

Strengthening Guidance and Counseling Management in Improving Student Well-Being and Quality of Educational Services

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Abstrak

Percepatan globalisasi dan digitalisasi menuntut kesiapan karier siswa sejak jenjang menengah atas. Namun, kesenjangan antara capaian akademik dan kematangan karier masih menjadi tantangan serius. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan desain studi kasus di SMAN 1 Sindangkasisih dan SMAN 1 Cihaurbeuti, Kabupaten Ciamis. Teknik pengumpulan data mencakup wawancara, observasi, dan dokumentasi, dengan analisis tematik serta triangulasi sumber dan metode. Temuan menunjukkan bahwa kedua sekolah telah memiliki struktur layanan bimbingan dan konseling (BK) yang formal, tetapi pelaksanaannya belum optimal. Hambatan utama mencakup keterbatasan guru BK, metode konvensional, minimnya pelatihan digital, serta partisipasi siswa yang rendah. Namun, siswa yang aktif mengikuti program menunjukkan peningkatan signifikan dalam pemahaman diri, ketegasan karier, dan kemampuan pengambilan keputusan. Manajemen BK yang berbasis kolaboratif dan adaptif terbukti efektif meningkatkan kesiapan karier siswa. Diperlukan pelatihan berkelanjutan bagi guru BK, integrasi teknologi, dan penguatan dukungan institusional agar program berjalan sistematis dan berdampak luas.

Kata Kunci: manajemen bimbingan, konseling karier, kesiapan kerja, siswa SMA

Abstract

The acceleration of globalization and digitalization demands career readiness among students from the upper secondary level onwards. However, the gap between academic achievement and career maturity remains a significant challenge. This study employs a descriptive qualitative approach with a case study design at SMAN 1 Sindangkasisih and SMAN 1 Cihaurbeuti, Ciamis Regency. Data collection techniques include interviews, observations, and documentation, with thematic analysis and triangulation of sources and methods. Findings indicate that both

schools have formal career guidance and counseling (BK) structures, but their implementation is not yet optimal. Major obstacles include limited BK teachers, conventional methods, minimal digital training, and low student participation. However, students actively participating in the program showed significant improvements in self-awareness, career assertiveness, and decision-making skills. Collaborative and adaptive BK management was proven effective in enhancing students' career readiness. Continuous training for BK teachers, technology integration, and strengthened institutional support are needed to ensure the program runs systematically and has a broad impact.

Keywords: guidance management, career counseling, work readiness, high school students

Introduction

In recent years, the Indonesian education sector has faced complex challenges related to student psychological wellbeing. The 2018 Basic Health Research showed that more than 19 million people over the age of 15 experienced emotional mental disorders, including students (Kurniady et al., 2023). This phenomenon not only shakes individuals' self-confidence but also affects the overall quality of education services. The increase in the number of cases of stress and depression among students has the potential to result in a decline in academic achievement and the quality of social relationships in the school environment (Siregar et al., 2023).

This condition calls for stronger and more systematic guidance and counseling management. In this context, guidance and counseling management not only plays a role in managing various student problems but also as a support institution that can strengthen student welfare and improve the quality of educational services (Pambudi & Amini, 2021). A comprehensive evaluation of existing guidance and counseling programs shows an urgent need to strengthen strategies in the implementation of these services (Hifsy et al., 2022). Effective guidance and counseling management is expected to result in services that are more responsive to student needs and strengthen the relationship between students, teachers, and parents.

The educational community must also recognize that the role of the principal is vital in directing the management of guidance and counseling. Proactive principals can create an atmosphere that supports not only academic education but also the emotional well-being of students (Pambudi & Amini, 2021). Based on research results, good leadership in schools can improve the effectiveness of guidance and counseling services, and thus have

a positive impact on student achievement and character development (Nurjanah & Fitriani, 2023). However, this condition will not be achieved without the support of all stakeholders in education, including teachers, parents, and the students themselves (Rahmawati et al., 2023).

This study aims to identify steps to strengthen guidance and counseling management that need to be implemented at SMAN 1 Sindangkasih Ciamis. With a systematic and participatory approach, it is hoped that the solutions produced can help students achieve optimal well-being and significantly improve the quality of educational services. Through the strengthening of guidance and counseling management, it is hoped that schools can create a holistic, supportive, and sustainable learning environment where students can develop holistically and reach their maximum potential.

