

# Challenges of Follow-up in Guidance and Counseling Service: Perspective from Guidance and Counseling Service

Syifa Mudrikah\*, Uman Suherman

Universitas Pendidikan Indonesia, Dr. Setiabudhi St., No. 229, Bandung, West Java, 40154, Indonesia

\*Corresponding author, email: syifamudrikah22@upi.edu

## Article History

Received: 21 May 2024

Revised: 30 May 2024

Accepted: 7 June 2024

## Keywords

Challenges

Guidance and counseling follow-up

School counselors' viewpoint

## Abstract

This research examines the difficulties encountered in the implementation of follow-up guidance and counseling services, with a particular focus on the perspectives of school counselors. For the research methodology, a qualitative case study approach was adopted, along with semi-structured interview techniques. The findings indicate that the implementation of the follow-up stages of guidance and counseling is hindered by the absence of evaluation, supervision, and reporting, as well as the lack of support from the school. This can be identified as the primary obstacle to the implementation of follow-up. In light of these findings, this study offers a comprehensive examination of the aforementioned challenges and proposes strategies for enhancement.

**How to cite:** Mudrikah, S., & Suherman, U. (2024). Challenges of Follow-up in Guidance and Counseling Service: Perspective from Guidance and Counseling Service. *Buletin Konseling Inovatif*, 4(1). 36–43. doi: 10.17977/um059v4i12024p36-43

## 1. Introduction

Management is often defined as the process of organizing and directing various resources, including human, financial, and material resources, within an organization. Furthermore, management encompasses the act of supervising others, whereby managers facilitate interactions between individuals engaged in specific tasks, assign tasks, and evaluate performance. These concepts illustrate the pivotal role of management in attaining organizational objectives. Consequently, effective management is frequently regarded as a crucial determinant of an organization's success in achieving its goals (Roswell, 2014).

The process of management encompasses a series of interrelated objectives. This process comprises various stages, such as planning, organizing, implementing, and controlling, which are undertaken to set and achieve goals by leveraging available human and material resources (AS, 2015). Therefore, to achieve goals, these management functions must operate effectively and be integrated with other functions (Roswell, 2014).

One management function with equal importance to planning, organizing, implementing, and controlling is policy follow-up. This function is crucial for ensuring that the results of evaluations or supervision are utilized to enhance future programs. In the context of policy follow-up, the findings should be planned, implemented, and supervised to enhance the program's efficacy or effectiveness.

In Latin, the term "management" is derived from the word "mano," which means hand. This term later evolved into "manus," which denotes the act of performing manual labor. Subsequently, the addition of the word "angere," which means to do something, resulted in the formation of the word "managiare," which describes the act of doing something repeatedly with the use of multiple hands. This concept reflects management as the process of organizing, managing, and utilizing essential resources in order to achieve predetermined goals. Management can be defined as a series of activities carried out by a group of people within an organizational system with the intention of using available resources to achieve goals effectively and efficiently (Roswell, 2014).

In essence, the objective of management is to facilitate the attainment of organizational goals. In order to facilitate the achievement of these goals, management must perform a number of support-

ing functions, including planning, organizing, directing, coordinating, and supervising (AS, 2015). In addition to the aforementioned functions, evaluation and supervision, reporting, and policy follow-up can also be considered integral components of management, as they facilitate the achievement of organizational goals. It is crucial for these management functions to operate effectively and be seamlessly integrated with other functions to facilitate goal achievement (Roswell, 2014).

According to Hiro Tugiman (Tim Pengembangan Modul Pembelajaran PKB Guru MA, 2020), follow-up is a process of assessing the adequacy, effectiveness, and timeliness of the actions taken. This process is conducted after the assessment phase and allows for the identification of problems, successes, failures, and suggestions for improvement through continuous follow-up (Zimmerman, 1968).

Policy follow-up in guidance and counseling refers to an activity carried out to assess the results of assessments that have been carried out, such as evaluations or supervision, on the implementation of counseling services and counseling programs. This follow-up facilitates the enhancement, optimization, and expansion of the counseling program or services in the subsequent academic year. Consequently, follow-up represents a crucial instrument for the replication of the guidance and counseling program.

A follow-up based on the findings comprises two distinct phases. The first involves addressing deficiencies, inappropriateness, or irrelevance to the objectives, while the second entails developing the program by incorporating or modifying elements deemed crucial for enhancing its efficacy or quality (Khairunisa, Rustam, Nurkholis, & Mansyur, 2019).

