well-directed and addresses the real needs of students. The needs assessment process involves monitoring students' academic progress, behavior, and personal conditions through close collaboration between GC teachers and homeroom teachers directly in the classroom.

The needs identification approach in planning GC services aims to determine service priorities that must be addressed immediately. This process must take into account various guidance dimensions, including personal, social, academic, and career development, as highlighted by Fitriana et al. [34]. Moreover, the diverse backgrounds of students also influence the form and content of the GC services provided. Therefore, during the needs identification stage, GC teachers must carefully consider factors such as family economic conditions, availability of infrastructure, population density, and access to education. These variables must be thoughtfully examined to design appropriate services. By considering these various factors, GC service planning can be developed in a more contextual, equitable, and effective manner for all students at the school.

The main objective of GC services is to assist students in achieving optimal development in personal, social, academic, and career domains. These services serve as a strategic effort to enrich students' educational experiences and help them plan their futures more purposefully [35]. The services designed at SMA Muhammadiyah Mlati include informational services, orientation, academic support, individual counseling, responsive services, group counseling, and peer guidance. Each of these services is tailored to address students' various needs throughout their educational journey. According to Han et al. [36], the availability of appropriate services helps students resolve problems encountered at school. Therefore, the planning of GC services is carried out systematically by GC teachers with the support of the school principal, homeroom teachers, and the vice principal for curriculum affairs. This collaboration is essential to ensure that GC services truly support students in understanding, accepting, and developing themselves to adapt successfully within both social and educational environments.

4.2. Organization of Guidance and Counseling Services in Enhancing Education Quality

The organization of guidance and counseling services refers to the process of arranging, planning, and managing structured resources and activities to provide services to individuals or groups in order to achieve the predetermined counseling objectives. At SMA Muhammadiyah Mlati, the organization of counseling services has been implemented systematically to support the delivery of high-quality services. This process

begins with the allocation of tasks among counseling teachers based on their respective competencies. Within the counseling services structure, there is a designated teacher who acts as the service coordinator to foster cross-sector collaboration. Moreover, the organization includes the establishment of procedures for managing students with problems and categorizing the issues based on their severity. Agreements on role assignments are made through coordination between the school principal, the vice principal for curriculum, and homeroom teachers.

The preparation and implementation of the guidance and counseling program cannot be optimally carried out without the collaboration and involvement of all school elements. The counseling program requires cooperation, active participation, and openness from all parties. In handling students with problems, the school has established Standard Operating Procedures (SOPs) involving various stakeholders such as homeroom teachers, counseling teachers, the vice principal for curriculum, the school principal, and parents. These procedures apply to both minor and major cases faced by students. When homeroom teachers identify an issue, they promptly coordinate with the counseling teacher. If the issue requires further intervention, the counseling teacher will involve the vice principal and the school principal in devising a resolution plan, which may include summoning the student's parents.

Synergy in the organization process is a key factor for the success of counseling services at school. With proper coordination, counseling teachers can more effectively address students' personal, social, and academic problems. According to Syah et al. [37], this success is supported by close collaboration between counseling teachers and homeroom teachers, who hold equal roles in handling student issues. This aligns with the views of Niza et al. [38], who state that effective organization includes the optimal arrangement and utilization of resources to support the achievement of service goals. Therefore, it can be concluded that the organization of counseling services at SMA Muhammadiyah Mlati has been well-executed as an effort to facilitate counseling teachers in carrying out their roles and duties effectively while enhancing education quality at the school.

4.3. Implementation of Guidance and Counseling Services in Enhancing Education Quality

The implementation of guidance and counseling services is a crucial phase in delivering services to students [39], [40]. This process must be executed by professionals with specific competencies, particularly in addressing students' personal, social, and academic issues. The counseling provided by school counselors aims to help students develop their potential and direct their lives towards positive outcomes. At SMA Muhammadiyah Mlati, counseling services are carried out by educators with academic backgrounds in guidance and counseling, with some holding master's degrees. These qualifications enable the delivery of professional and student-centered services. Clearly defined task allocations among counseling teachers also support the optimization of service implementation at the school.

Based on interview data, the implementation of counseling services at SMA Muhammadiyah Mlati encompasses various service types, including information services, orientation, responsive services, individual counseling, group counseling, case studies, and peer counseling. These services are designed based on identified student needs during the planning stage and aim to address their problems while promoting holistic development. Habib et al. [41] emphasizes that the comprehensive implementation of all service types not only assists students in resolving issues but also helps them plan their futures independently. Dekker et al. [42] adds that counseling services should be designed to support self-understanding, self-acceptance, and students' adaptability in social environments. Thus, the diversity of services offered is an integral part of effective counseling programs.

To ensure successful implementation, counseling teachers at SMA Muhammadiyah Mlati also apply various methods, such as modeling and classical techniques. They conduct scheduled class visits to guide and mentor students both individually and in groups, regardless of whether the students are experiencing problems. Documentation and interviews show that this approach effectively reaches more students. Mlangeni et al. [43] highlight the importance of integrating learning methods into counseling services to enhance information delivery. Furthermore, Iryna et al. [44] suggest that active learning methods can increase student engagement. With these varied and comprehensive strategies, counseling services can be optimally implemented and provide tangible contributions to student development.