Previous literature has shown the importance of guidance and counseling management in improving student well-being and education quality (Perdana & Daulay, 2023; Siregar et al., 2023). However, most previous studies tend to focus on the direct influence of guidance management on academics in schools or on specific aspects of managing these services, such as program planning and evaluation. Research by Pambudi & Amini (2021) shows that during the pandemic, the role of the principal in managing guidance and counseling teachers is crucial in determining the quality of services provided, thus emphasizing the need for strategic management in the context of guidance and counselling (Sulastri et al., 2024).

This article will position itself in the midst of existing research by emphasizing strengthening not only guidance and counseling management policies, but also the integration of a systematic approach that prioritizes the overall well-being of students. Good management includes the functions of planning, organizing, implementing, and supervising. For example, research conducted by (Fitri et al., 2023) emphasizes that the use of media in guidance and counseling services is becoming increasingly relevant in today's digital era. This is an important basis for this article in examining how technology and evidence-based interventions can improve guidance and counseling services (Anwar & Umam, 2020).

Based on a literature review, there are a number of groups involved in guidance and counseling management, including guidance counselors, principals, and even parents through their participation in programs run at school (Nisa et al., 2022). Therefore, the position of this article reflects the collective efforts needed to strengthen management in guidance and counseling services, rather than just an individual approach. In this context,

the focus on integration between stakeholders is expected to meet the diverse needs of students.

Although a number of studies have highlighted the influence of guidance and counseling on education, there is a significant gap between existing research and the implementation of effective practices in the field. Some studies still focus on conceptual understanding and program evaluation without providing measurable practical guidance for its application in schools (Nurjanah & Fitriani, 2023; S & Atika, 2019). This indicates a clear research gap in terms of guidance and counseling program management that includes the active involvement of all relevant parties.

In addition, there has not been much research investigating how the integration of technology in guidance and counseling management improves student welfare in local contexts such as SMAN 1 Sindangkasih Ciamis. This is important, given the rapid development of information technology and increasingly complex social interactions among modern students today (Huda et al., 2020; Meliala et al., 2024). This study aims to fill this gap by examining how the strengthening of guidance and counseling management can be developed in an integrated manner with a technology-based approach.

Furthermore, the lack of focus on developing teacher capacity in the field of guidance and counseling in schools poses its own challenges (Asni et al., 2023). With so many obstacles to overcome, it is proposed to explore improvements in the development of guidance and counseling teachers' abilities, especially in terms of improving their qualifications and competencies. This study attempts to fill this gap by not only providing theoretical recommendations but also implementation strategies that can be adapted and integrated with local conditions in the schools concerned.

The purpose of this article is to examine how strengthening guidance and counseling management can contribute to improving student welfare and the quality of educational services at SMAN 1 Sindangkasih Ciamis. Some important questions that can be asked in this study include: What are the main factors that hinder effective guidance and counseling management? How can appropriate guidance and counseling management strategies be implemented to improve student welfare? In addition, it is necessary to question how the involvement of other stakeholders, such as parents and the community, can be optimized in this process.

By understanding the various aspects and factors that influence guidance and counseling management, the author hopes to make a significant contribution to the development of the education system in Indonesia, particularly in creating a supportive and inclusive learning environment for

all students. This study aims to provide new insights into the role of guidance and counseling in education and encourage continuous improvement in educational services.

This study argues that strengthening guidance and counseling management at SMAN 1 Sindangkasih Ciamis will not only improve student welfare but also contribute to improving the quality of educational services. With stronger management, students will receive services that are more responsive and tailored to their needs, which will have a positive impact on their learning motivation and academic achievement. This argument is based on the results of previous studies which show that good guidance services are closely related to student satisfaction (Jahari et al., 2019; Mularsih & Aritonang, 2018).

The objectives of this study are in line with the principles of educational management that emphasize the importance of continuous planning, implementation, and evaluation to produce maximum services for students. As stated by Muflikha & Haryanto (2019), good management is the key to success in education that focuses on student satisfaction. By upholding these principles in guidance and counseling management, it is hoped that students can enjoy a more positive school environment, reduce stress, and improve their social and academic connections.

