

Analysis of Management Functions in the Development of Guidance and Counseling Service Materials

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Abstract

The management function in guidance and counseling must be carried out carefully, including in the development of guidance and counseling materials for students. The aim of this research is to provide an overview of the management function in developing guidance and counseling materials in one of the schools in Tasikmalaya, Indonesia. This research is qualitative in nature, the respondents of this research are school counselors in junior high school and vocational high schools with a case study design, data collection through semi-structured interviews and data analysis in the form of data reduction, data presentation and drawing conclusions. The results of this research indicate that the application of management functions in the development of guidance and counseling materials is very important to ensure the effectiveness of guidance and counseling programs in schools. The challenges felt by respondents were limited facilities, time allocation and varying roles between teaching other subjects and guidance and counseling. The implementation of management functions cannot be separated from the support and involvement of school officials, so that in overcoming these challenges, support from school officials is considered important in providing guidance and counseling materials.

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1. Introduction

Management is the discipline that governs the effective and efficient utilization of human resources to achieve desired objectives. In the educational context, management can produce high-quality, character-driven learners aligned with educational goals (Indriyani et al., 2023). This process is closely tied to the role of school counselors who assist students in overcoming problems and are responsible for their optimal development (Lubis et al., 2021; Nakpodia, 2012). Guidance and counseling have a significant relationship with student behavior management, enabling students to gain self-esteem and positive attitudes towards school (Onyango et al., 2018). Therefore, in the pursuit of educational objectives, the development of guidance and counseling services requires robust management that aligns with the vision and mission, as effective guidance and counseling cannot be achieved without an efficient management system (Alfaris et al., 2021). The management of guidance and counseling needs to be meticulously planned, including service programs, student needs assessment, guidance and counseling service units and activities, preparation of protocols, and program evaluation, particularly in the preparation of necessary materials for guidance and counseling (Su'ainah & Juarsa, 2017).

Materials or content are essential elements in the teaching and learning process. They form the basis for developing the knowledge, skills, and attitudes that students need to master in order to meet the established competency standards (Magdalena et al., 2020). In the context of guidance and counseling services, materials serve as the foundation for teachers to conduct these services (Zaini et al., 2020). The materials need to be prepared in advance so that counselors are well-prepared to deliver their services (Gysbers & Henderson, 2014). Understanding the students is the initial step in providing assistance, necessitating the adaptation of materials to the students' conditions or needs (Ayumi, 2022; Suherman, 2015).

A prevalent issue in the realm of guidance and counseling materials is that some counselors do not receive class hours (Fitriani et al., 2022) or are only given limited time, such as when other

subjects are not being taught (Nugroho et al., 2021), which hampers the optimal delivery of materials (Novianto et al., 2013). Other issues include a shortage of counselors and the presence of counselors without a background in guidance and counseling (Lubis et al., 2021), which may lead to a mismatch between the provided and needed materials. Additionally, there are often infrastructural issues, such as the absence of dedicated counseling rooms (Fitriani et al., 2022) and the lack of facilities like projectors, internet access, and other media necessary for delivering guidance and counseling materials.

These challenges are closely related to the management of guidance and counseling services. Counselors are responsible for providing services, coordinating programs, and collaborating with other school personnel to ensure the success of the guidance and counseling program (Nurihsan, 2006; Winkel & Hastuti, 2007). Effective collaboration between counselors, homeroom teachers, principals, subject teachers, school staff, and parents is crucial for the smooth implementation and success of guidance and counseling services, thus aiding in the optimal achievement of educational goals (Lubis et al., 2021; Gustiawati, 2020). Establishing good cooperation, particularly with the principal, can help address these issues, ensuring that guidance and counseling materials are maximally delivered to students.

Effective management of guidance and counseling also requires thorough planning, organizing, implementing, evaluating, and following up (Dewany et al., 2022). This involves managing the development of guidance and counseling materials, where counselors need to plan, organize, implement, evaluate, and follow up on the materials provided to students. Ridwan (2004) states that planning begins with a needs assessment, identifying aspects necessary for developing a guidance and counseling program. These aspects include physical, intellectual, motivational, attitudinal, interest-based, problem-related, and developmental tasks of the students (Sudibyo, 2019). The needs analysis for guidance and counseling materials can be based on the objectives of the program, its components, the competency standards of student independence (SKKPD), and self-developed instruments for identifying student problems (Triyanto, 2017). Information from each aspect can be gathered through Developmental Task Inventories (ITP), Problem Disclosure Tools (AUM), Problem Checklists (DCM), Sociometry, or Talent Interest Tests (Sudibyo, 2019). After identifying student needs, the next step is to design annual and semester programs, including operational plans (action plans) and service implementation plans (RPL) to develop themes or topics for the materials to be delivered (Kemendikbud & Kependidikan, 2016).