4.4. Evaluation of Guidance and Counseling Services in Enhancing Education Quality

The evaluation of guidance and counseling services is a critical process in assessing the effectiveness and quality of services provided to individuals or groups within the school setting. This evaluation aims to ensure that the services align with their intended goals, provide optimal benefits to students, and can be improved when necessary. At SMA Muhammadiyah Mlati, evaluation is systematically conducted by counseling teachers and includes data collection, result analysis, and recommendation development. Interview findings indicate that the evaluation focuses on measuring the effectiveness of the ongoing program and identifying supporting and inhibiting factors. Evaluation is carried out in three stages: instrument development, data collection using evaluation forms distributed to students, and data analysis.

The results reveal that the implementation of counseling services at SMA Muhammadiyah Mlati has been effective. This is evidenced by the enthusiasm of students in seeking consultations without being summoned, especially grade XII students who require guidance for higher education planning. Counseling teachers actively provide consultations and support that students find beneficial. Although the services are deemed effective, ongoing development is conducted to maximize their impact on students, parents, teachers, and the entire school community. These findings underscore the importance of continuous improvement to ensure that counseling services can adapt to the evolving needs of the school community.

The evaluation also highlights supporting factors such as the availability of an adequate counseling room, students' positive perceptions of counselors, and high student motivation to utilize the services. Adequate facilities are crucial components that promote successful service delivery [45]. Additionally, students' positive perceptions of counseling teachers significantly influence the creation of a conducive counseling atmosphere. However, the evaluation also notes certain obstacles, such as the absence of a dedicated schedule for counseling teachers to conduct regular classroom visits, limiting classical services to free periods. Therefore, the school is advised to allocate regular counseling sessions of at least two hours per week, enabling students to have greater opportunities for personal growth and continuous support.

4.5. Discussion

The planning of guidance and counseling services is the cornerstone of enhancing education quality at the secondary school level, including SMA Muhammadiyah Mlati. Planning is conducted systematically through coordination meetings involving counseling teachers and other school stakeholders. This approach aligns with Kintoko et al. [46], who emphasized the importance of planning based on student needs in personal, social, academic, and career aspects. The determination of service types, facilities, and task allocation at the beginning of the semester ensures that services are aligned with students' real conditions. This strategic planning demonstrates that a well-prepared foundation is essential for directing counseling services and making significant contributions to student development.

In the organization of counseling services, inter-party collaboration is crucial to ensure the continuity of effective service delivery. At SMA Muhammadiyah Mlati, organization is carried out through the establishment of work structures, SOPs for case handling, and cross-sector collaboration. These findings support the research of Rambe et al. [47], which emphasized the importance of cooperation and active involvement from all school elements in the success of counseling programs. The roles of the BK coordinator, homeroom teachers, vice principal, and principal are vital in ensuring that service mechanisms operate according to established workflows. With organized structures and collective support, service processes become more focused, and student issues can be addressed swiftly and appropriately.

The implementation of counseling services at schools requires professionals who understand student characteristics and can apply suitable strategies to guide them. The counseling teachers at SMA Muhammadiyah Mlati are graduates of guidance and counseling programs, with some holding master's degrees, which enhances the professionalism of service implementation. The research by Soro et al. [48] shows that the use of active and scheduled methods, such as classical and modeling techniques, increases student engagement in counseling processes. Services such as information, orientation, responsive, individual, and group counseling are delivered based on students' identified needs. These comprehensive strategies align with the views of Astutik et al. [49], who state that appropriate counseling services help students resolve problems and develop their potential independently.

Evaluation of counseling services is the determining stage of the program's effectiveness. At SMA Muhammadiyah Mlati, evaluation is conducted through three main steps: developing instruments, collecting student data, and analyzing the results. The evaluation results show that students are enthusiastic

about participating in counseling, particularly those in grade XII planning for their future education. These findings align with Daempal [50], who asserted that continuous evaluation is vital for improving service outcomes. Supporting factors such as adequate facilities and students' positive perceptions of counseling teachers contribute to the service's success [51]. However, limitations such as the absence of dedicated counseling hours remain a challenge. As suggested by Sanjani et al. [52], scheduling regular counseling sessions can enhance service effectiveness and ensure that all students have opportunities for optimal development and support.

5. CONCLUSION

Based on the research findings, it can be concluded that the guidance and counseling services at SMA Muhammadiyah Mlati have been systematically designed and implemented through interconnected stages of planning, organizing, implementation, and evaluation to support the improvement of education quality. The planning stage takes into account the actual needs of students in personal, social, academic, and career aspects, while the organizing stage emphasizes the importance of cross-role collaboration within the school environment. The implementation involves professional guidance counselors using a variety of comprehensive support methods, and the evaluation is conducted regularly to assess the effectiveness of the services and identify supporting and inhibiting factors. Thus, the guidance and counseling services—implemented in a comprehensive, adaptive, and participatory manner—have proven to contribute significantly to helping students resolve problems, develop themselves, and plan their future in a more focused and structured way.

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