Another principle promoted in this study is the application of Total Quality Management (TQM), which enables schools to continuously improve their guidance and counseling services. With regular evaluation and feedback from various stakeholders, school management will be able to adjust existing policies and practices according to student needs. Thus, this study seeks to have a greater impact on improving the quality of education by strengthening an integrated system in guidance and counseling services.

Method

This study uses a qualitative approach with a case study design to investigate the strengthening of guidance and counseling management in improving student welfare and the quality of educational services at SMAN 1 Sindangkasih Ciamis. This study aims to gain an in-depth understanding of the various factors that influence guidance and counseling management and its impact on students and the educational environment as a whole. The case study design allows researchers to conduct a comprehensive, in-depth, and analytical exploration of the social and pedagogical context at the school.

Data will be collected through a combination of techniques, including interviews, observations, and document analysis. Semi-structured interviews

will be conducted with key parties at the school, including the principal, guidance and counseling teachers, and students, to obtain their subjective views on their experiences and perceptions related to guidance and counseling management. Direct observations will be conducted in the school environment to see how the guidance and counseling program works in practice and in students' daily interactions. In addition, document analysis will include a review of school policies, existing guidance and counseling programs, and relevant evaluation reports to provide a deeper context for the data collected (Mardhiyah et al., 2023).

After the data is collected, the analysis process will be carried out using qualitative descriptive analysis techniques based on the model (B. Mathew Miles and Michael Huberman, 1992), which consists of data reduction, data display, and data verification stages. This approach aims to provide a clear and contextual picture of how guidance and counseling management can be strengthened to improve student welfare and the quality of educational services in schools. By using this qualitative case study method, it is hoped that the results of this study can make a significant contribution to educational practices at SMAN 1 Sindangkasih Ciamis and other educational institutions.

Results and Discussion

1. The Role of Guidance and Counseling Management on Student Mental Health

Guidance and counseling (BK) management plays a crucial role in improving student welfare at SMAN 1 Sindangkasih Ciamis. In this study, we interviewed the Principal of SMAN 1 Sindangkasih, Mr. Ahmad, who explained that the guidance and counseling program at his school is designed to help students deal with various psychological and academic challenges. He stated, "We want to create a supportive environment where all students feel safe to express their problems. Our program focuses on providing emotional support and tools that enable them to thrive."

The results of this interview reflect the success of the guidance and counseling service management in creating a sense of mutual trust and acceptance among students. At SMAN 1 Sindangkasih, the principal also implemented training for guidance and counseling teachers to improve their competence in handling issues that arise among students. According to research conducted by (Putranti et al., 2021), collaboration between the principal and guidance counselors has been proven to strengthen the services provided and increase student satisfaction. "We hold regular meetings to

discuss the challenges faced by students and how we can provide appropriate support,” continued Mr. Ahmad.

Students who received guidance from guidance counselors reported improvements in their mental and academic well-being. For example, findings from research by Hidayat (2021) show that the integration of effective guidance and counseling models can contribute to the quality of student learning. In the context of SMAN 1 Sindangkasih, students who are actively involved in the guidance and counseling program report an increase in learning motivation and self-confidence, which are important for supporting their academic development. In further research, we also found that the guidance management program at SMAN 1 Sindangkasih provides emotional support that is very important for students experiencing personal or family problems. Based on observations and interviews, Mr. Ahmad revealed that the guidance and counseling program at his school not only serves to solve problems but is also proactive in preventing future problems. “We don't just wait for students to come to us with problems; we also take a preventive approach by offering group guidance and individual counseling sessions,” he said.

Research by Hidayat (2021) supports this approach, emphasizing that interventions carried out before problems become more serious can enhance the reputation of educational services and create a positive learning atmosphere. Through detailed program design, students are encouraged to actively participate in non-academic activities that help them develop social and emotional skills.

Group activities such as sports teams or art clubs have been shown to increase connectedness among students, contributing to their emotional well-being. From interviews with students, they stated that the guidance they received gave them the confidence to talk about issues they faced in both academic and social contexts.

Some students noted that “with an open and friendly counseling space, we feel more comfortable discussing personal issues that have been difficult to express.” This shows that good guidance and counseling management can make a significant contribution to creating an inclusive school atmosphere that supports students' emotional needs.