Organizing in the management of guidance and counseling includes arranging work methods, procedures, and mechanisms within the services (Suherman, 2015). In organizing guidance and counseling materials, this relates to work mechanisms, time allocation, and the use of available resources, including collaboration with others to deliver materials to students. In Operational Program for Providing Guidance and Counseling (*POP BK*), the management of guidance and counseling regarding materials or content is implemented based on the previously developed action plan and service implementation plans (Kemendikbud & Kependidikan, 2016).

The subsequent process is evaluation in guidance and counseling management. The assessment of achievements can focus on the development of self-understanding, attitudes, behaviors, and positive feelings derived from the materials or topics delivered by the counselors (Kemendikbud & Kependidikan, 2016). The results of the guidance and counseling materials evaluation are reported and followed up by improving or optimizing the use of materials, media, and other facilities (Prayoga et al., 2020). Therefore, precise and efficient planning, organizing, implementation, and evaluation of materials are crucial in the management of guidance and counseling services.

To ensure the effective delivery of appropriate materials, effective management of guidance and counseling is necessary to address issues related to the delivery of materials to students. The aim of this research is to provide an overview of the implementation of management in the development of guidance and counseling materials, particularly in two schools in Tasikmalaya, Indonesia. This highlights the importance of implementing management to optimize guidance and counseling materials.

2. Method

This research employed a qualitative approach, which is particularly well-suited to the fields of guidance and counseling due to its ability to elucidate phenomena as they manifest concretely (Gumilang, 2016). The design of the study was a case study, the purpose of which was to describe a

specific context or case (Johnson & Christensen, 2004). Data collection techniques included interviews. Interviews were conducted with two school counselors in Tasikmalaya, representing both secondary and higher secondary levels of schools in Tasikmalaya. The subjects of the research were two BK teachers from different schools, one from a junior high school and the other from a vocational high school. Semi-structured interviews were utilized, allowing the researcher to explore the respondents' answers more deeply while adhering to a basic structure (Sugiyono, 2015).

The interview material in this study encompassed the process of developing content or materials across every function of management in guidance and counseling, ranging from planning (methods of identifying needs, material preparation), execution in the field (methods and media used), evaluation (ways to assess students' understanding of the materials), and the follow-up actions taken by the school counselors at their schools. This included exploring the challenges or obstacles faced by the teachers during the material development process. Lastly, the strategies that school counselors would employ to overcome these challenges to ensure optimal delivery of material were discussed.

The procedures in this study involved several stages: the identification and focusing of the research, choosing the type of study, data collection, and the analysis and interpretation of data (Gumilang, 2016). Data analysis techniques in this study included data reduction, data presentation, and conclusion drawing (Sugiyono, 2015). The identification and focusing stage began with problem identification and formulating research questions that described the implementation of management in the development of guidance and counseling materials in schools. Subsequently, the researcher selected the type or design to be used in the study. During the data collection stage, the researcher prioritized the process over the results, using semi-structured interview techniques. Lastly, the researcher performed data analysis and interpretation through data reduction, data presentation, and conclusion drawing.

3. Results and Discussion

This study explores the implementation of management functions in the development of guidance and counseling materials for students at two schools in Tasikmalaya, Indonesia. The informants in this research are NW, a school counselor at junior high school, and AZ, a school counselor at vocational high school teacher, both located in Tasikmalaya, Indonesia. The discussion is essential as school counselors need to execute management functions effectively to manage their programs (Hermawan, 2021). The management of guidance and counseling should be conducted meticulously to ensure that the educational institution's objectives are achieved efficiently and effectively. This includes the careful formulation of materials that counselors need to convey (Su'ainah & Juarsa, 2017). Therefore, the development of these materials is critical, as school counselor must independently create resources that can be used as materials for counseling services in schools (Triyanto, 2017).

3.1. Guidance and Counseling Materials Planning

The planning of guidance and counseling initiatives commences with an assessment of the students' needs. According to the first interviewee, NW, the outcome of this assessment significantly influences the development of counseling materials tailored to various educational levels.

"Throughout my experience, the measurement tools distributed to students substantially impact the development of counseling materials appropriate for different levels, as students' needs vary. In this school, we utilize the ITP instrument prioritizing the eight lowest-scoring items. Each ITP item's results can evolve into several sub-topics. However, the number of topics per item is not fixed—some items might have only two or three topics. We do not strictly adhere to these materials alone; adjustments are also made based on the students' conditions."

