

Research Article

Effective Strategies in the Management of Guidance and Counseling Implementation in Schools

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Abstract

The management of Guidance and Counseling (BK) implementation in schools has a strategic role in supporting the optimal development of student potential. This research aims to analyze effective strategies in the management of guidance and counseling implementation based on literature studies from various scientific articles. Using the literature study method, this research examines the concepts, practices, and challenges in the management of guidance and counseling in schools. The results show that effective BK management involves optimizing all

resources, such as educators, infrastructure, funds, and information systems, by referring to the POAC principle (Planning, Organizing, Actuating, Controlling) as stipulated in Permendikbud Number 111 of 2014. The competence of counseling teachers is an important element to ensure that counseling services are relevant to students' needs, while inter-stakeholder collaboration and the fulfillment of adequate infrastructure are key to the success of the counseling program. Continuous evaluation is also needed to improve the effectiveness of counseling services. This study concludes that the implementation of planned and systematic management strategies can support the implementation of more effective counseling, thus making a significant contribution to the development of students' character, achievement and skills. Thus, counseling services can be an important pillar in achieving national education goals.

Keywords: Counseling Management, Effective Strategies, Education, Student Development, POAC.

INTRODUCTION

The management of Guidance and Counseling (BK) implementation in schools is one of the important aspects (Nurhayati et al., 2021; Triyani et al., 2024) that must be considered to support holistic student development. However, in practice, many schools face challenges in managing the counseling program (Ayuna et al., 2024; Putri et al., 2022; Wulandari et al., 2024), ranging from the lack of professional counselors, inadequate time allocation, to the lack of understanding of the importance of counseling as an integral part of education (Nugroho et al., 2021; Susanto, 2018). These problems often hinder the main purpose of BK, which is to help students recognize their potential and overcome the various problems they face. Management in the implementation of counseling in schools is an important solution to ensure that counseling programs can run effectively (Neviyarni, 2023; Rahmadani et al., 2021). With good management, counseling activities can be systematically designed, implemented, and evaluated (Mashudi, 2018; Susilo et al., 2024). This allows counselors to maximize their role in providing services that are relevant and appropriate to students' needs. Without organized management, the implementation of counseling is at risk of becoming undirected and having less positive impact on student development (Istiadah, 2023).

The main functions of counseling in education include understanding, prevention, development, and problem solving. These functions emphasize the strategic role of counseling in supporting students to develop optimally in academic, emotional and social aspects. In this context, good counseling management ensures that these functions can be implemented continuously and thoroughly. The role of counseling is not only limited to providing solutions to student problems, but also helping to create a conducive learning environment (Daeli & Lie, 2024; Noviyanti et al., 2024; Rizqi et al., 2024). The counselor acts as a facilitator, mediator, and motivator in supporting students to achieve their best potential. Thus, it is important for schools to pay special attention to the

management of counseling services, so that counselors can carry out their role optimally

The importance of discussing effective strategies in counseling management in schools cannot be separated from the need to improve the overall quality of education. Along with the times, students face increasingly complex challenges, such as academic pressure, social problems, and identity crisis (Firman, 2012; Nasution et al., 2023). This requires schools to have a more organized and strategic approach in providing counseling services that are responsive to student needs. In this modern era, the implementation of counseling not only functions as an academic support, but also as a vehicle to shape students' character and personality. Therefore, effective counseling management is key in creating programs that are relevant and have a positive impact on students. With careful planning and evaluation, counseling can be an important pillar in producing a generation that not only achieves, but also has good emotional and social intelligence. Therefore, this article aims to explore effective strategies in the management of counseling implementation in schools, with the hope of providing insight and inspiration for educators, counselors, and policy makers. With the right strategy, it is expected that the counseling program can be more focused, relevant, and make a real contribution to the development of students in the future.

RESEARCH METHODS

This research uses the literature study method to analyze and identify effective strategies in the management of Guidance and Counseling (BK) implementation in schools. The literature study was conducted by collecting, reading, and analyzing various relevant sources such as scientific journals, books, articles, and previous research reports that discuss related topics. This approach was chosen because the literature study allows researchers to explore secondary data that is rich in information, thus providing a strong theoretical basis in supporting the discussion and conclusion (Firman, 2018). In conducting the literature study, data was collected through systematic searches on academic databases such as Google Scholar, sciencedirect, and other educational portals. The inclusion criteria for the sources used include publications that discuss the concept of counseling management, the selected sources must be relevant to the educational context in Indonesia and globally, and have guaranteed validity and credibility (Yusuf, 2014).

Data analysis was conducted by critically reading each relevant literature to identify key themes, patterns, and research gaps related to BK management. The information obtained was then categorized based on certain themes, such as the role of management in counseling, the functions of counseling, and effective strategies recommended by various researchers. This approach aims to gain a comprehensive picture of the issues under discussion and support the arguments put forward in this article.