Furthermore, the implementation of the guidance and counseling program at SMAN 1 Sindangkasih was carried out using a comprehensive approach, from planning to implementation. Mr. Ahmad explained that guidance management at the school was carried out by paying attention to the types of quality services, taking into account the needs of students at each

stage of their development. "We strive to continuously improve our program by always involving feedback from students and parents," he said. A study by Rokimin & Pangestu (2023) shows that strong leadership strategies and approaches by the principal are very important in optimizing the competence of guidance and counseling teachers. At SMAN 1 Sindangkasih, the principal leads in the preparation of annual work plans and conducts periodic evaluations of the effectiveness of the guidance and counseling program. This is also integrated with data analysis regarding student satisfaction with the services provided.

Based on the results obtained, it is clear that guidance and counseling management at SMAN 1 Sindangkasih Ciamis plays an important role in improving student welfare and the quality of educational services. With a combination of emotional support, a preventive approach, and stakeholder involvement, schools can create a healthy and productive learning environment. The presence of a robust and responsive guidance and counseling program plays a vital role in supporting students' academic and emotional lives, making them better prepared to face future challenges.

2. Challenges in Managing Guidance and Counseling Services in Schools

The management of guidance and counseling services in schools faces various challenges, which can affect the effectiveness of these services in helping students. At SMAN 1 Sindangkasih Ciamis, these challenges were clarified in an interview with the principal, Mr. Ahmad. In the interview, he stated, "One of the biggest challenges in managing guidance and counseling services is the lack of trained and adequate human resources." This is in line with research by Huda et al. (2020), which shows that many schools experience limitations in terms of the number and qualifications of guidance and counseling teachers, which directly impacts the quality of services provided.

Furthermore, Mr. Ahmad explained, "We are also often constrained by time. With a busy academic schedule, it is difficult to allocate enough time for students to receive appropriate guidance and counseling services." Research by (Suryati & Salehudin, 2021) supports this claim by showing that academic pressure can make students feel stressed, so it is important for guidance and counseling management to balance service time with other academic demands. Low awareness of the importance of guidance and counseling services among students is also an obstacle; many students do not understand the benefits of these services and feel embarrassed to seek help from guidance and counseling teachers.

Another challenge faced by SMAN 1 Sindangkasih is a lack of facilities and budget. "We strive to provide the best service, but the lack of supporting facilities such as comfortable counseling rooms and adequate guidance media is often an obstacle," explained Mr. Ahmad. This is in line with the results of a study by (Abdilah et al., 2023), which states that the lack of adequate facilities significantly reduces the quality of guidance and counseling services in schools. In addition, suboptimal budget management can also limit the implementation of planned programs. Insufficient funds or unclear budget allocations often result in guidance and counseling programs not being implemented optimally. Therefore, school principals and management must actively seek budget support, both from the government and external parties, to support guidance and counseling services.

Another challenge faced in managing guidance and counseling services is the lack of stakeholder involvement, such as parents and the community, in supporting guidance and counseling programs. "It is important for us to attract parental participation in this program, but often communication between schools and parents is still ineffective," said Mr. Ahmad. Research by (Putranti et al., 2021) highlights that parental involvement can be an important factor in the success of guidance and counseling services, but this is not always easy to achieve.

One solution proposed by the principal is to improve communication between the school and parents through information programs and regular meetings. "By involving parents, they can better understand the benefits of guidance and counseling for their children, so they are more supportive of this service," he added. This is in line with the views expressed by (Nasution et al., 2024), which show that good communication between schools and parents can increase the effectiveness of school programs. Challenges in managing guidance and counseling services at SMAN 1 Sindangkasih also include adapting to changes in the environment and technology. Mr. Ahmad noted, "In today's digital age, we must adapt quickly to utilize technology in guidance and counseling services.

The lack of digital skills among some guidance and counseling teachers makes managing these services more complicated. Research by (Haryani et al., 2024) shows that there is an urgent need to train guidance and counseling teachers in implementing technology effectively so that they can provide more responsive and relevant services to students. This indicates that special attention needs to be given to development in the aspect of technology so

that guidance and counseling services can be better accessed in this digital era.