NW explains that in their school's guidance and counseling planning, the needs assessment results are deemed crucial in structuring counseling materials according to the students' educational levels. They employ the ITP instrument, recognizing that students' needs differ based on the ITP data analysis. In material development, each item in the ITP is expanded into several sub-topics, focusing on the eight lowest-scoring items. This approach suggests that NW develops various themes or topics for each developmental task of the students, with the number of themes varying according to the

students' needs. Beyond the ITP instrument, NW often incorporates issues currently faced by the students into the materials. The second interviewee, AZ, stated:

"In this school, we use the ITP measurement tool for needs assessment. Typically, the development of materials or topics is based on the results of each item assessment, usually resulting in three topics or materials, sometimes adjusted according to current environmental conditions but still linked to the results of the eight lowest-scoring items. However, here the eight highest-scoring items are often overlooked and not discussed in class, primarily because I also teach the P5 subject, so the focus is only on the lowest eight items, and sometimes not all of these can be fully covered."

AZ's remarks reveal that needs assessment is conducted using the ITP instrument. Material or topic development is typically based on the assessment of each item, particularly the eight lowest-scoring ones. For each item, AZ develops three themes or topics. Material development is also adjusted based on current environmental situations but remains connected to the outcomes of the eight lowest-scoring items. However, according to AZ, the highest-scoring eight items are often neglected or not covered in class discussions. Occasionally, not all materials in the lowest-scoring eight can be conveyed, mainly because AZ is also tasked with teaching another subject, which hampers the optimal delivery of materials.

Both interviews indicate that the planning of counseling materials is heavily influenced by the assessment of students' needs. NW and AZ use the ITP instrument to structure materials according to the students' educational levels, particularly focusing on the eight lowest-scoring items. In each item, multiple themes or topics are developed to meet the students' needs. However, AZ faces challenges in optimally developing materials because the eight highest-scoring items are often disregarded, a consequence of AZ's additional responsibilities in teaching other subjects at the school.

3.2. Guidance and Counseling Materials Organization

The following excerpt presents the findings from the first interviewee's (hereafter referred to as NW) approach to organizing guidance and counseling material:

"In terms of organization, the material is usually timed to meet needs. For instance, in the second week of the semester program, the schedule might be set to discuss self-motivation, but if a bullying case arises in that class, then the material on bullying is addressed on that day. Regarding collaboration with external parties, we have involved entities like the National Narcotics Agency in large classes to present on the dangers of narcotics to students. However, if it concerns internal school collaborations specifically for delivering material, there haven't been such instances unless it pertains to addressing specific cases, typically in collaboration with class guardians, but never specifically for content delivery."

In organizing guidance and counseling materials, NW's scheduling of content delivery is aligned with the annual or semester program. However, this scheduling remains flexible as NW adjusts services based on student conditions. For example, if the second week was originally intended to cover self-motivation, but a bullying incident occurs, NW prioritizes the bullying material instead. Thus, the timing of material delivery is adjusted according to the immediate needs of the students. For collaborations, NW works with external parties when addressing large classes, such as inviting the National Narcotics Agency for drug-related sessions. Internal collaborations related to material delivery do not occur unless specific incidents require collaboration with class guardians.

Similarly, the interviewee referred to as AZ also demonstrates flexibility in the timing of material delivery, adapting to specific student conditions or situations. As AZ notes:

"The scheduling also adjusts to the environment. For example, if the accounting class is discussing free social interactions but a particular film is trending, then other classes also receive that material. If there's a specific incident, it needs to be immediately addressed as students connect well and enjoy content that is trending or relatable. Regarding collaboration, we've invited speakers for workshops like stress management from counseling bureaus. Inviting specific institutions like police departments or the narcotics agency hasn't occurred unless they also have activities planned at our school."

AZ raises issues that are trending or relevant to students because they consistently receive positive responses. For instance, when a film on free social interactions trends, AZ discusses this material with the students. Regarding collaborations, while AZ rarely invites specific institutions for content delivery, they have hosted workshops on stress management with counseling bureaus.

The interview findings on the organization of guidance and counseling materials show that both NW and AZ's timing for delivering content is quite flexible and tailored to the conditions and priority needs of the students. Although schedules are planned according to the annual or semester programs, the material is still adjusted according to the conditions and needs present in the class. Regarding collaborations with external parties, both NW and AZ have invited various institutions to assist in delivering material to students.