RESULTS AND DISCUSSION

Based on the analysis that has been carried out, 10 articles were found that

discuss BK management in schools, the following articles will be analyzed;

Table. 1 Recap of Research Results

No.	Name and Year	Title	Findings
1	(Zamroni & Rahardjo, 2015)	Guidance and Counseling Management Based on Permendikbud Number 111 of 2014	BK management utilizes all components optimally for BK services. Permendikbud no. 111/2014 regulates bk governance through poac (planning, organizing, staffing, leading, controlling).
2	(Rahmadani Et Al., 2021)	Guidance and Counseling Management in Schools	BK teachers have the authority in planning and managing BK. BK teachers' competencies must be relevant to global demands to support students' optimal self-development.
3	(Israeli, 2020)	Counselor Skills in Developing Guidance Counseling Management in Schools	Counselor skills are an important aspect in the continuity of the bk process. BK services should include various types of services, not only problem solving but also student development support.
4	(Diaty Et Al., 2022)	Implementation of Aspects of School-Based Management in Guidance and Counseling Services	School-based management provides broad autonomy to manage bk resources. The implementation of bk requires the cooperation and participation of stakeholders with the principle of openness.
5	(Hidayat Et Al., 2020)	Guidance and Counseling Management in Learner Character Education	Bk management in character education involves poac, with supporting factors for understanding bk by the academic community, but constrained by human resources. The results can be seen from changes in student behavior and achievement.
6	(Almaliyah & Suherman, 2024)	The Role of Facilities and Infrastructure in Optimizing Guidance and Counseling Management at School	Adequate facilities and infrastructure support the effectiveness of bk services. Permendikbud no. 111/2014 is a reference for managing facilities to support bk services.
7	(Dewany, 2022)	Implementation of Guidance and Counseling Service	Bk management includes planning, implementation, evaluation and follow-up. Bk management is proven

		Management in Efforts to Improve Student Learning Quality	to improve the quality of student learning through positive learning attitudes and habits.
8	(Nisa Et Al., 2022)	The Role of Guidance and Counseling Management and Management of BK on Student Learning Success at SMA Darussalam Medan	Bk management supports student learning success although there are still barriers. Supporting and inhibiting factors influence the implementation of bk management.
9	(Syahri & Handani, 2024)	The Urgency of Management in Guidance and Counseling Services	The management of bk in schools needs to follow the principles of poac with the cooperation of stakeholders. A systematic management system can overcome problems in bk services.
10	(Huda Et Al., 2024)	The role of counseling teachers in implementing guidance and counseling management in schools	BK management does not run optimally without the support of the principal and cooperation between teachers. This hinders the effective implementation of bk services.

The management of Guidance and Counseling (BK) implementation in schools has a strategic role in supporting students to optimally develop their academic, character, and social potential. As part of the education system, BK focuses not only on solving individual problems but also on students' personal and professional development. Based on various literatures, effective BK management must involve the optimization of all resources, including educators, funds, infrastructure and information systems. This is in accordance with Permendikbud Number 111 of 2014, which provides guidelines for the implementation of BK management based on POAC principles (Planning, Organizing, Actuating, Controlling), so that BK services can be carried out in a structured and directed manner.

The competence of counseling teachers is a key element in implementing an effective counseling program (Bhakti, 2017; Saputri et al., 2024; Yulianti & Hadian, 2011) . BK teachers are expected not only to have the ability to deal with student problems but also to be able to help students develop their potential holistically. In this context, developing the competence of counseling teachers through continuous

training is needed, especially to meet the needs of education in the era of globalization. In addition, counselor skills, such as good communication skills, empathy, and problem solving, should also be the main focus in improving the quality of counseling services, as these skills will affect the overall success of the program.

Not only teacher competence, the success of counseling management also requires close collaboration between various parties at school (Azkia et al., 2024; Bhakti, 2017) . The principal, subject teachers, homeroom teachers, students, and the community are stakeholders who have an important role in supporting the implementation of counseling. The implementation of school-based management, which gives schools greater autonomy in managing resources, is one strategy that has proven effective. This collaboration can create synergy in developing and implementing counseling programs that are relevant and appropriate to the needs of students.

Supporting facilities are also an important factor in the implementation of optimal counseling services (Mangantes et al., 2024; Putranti, 2015) . Fulfillment of facilities and infrastructure such as comfortable counseling rooms, technological devices, and other supporting materials will increase the effectiveness of counseling services. Based on the literature, schools that have adequate facilities and infrastructure are able to provide better quality counseling services, thus supporting the achievement of national education goals. On the other hand, the lack of facilities can be a significant obstacle in the implementation of the program.

In addition to these factors, evaluation and follow-up are also an integral part of good counseling management (Hasibuan et al., 2024; Nur'Aini & Aziz, 2024) . An effective counseling program requires a planned evaluation system to assess the extent to which program objectives are achieved. This evaluation can take the form of written reports, interviews, or surveys involving students, teachers, and parents. By conducting continuous evaluation, schools can identify shortcomings and make improvements to enhance the overall quality of counseling services.

With a comprehensive and collaborative approach, BK management in schools can have a significant positive impact on students. Not only does it support the development of individual potential, but it also helps students build character, improve academic performance and prepare them for the challenges of life in the future. With the right strategy, counseling services can become an important pillar in producing a smart, resilient and competitive generation.

CONCLUSION

The conclusion of this study is that effective strategies in the management of counseling implementation in schools involve various aspects, such as developing the competence of counseling teachers, optimizing resources, involving stakeholders, and supporting facilities and infrastructure. By applying these strategies, counseling programs in schools can run more effectively, be relevant, and have a positive impact on the holistic development of students. These strategies provide a strong foundation to answer the challenges of education in the

modern era and ensure the successful implementation of counseling in schools.

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