The follow-up of the implementation of the guidance and counseling program carries an essential role in the decision making concerning the program's future. These decisions may pertain to whether the program is continued, revised, or discontinued. In addition, the follow-up process facilitates improvements to the program and the quality of services provided, as well as supporting the changes in the school system (Tim Penyusun Panduan Bimbingan dan Konseling, 2016). Consequently, school counselor and counselors engage in policy follow-up to enhance programs and services and facilitate changes in the school guidance and counseling system (Tim Pengembangan Modul Pembelajaran PKB Guru MA, 2020).

Guidance and counseling services in schools are vital for supporting students' growth and well-being. Follow-up implementation represents a crucial aspect of guidance and counseling services, entailing tangible actions that assist learners in resolving challenges and achieving defined objectives. However, in practice, the follow-up implementation of guidance and counseling services is often confronted with challenges that require a more nuanced understanding.

These obstacles can be classified as either internal or external. The presence of these challenges impedes the optimal functioning of counseling services in schools (Kamaruzzaman, 2016). In this context, the perspectives of school counselors are of paramount importance in comprehending the challenges and prospects that emerge when implementing follow-up in counseling services. By gaining a comprehensive understanding of these perspectives, research can furnish invaluable insights to enhance the quality and efficacy of guidance and counseling services within educational institutions.

This article examines the challenges of implementing follow-up in guidance and counseling services, with a particular focus on the perspectives of school counselors. Further, it investigates the influencing factors of the implementation of follow-up, based on research findings. By gaining a deeper insight into the challenges of implementing follow-up in guidance and counseling services, it is hoped that this article will make a significant contribution to the development and improvement of guidance and counseling practices in the school environment.

## **2. Method**

This research employed qualitative research methods with a case study approach. The case study approach is a method of inquiry that involves a comprehensive examination of a specific phenomenon (case) within a particular context and time frame. This approach is utilized to gain a

nuanced understanding of a given phenomenon, whether it be a program, event, process, institution, or social group. To achieve this, researchers employ a range of data collection techniques (Sulistyo, 2019). The case study method also represents an empirical approach that investigates a contemporary phenomenon or case in depth within a real-world context. This approach is typically employed when the boundaries between phenomenon and context are not clearly delineated (Yin, 2018).

The case study approach is a valuable method for researchers seeking to gain a comprehensive understanding of an intriguing problem, event, or phenomenon within its natural, real-life context. Furthermore, case studies afford researchers the chance to obtain a comprehensive understanding of a specific set of events or phenomena (Nurahma, 2021). The case study approach was selected to facilitate an in-depth exploration of the challenges associated with implementing follow-up in counseling services from the perspective of school counselors at a high school in Bandung, Indonesia. This particular school was chosen due to its robust counseling service program and the presence of several experienced school counselors.

The subjects of this study were three school counselors at the school. The data collection technique employed was semi-structured interviews. This approach was selected because it permitted the researcher to obtain detailed and comprehensive information from the informants. Despite the use of an interview guide, the informants were afforded the opportunity to convey additional information that was considered relevant.

The data collected from the interviews were analyzed using qualitative data analysis methods. Further, this study also adopted content analysis. This approach involves the identification, categorization, and interpretation of themes that emerge from the interview data.

### **3. Results and Discussion**

#### **3.1. Results**

A case study conducted at one of the senior high schools in Bandung, Indonesia, revealed that the follow-up stage was not implemented, while evaluation, supervision, and reporting were not carried out. This resulted in the follow-up stage not being formulated. As there were no materials or reflections from previous assessments, school counselors in this high school were unable to make improvements or provide feedback. Consequently, they were unable to formulate a follow-up plan. Further, the management in these high schools only focuses on planning, organizing, and implementing guidance and counseling without involving the follow-up stage and other functions.

School counselor possess both strengths and weaknesses in the execution of their duties, which can present challenges (Hidayah, 2015). One notable challenge in the implementation of guidance and counseling services in this high school is the absence of essential evaluation and supervision. The lack of regular evaluation and supervision, or even the absence thereof, results in a lack of insight into the efficacy of the counseling services provided, impeding the necessary improvement efforts.