3.3. Guidance and Counseling Materials Implementation

In the field implementation of guidance and counseling material, NW states:

"Usually, we focus on the worksheets held by students, but the material in these worksheets also relates to content we prepare from the internet, enhancing and complementing these sources. Fortunately, this significantly facilitates our work as guidance counselors. The methods I often use include lectures and discussions. Due to limited facilities, we seldom use other media. We resort to media only if material is delivered through a game, for instance, creating board games from cardboard or recycled materials. Hence, there are no PowerPoint presentations, focusing only on worksheets and the material presented by the guidance counselor."

NW delivers guidance and counseling material from student worksheets and the internet. They believe the content in these worksheets is already appropriate for the educational level of the students, thus merely supplementing this content with credible internet sources. The methods frequently used by NW are lectures and group discussions. Due to limited facilities, NW rarely uses media for delivering material, opting instead for media when presenting through group games, like making board games from cardboard or using recycled items.

As for AZ, they more frequently use internet sources for material delivery, particularly dissertations discussing relevant topics, while methods include lectures, group discussions, and role play. Given the limited facilities, AZ rarely employs media in their presentations. As AZ explains:

"In terms of material sources, I mostly draw from dissertations accessible online, rarely from books. The delivery methods primarily include lectures, discussions, and occasionally role play. Due to inadequate facilities, sometimes we prepare videos for material presentation but end up not displaying them and not using any media at all."

The interview results on the implementation of guidance and counseling material indicate that both NW and AZ utilize various sources to deliver content to students, such as student worksheets, relevant theses, and other sufficient internet sources. The methods they employ are lectures, group discussions, and role play. However, both interviewees seldom use media for content delivery due to the limitations of the facilities available.

3.4. Guidance and Counseling Materials Evaluation and Follow Up

NW's evaluation approach involves deploying an instrument to gauge students' satisfaction. This instrument reveals the impact of the delivered material and assesses any changes in students' lives resulting from it. The satisfaction survey is distributed either one week after the session or at the end of the semester to evaluate the overall effectiveness of the material. In the follow-up process, NW has not pursued any further action based on the evaluations conducted. Instead, NW compares the outcomes of the current cohort's material evaluation with those from previous cohorts to determine if the material still has an impact on the students. NW described their procedure as follows:

"In addition to creating programs, we must also compile reports which typically include an evaluation of each material. These evaluations are derived from student satisfaction instruments concerning the materials we have provided, focusing on whether they have had an impact on their lives or if the students have engaged with the tasks set by us."

However, I personally rarely administer these instruments routinely; sometimes, for example, an instrument might be given in the second week following a bullying-related material, or at the semester's end during the overall material evaluation. Regarding follow-up actions on the evaluated material, these have not been undertaken; our focus has primarily been on comparing the material's impact with that experienced by previous cohorts."

On the other hand, AZ conducts evaluations by posing reflective questions or prompts to elicit students' understanding, feelings, and intended actions post-material presentation. Nevertheless, AZ admits that their evaluations tend to be superficial, often overlooked, or result in the abrupt ending of sessions without further evaluation. Consequently, AZ does not pursue any follow-up actions based on their evaluations, restricting follow-up activities solely to counseling services. AZ noted:

"My weakness probably lies in evaluation; it tends to be superficial because I often forget. Typically, I end the service with reflective questions concerning students' understanding and the material's impact on them, but I frequently forget, leading to abrupt session closures. As for follow-up on the material, it is not undertaken; follow-ups are limited only to the counseling services provided."

The interview results regarding the evaluation of guidance and counseling material indicate that both interviewees employ different evaluative methods. NW uses a student satisfaction instrument, while AZ relies on reflective questions to assess students' understanding, feelings, and actions following the presentation of material. In terms of follow-up processes, neither participant engages in significant follow-up actions related to the discussed material.

3.5. Guidance and Counseling Materials Challenges and Strategy

NW's primary challenge in delivering material pertains to the limitations of facilities and time. NW describes the situation as follows:

"The main barrier in delivering material is the lack of facilities. For instance, there is only one projector available in my school, and its usage often conflicts with that of other teachers, preventing us from using PowerPoint or videos to convey our material. We have attempted to request additional projectors from the school administration, but the response has typically been to 'make do with what is available.' Consequently, we focus more on our direct delivery to the students, seeking alternative, simple ways to facilitate our presentation and constantly brainstorming ideas to create our own resources. Another significant challenge is time, as the one-hour guidance and counseling session frequently feels insufficient, forcing us to rush through the material. We must be clever in how we compact the material while still ensuring it is comprehensive."