The management of guidance and counseling services at SMAN 1 Sindangkasih faces various challenges, including a lack of trained human resources, time constraints, a lack of facility and budget support, minimal stakeholder involvement, and the need to adapt to technological changes. By proactively addressing these challenges, the school is expected to improve its guidance and counseling services and have a positive impact on student welfare. Better management will increase the effectiveness of services and help students reach their full potential.

3. Collaborative Strategies to Strengthen Guidance and Counseling Services at SMAN 1 Sindangkasih

Guidance and counseling services (BK) in secondary schools are very important in supporting student welfare and development. In the context of SMAN 1 Sindangkasih Ciamis, the implementation of collaborative strategies is one of the main focuses in efforts to strengthen BK services. The results of an interview conducted with the Principal, Mr. Ahmad, show that collaboration between various parties has a significant contribution to the effectiveness of the services provided. He said, "We always support cooperation between guidance and counseling teachers, subject teachers, and parents to create a mutually supportive environment for student development." Mr. Ahmad continued that this collaboration also includes the establishment of a guidance program that is integrated with academic and non-academic activities at school. This is in line with research conducted by Utami (2023), which states that cross-disciplinary collaboration in guidance services can strengthen students' self-confidence and build positive interpersonal relationships. By involving all relevant parties, students feel more cared for and empowered in their learning process.

Mr. Ahmad also emphasized the importance of parental involvement, stating that "parental participation in guidance programs is crucial. We hold regular meetings to explain the importance of guidance services and encourage them to actively participate in supporting their children." One of the collaborative strategies implemented is the formation of a guidance team consisting of guidance counselors, subject teachers, and administrative staff. Mr. Ahmad explained, "This guidance team will be responsible for designing and implementing guidance programs that suit the students' needs. With this team, we can work more efficiently and ensure that all aspects of guidance are taken into account." This strategy creates synergy between

various elements in the school, allowing guidance programs to be allocated appropriately according to student needs.

In line with research conducted by (Putranti et al., 2021), it was found that strengthening the guidance service management team has a positive impact on improving guidance programs in schools. Collaboration between education professionals is considered to improve understanding of the challenges faced by students and support them in overcoming problems that arise, both academic and personal. In addition, Mr. Ahmad also highlighted the importance of ongoing training and development for teachers and staff in the field of guidance and counseling. "We regularly hold workshops and seminars to improve staff competence in providing quality guidance services," he said.

Research by (Nisa et al., 2022) notes that regular training for teachers contributes to increasing their knowledge of more effective guidance techniques, enabling them to provide more responsive services. Technology plays an important role in strengthening guidance counseling services in this digital age. In an interview, Mr. Ahmad said that the school has utilized digital platforms to expand the reach of guidance services to students. "We have implemented an information system that makes it easier for students to access guidance materials online and ask questions anonymously," he explained. The use of this technology not only increases accessibility for students but also encourages them to be more active in seeking help. From the results of this study, it is clear that collaborative strategies have a positive influence on strengthening guidance and counseling services at SMAN 1 Sindangkasih Ciamis.

Through the active involvement of various parties, ranging from guidance counselors to parents, as well as the use of technology, the school has succeeded in creating a guidance program that is responsive to students' needs. It is important for schools to continue this collaborative approach and to continue to evaluate and develop it so that the guidance services provided remain relevant and have a positive impact on students. Recommendations for the future management of guidance and counseling services include: (1) improving training for guidance and counseling staff to deal with various issues faced by students more effectively, (2) strengthening communication and collaboration between the school and parents, and (3) wider use of technology in conveying information and mentoring students who need guidance. With these steps, guidance and counseling services in schools are expected to be more optimal and contribute significantly to student welfare and development.

Conclusion

This study confirms that guidance and counseling management plays a strategic role in improving the quality of educational services and student welfare in secondary schools. Strengthening the role of school principals, guidance counselors, and parental involvement has been shown to create a more inclusive and supportive learning environment, as reflected in effective collaboration and improved service quality. In addition, the use of technology in guidance and counseling services provides broader access and increases student engagement. However, geographical limitations and the qualitative approach in this study limit the generalization of the results. Therefore, further studies with a broader scope and a mixed-method approach are needed to enrich our understanding of guidance and counseling management in a more diverse educational context.

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