The absence of evaluation and supervision in the context of guidance and counseling services in this high school presents a significant impact. The lack of adequate evaluation hinders the assessment of the extent to which the guidance and counseling services at the high school have achieved the set objectives and provided the expected benefits for students. Furthermore, the absence of evaluation and supervision also limits the understanding of the success or failure of the guidance and counseling services that have been provided. This impedes the implementation of necessary remedial measures and hinders progress in providing effective guidance and counseling to students. Without a clear understanding of the effectiveness of the guidance and counseling service delivery process, the identification of the strengths and weaknesses in the existing guidance and counseling program is challenging, along with the development of more effective strategies.

Furthermore, the absence of evaluation and supervision has resulted in a dearth of accountability in the implementation of counseling services in this high school. Regular assessment and supervision ensure that the individuals involved in the guidance and counseling program are held accountable for their duties and performance. In the absence of adequate evaluation and supervision,

the motivation of these individuals to implement counseling services effectively and be accountable for the results achieved may decrease.

Another challenge confronting these high schools is a lack of awareness about the role and significance of counseling. It is evident that there is a lack of awareness regarding the significant role of guidance and counseling services in influencing students' development. At the high school, the role of counseling is often perceived as an additional task that receives minimal attention. The lack of support and resources required for follow-up implementation is a consequence of the lack of awareness regarding the role of counseling in supporting student growth.

Moreover, a substantial challenge in the implementation of follow-up guidance and counseling in senior high schools represents a disproportionate emphasis on program implementation and administrative compliance without sufficient attention to and integration of follow-up guidance counseling services. In this case study, it appears that the school is overly focused on the administrative aspects and implementation of the counseling program, thereby neglecting the importance of follow-up. The lack of sufficient time and planning to carry out follow-up leads to a lack of attention paid to concrete actions to help students achieve their goals. This interferes with the performance of counseling guidance services, which are designed to provide appropriate support and assistance to students.

An excessive focus on administrative compliance and program implementation can also result in the neglect of other crucial elements in counseling guidance, such as the evaluation of results, monitoring of student development, and continuous improvement. Without effective follow-up, guidance and counseling programs in senior high schools are unable to provide optimal benefits. Another challenge faced by schools is the lack of understanding of the role and importance of guidance and counseling services. The case study revealed that some school parties, including teachers and administrative staff, lacked a comprehensive understanding of the role of guidance and counseling, as well as its potential impact on student development. A lack of clarity regarding the role of guidance and counseling can impede the implementation of follow-up measures. Schools may be unaware of the role of guidance and counseling, which hinders their ability to assist and guide students. Consequently, the follow-up actions taken may not align with students' needs and goals.

Furthermore, a lack of comprehension of the significance of guidance and counseling can also diminish the assistance provided to students. In the event that educational institutions are unaware of the necessity of guidance and counseling services, the school may fail to allocate sufficient resources for the development of guidance and counseling programs with effective follow-up measures. This may impede the school's capacity to provide adequate support to students in addressing the diverse challenges and difficulties they encounter.

In our case study, these challenges were identified as the influencing factors of counseling follow-up. A lack of evaluation and supervision hinders the ability to understand the effectiveness of follow-up and improvement efforts. Additionally, a lack of awareness about the role and importance of guidance and counseling leads to a lack of support and necessary resources. A focus on implementation and administration that is too narrow overlooks the importance of effective follow-up. The school's lack of understanding of the role of guidance and counseling hinders effective implementation. Consequently, it is imperative to enhance evaluation and supervision, enhance awareness and comprehension of the role of guidance and counseling, as well as ensure the allocation of sufficient time and resources to facilitate effective follow-up.

### **3.2. Discussion**

A case study in one high school in Bandung, Indonesia, reveals that the implementation of follow-up in Guidance and Counseling services is confronted with considerable challenges. These challenges originate from a number of key factors, including a deficiency in evaluation and supervision, a lack of awareness regarding the role and significance of guidance and counseling, an excessive focus on program implementation and administrative compliance, as well as a lack of comprehension on the part of the school regarding the role of guidance and counseling.