The school where NW works faces a scarcity of facilities, such as projectors, which when needed, often result in scheduling conflicts with other teachers. Despite requests for additional resources, the school administration has not adequately addressed these concerns, prompting NW to concentrate on direct material delivery. Furthermore, with only one hour allocated for guidance and counseling, NW often finds this time insufficient but suggests that a future strategy could involve creating more concise and substantial material and exploring simple alternative media to maintain student engagement.

In contrast, the second respondent, AZ, faces a different set of challenges:

"This year, the challenge has been significant since I have taken on more responsibilities as a subject teacher, with nearly 30 hours of teaching per week. I feel that my role as a school counselor is more of a title, activated only when issues arise or to assist senior students with college preparations, while the rest of my time is spent teaching the P5 subject. I haven't been allocated specific hours for guidance and counseling, so I've had to integrate this material into the P5 classes. Ideally, the P5 subject should be managed by a team, but as I am alone, it's quite overwhelming. However, I plan to ask the vice principal in charge of curriculum to consider reducing the hours for P5 or sharing these responsibilities with other teachers. Although I manage to find time within the P5 classes, I would like to execute other services as well."

AZ experiences considerable constraints, primarily because their role as a guidance counselor is limited, and their time is predominantly consumed by their duties as a subject teacher. Without specific hours for counseling, AZ has to embed this content within the P5 curriculum. Yet, they often provide services focused on career planning and individual counseling for senior students. AZ intends to request curriculum adjustments to lessen the P5 workload or to distribute these duties among other teachers to better focus on additional counseling services.

From these interviews, it is evident that both NW and AZ encounter significant obstacles in delivering guidance and counseling materials, primarily due to the lack of facilities and the allocation of counseling time. Strategies to overcome these challenges include creating more focused and substantive material and seeking simple yet effective media to enhance material delivery. Another significant issue for NW is the constrained delivery time, whereas AZ struggles with dual roles, impacting their ability to dedicate specific time to guidance and counseling services. AZ plans to seek administrative support to adjust their workload, enabling a better focus on providing comprehensive counseling services.

3.6. The Supporting Role of School Personnel in Optimizing Guidance and Counseling Materials

The principal challenges that NW and AZ encounter pertain to the facilities and infrastructure in guidance and counseling. One inhibiting factor of these facilities, as identified by Sugiarto et al. (2021), is the lack of concern from school administrators, who often do not regard guidance and counseling as an integral part of education, resulting in the frequent neglect of its necessities. Another challenge faced by NW and AZ concerns the allocation of time for guidance and counseling. This issue aligns with the findings of Novianto et al. (2013), which underscore the significant meaning of class time allocation for guidance and counseling in executing activities according to the planned program. The absence of designated time for guidance and counseling leads to difficulties for counselors in delivering material, and the programs that have been developed cannot be optimally implemented due to insufficient face-to-face interaction with students.

In addressing these challenges, the support of school personnel significantly influences the operation of the guidance and counseling program, particularly in material delivery to students. Therefore, providing guidance and training for school personnel in counseling is also deemed crucial. The target audience for the guidance and counseling program includes not only students but also parents, teachers, peers, and other stakeholders. Services offered to these stakeholders are expected to support the development of the students (Gumilang, 2017). Here, the direction also helps create coordination and communication with all staff, encouraging them in their duties, and ensuring the smooth and effective implementation of the planned guidance and counseling programs (Daud, 2016).

Therefore, the school principal plays a pivotal role in ensuring the performance of school counselors, particularly in the delivery of counseling material to students. All activities related to guidance and counseling, including adequate facilities and infrastructure, the allocation of counseling teachers' class time, and the professional development of counseling teachers, require the leadership of the school principal as the head of the educational institution (Putranti et al., 2020). Thus, the support from the school principal is instrumental in optimizing the delivery of guidance and counseling material.

4. Conclusion

The findings of this study underscore the critical importance of implementing management functions in the development of guidance and counseling materials to ensure the effectiveness of school guidance and counseling programs. Interviews conducted with NW and AZ, guidance teachers at junior and senior vocational high schools in Tasikmalaya, highlighted challenges in executing these management functions during material development, such as limited facilities, time allocation, and the dual role of teaching other subjects alongside guidance and counseling. Support from school personnel, especially principals, proves crucial, particularly in terms of providing facilities, allocating specific instructional hours, and promoting professional development for guidance counselors to enhance material effectiveness for students. Therefore, to augment the effectiveness of guidance and counseling material implementation, it is also necessary to direct and deliver materials to school

personnel, thus fostering strong support and coordination among all stakeholders involved in the guidance and counseling program.

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