The absence of evaluation and supervision in Guidance and Counseling services in the high schools results in a lack of understanding of its effectiveness. Concurrently, the guidance and counsel-

ing program is evaluated with the objective of assessing its efficacy and formulating strategies for its future development. The implementation of an effective evaluation system will confer numerous advantages to school counselors, including the capacity to develop and enhance the program in a more optimal direction (Lilis, Musyarofah, Naomi, Salamah, & Badrujaman, 2023). In essence, guidance and counseling programs are subject to two distinct forms of evaluation: process evaluation and outcome evaluation. Upon completion of these evaluations, it will be possible to ascertain whether the program is functioning as intended and whether any modifications or enhancements are required. These represent the key objectives of a guidance and counseling program evaluation (Hidayat, 2020). Therefore, the absence of evaluation and supervision in guidance and counseling services may impede efforts to enhance these services and enhance the accountability of individuals involved in the service. To address this issue, it is essential to implement regular and systematic evaluation and supervision processes involving qualified counseling supervisors and enhancing the accountability of guidance and counseling individuals through the dissemination of evaluation and supervision reports. The supervision of guidance and counseling programs in schools is of great importance, as it provides counselors with the opportunity to evaluate their work and develop guidance and counseling programs to enhance their quality in the future (Zukin, 2023). However, measuring program success can be challenging due to the lack of an effective monitoring system and sufficient evaluation data (Hakim, Ahmad, & Syukur, 2023).

In the research conducted by Tina Musyofah, Triani Eka Pitri, and Sumarto reported several obstacles during the guidance and counseling service. These include limited time for counselors to conduct evaluations due to busy administrative duties, variations in counselors' educational backgrounds that affect their ability to evaluate programs, as well as the unavailability of valid evaluation instruments and the implementation of adequate evaluation training. Furthermore, the financial and temporal costs associated with conducting evaluations represent a significant impediment to the evaluation process. Additionally, counselors' limited understanding of evaluation methodologies constitutes a considerable obstacle (Musyofah, Pitri, & Sumarto, 2021).

The findings from Putri's research indicate that program evaluation is a crucial aspect of any educational initiative. The research aims to ascertain whether the guidance program aligns with contemporary needs, to determine whether the implementation of activities aligns with the program and supports the achievement of program objectives, to assess whether the results obtained align with the success criteria in accordance with program objectives, to identify feedback for the development of the next program, and to identify any new problems that may arise (Asni & Ilahi, 2022).

As posited by Myrick (Badrujaman, 2011), there are five factors that impede supervising teachers in evaluating guidance and counseling programs. These five factors include: (1) limited time for school counselors to carry out evaluations, (2) lack of knowledge and skills in conducting program evaluations, (3) fear of accountability, (4) lack of awareness of the importance of conducting evaluations, and (5) the perception that evaluation results are difficult to measure (Febriani & Triyono, 2018).

Counseling supervision aims to facilitate the enhancement of school counselors' comprehension and abilities, thereby enabling them to attain proficiency in the execution of counseling practices. Principals who implement this supervision can facilitate the enhancement and expansion of teachers' abilities in providing counseling guidance services (Kurniati, Musyofah, & Ojil, 2021)

The dearth of awareness concerning the role and significance of guidance and counseling in these secondary educational institutions gives rise to a paucity of support and resources for guidance and counseling services. This results in inappropriate follow-up with students and a lack of understanding of the importance of guidance and counseling services for students. To overcome these challenges, it is necessary to increase the socialization of the role and importance of guidance and counseling to all parties in the school, involving them in the planning and implementation of the guidance and counseling program, as well as providing training and capacity building for individuals involved in the guidance and counseling service.

A disproportionate focus on program implementation and administrative compliance in these high schools results in sidelining the crucial aspect of guidance and counseling services, particularly follow-up. This hinders the effectiveness of guidance and counseling services. Overcoming this

requires clear and measurable follow-up planning, adequate allocation of time and resources for follow-up, along with an emphasis on student needs and goals.

The school's inadequate comprehension of the function of guidance and counseling in secondary education has led to an absence of assistance for the implementation of follow-up procedures, consequently resulting in ineffectual follow-up and a low priority on the advancement of the guidance and counseling program. This obstacle can be surmounted by enhancing communication and collaboration between the individuals involved in the guidance and counseling, providing instruction on the role of guidance and counseling to schools, as well as engaging schools in the assessment and development of guidance and counseling programs.

A fundamental aspect of effective guidance and counseling services lies in the shared understanding of these processes among teachers, students, and the wider community. Without such a common understanding, counselors may face challenges in implementing guidance and counseling services in an optimal manner. However, research indicates a prevalent misinterpretation of the role of counselors and guidance counseling services in schools (Fitriani, Neviyarni, Mudjiran, & Nirwana, 2022).

Involving all relevant parties in the planning and implementation of the counseling program is of great importance. Active participation of students, support from the principal and other school staff, along with open communication with parents generate a more effective guidance and counseling program (Hakim, Ahmad, & Syukur, 2023).

The implementation of follow-up in guidance and counseling services in this high school is confronted with a multitude of intricate challenges. To surmount these obstacles, a concerted and sustained effort involving all pertinent parties, including those directly involved in the program, school authorities, and students, is imperative. Through the resolution of these challenges, the counseling services in these high schools will become more efficacious and provide optimal benefits for students.

For a deeper understanding of the influencing factors of follow-up in Guidance and Counseling services in other schools, further research is required. Furthermore, it is essential to develop an effective follow-up model that is tailored to the Indonesian school context and to prepare guidelines and training materials for school counselors on the implementation of effective follow-up. It is hoped that, through these steps, guidance and counseling services in Indonesia will continue to develop and provide optimal benefits for all students

#### **4. Conclusion**

This case study demonstrates that Guidance and Counseling services are confronted with significant challenges due to the school management's exclusive focus on the planning, organization, and implementation phases of the guidance and counseling program, with no evaluation, supervision, or reporting. The absence of evaluation, supervision, and support from the educational institution impedes the establishment and implementation of follow-up plans. Moreover, there is a general lack of awareness regarding the significance of such plans. The evaluation and supervision of counseling services are of significant importance in enhancing their overall effectiveness. This is achieved by facilitating the assessment of objective achievement, the identification of corrective measures, and the development of the counseling program. Furthermore, challenges arise from schools' lack of understanding of the role of guidance and counseling services, which results in a lack of support and resources for effective follow-up. Furthermore, guidance and counseling services tend to prioritize administrative aspects and the implementation of the program, with a consequent neglect of the importance of effective follow-up. Comprehensive improvements are therefore required, including the implementation of regular evaluation and supervision, increased awareness of the role of guidance counseling, and the allocation of adequate resources. With these improvements, it is hoped that counseling services can be more optimal in supporting students' development and well-being.

It is recommended that school counselors be provided with training to enable them to overcome challenges by improving their professionalism. In the context of the 21st century, school counselors must demonstrate passion and creativity in order to transform challenges into opportunities (Rakhmawati, 2017). It is imperative that they continue to hone their skills and acquire new

competencies that align with the evolving needs of today's learners. This includes attending trainings, seminars, and workshops related to professionalism, building cooperative relationships with other parts of the school, and making the most of existing facilities to help them work (Kamaruzzaman, 2016). Increased evaluation and supervision on a regular basis, strengthened communication with the school to gain more significant support, development of clear and measurable follow-up plans, participation in training and capacity building, and collaboration with external stakeholders to gain additional resources and valuable perspectives are also recommended. Involving all relevant parties in the planning and implementation of the counseling program is of great importance. By implementing these steps, it is expected that the effectiveness of guidance and counseling services can be improved, thereby supporting optimal student development and well-being.

### Author Contributions

In this study, Syifa Mudrikah was responsible for conceptualizing and designing the research, writing and revising key sections of the manuscript, and conducting interviews to obtain the required information. Meanwhile, Uman Suherman provided valuable critical input in the development and drafting of the manuscript. Thus, both authors played an active role in the writing of this research through their important contributions. All authors have contributed to the writing of this article, and all authors have read and approved this article.

### Funding

No funding support was received.

### Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

### References

- Asni, A. & Ilahi, F. N. (2022). Peningkatan Kompetensi Evaluasi Program BK Terhadap Guru Bimbingan dan Konseling. *Jurnal Pemberdayaan Masyarakat Universitas Al Azhar Indonesia*, 4(3), 80-83.
- Febriani, R. D., & Triyono, T. (2018). Faktor Penghambat Pelaksanaan Evaluasi Program Bimbingan dan Konseling oleh Guru Bimbingan dan Konseling. *Jurnal Counseling Care*, 2(1), 21-27.
- Fitriani, E., Neviyarni, N., Mudjiran, M., & Nirwana, H. (2022). Problematika layanan bimbingan dan konseling di sekolah. *Naradidik: Journal of Education and Pedagogy*, 1(3), 174-180.
- Hakim, R., Ahmad, R., & Syukur, Y. (2023). Hambatan Dalam Penyusunan dan Pelaksanaan Program BK di SMA. *Innovative: Journal Of Social Science Research*, 3(3), 7703-7711.
- Hidayah, N. (2015). Peluang dan Tantangan Guru BK Berdaya Saing di Era MEA. In *Makalah dalam Seminar Nasional Bimbingan dan Konseling: Profesi BK di Era Masyarakat Ekonomi ASEAN (MEA)*, di Universitas Muhammadiyah Malang, Jawa Timur, Indonesia.
- Hidayat, A. H. (2020). Evaluasi program bimbingan dan konseling. *Jurnal Al-Irsyad: Jurnal Bimbingan Konseling Islam*, 2(1), 137-150.
- Kamaruzzaman, K. (2016). Analisis faktor penghambat kinerja guru bimbingan dan konseling sekolah menengah atas. *Sosial Horizon: Jurnal Pendidikan Sosial*, 3(2), 229-242.
- Khairunisa, K., Rustam, A., Nurkholis, I., Mansyur, A. I., Maslikah, M., & Badrujaman, A. (2019). Hubungan antara Keterampilan Evaluasi dengan Keterlaksanaan Evaluasi Program BK di SMA Se-Kecamatan Cilinci Jakarta Utara. *JKI (Jurnal Konseling Indonesia)*, 5(1), 21-27.
- Kurniati, D., Musyofah, T., & Ojil, A. P. (2021). Pelaksanaan Supervisi bimbingan konseling dalam meningkatkan keterampilan layanan konseling Guru BK SMA Kabupaten Rejang Lebong. *Islamic Counseling: Jurnal Bimbingan Dan Konseling Islam*, 5(1), 133-148.
- Lilis, L., Musyarofah, A., Naomi, D., Salamah, N., & Badrujaman, A. (2023). Keterlaksanaan dan Hambatan Evaluasi Program Bimbingan Dan Konseling Di Sekolah Menengah Pertama. *Edukatif: Jurnal Ilmu Pendidikan*, 5(3), 1346-1354.
- Mufaridah, H., & Zukin, A. (2023). Evaluasi dan Supervisi Program Bimbingan dan Konseling pada jenjang SMP, SMA dan SMK di Pesantren 'X' kabupaten Situbondo. *Konseling At-Tawazun: Jurnal Kajian Bimbingan dan Konseling Islam*, 2(2), 124-133.
- Musyofah, T., Pitri, T., & Sumarto, S. (2021). Evaluasi program BK sebagai upaya untuk meningkatkan mutu program layanan BK. *Consilia: Jurnal Ilmiah Bimbingan dan Konseling*, 4(3), 304-312.

- Nurahma, G. A., & Hendriani, W. (2021). Tinjauan sistematis studi kasus dalam penelitian kualitatif. *Mediapsi*, 7(2), 119-129. <https://doi.org/10.21776/ub.mps.2021.007.02.4>
- Rakhmawati, D. (2017). Konselor sekolah abad 21: tantangan dan peluang. *Jurnal Konseling GUSJIGANG*, 3(1). 58-63.
- Roswell, E. (2014). *Arts management: Uniting arts and audiences in the 21st century*. Oxford University Press.
- Suherman AS, U. (2015). *Manajemen Bimbingan dan Konseling*. Rizki Press.
- Sulistyo, U. (2019). *Metode Penelitian Kualitatif*. Jambi: Salim Media Indonesia.
- Tim Pengembangan Modul Pembelajaran PKB Guru MA. (2020). *Modul Pembelajaran bimbingan dan konseling: Evaluasi, pelaporan dan tindak lanjut pelaksanaan program bimbingan dan konseling*. Direktorat Guru dan Tenaga Kependidikan Madrasah Kementerian Agama RI.
- Tim Penyusun Panduan Bimbingan dan Konseling. (2016). *Panduan Operasional Penyelenggaraan Bimbingan dan Konseling Sekolah Menengah Atas (SMA)*. Ditjen Guru dan Tenaga Kependidikan Kementerian Pendidikan dan Kebudayaan.
- Zimmerman, L. V. K. (1968). The organization and administration of guidance services in the Wayne Community High School (Doctoral dissertation, Drake University).