

## The efforts of school counselor to change students' negative perceptions of guidance and counseling program

Yulistiya Rahmadewi

Guidance and Counseling Program, Indonesian University of Education, Indonesia

Email: [yulistiyarahmadewi@upi.edu](mailto:yulistiyarahmadewi@upi.edu)

(Received: 21-05-2022; Reviewed: 02-06-2022; Accepted: 29-06-2022; Published: 30-06-2022)

**Abstract:** This study aimed to investigate the implementation of guidance and counseling program in changing students' negative perceptions of school counselors, and to discover the implementation of this program. School counselors play an important role in the implementation of guidance and counseling programs in schools. With an appropriate implementation in order to make any improvement, expectedly, these negative perceptions could be avoided since it was mostly caused by the lack of understanding of the role and duties of school counselors that triggered negative perceptions from the students upon guidance and counseling program. Meanwhile, positive perceptions of students could be promoted if the school counselors carried out their tasks and role based on the code of ethics and they also fulfilled individual requirements as educators. This research used a qualitative descriptive analysis method in which data were collected through interviews, observations, and documentation to conclude the results. It is believed that a better guidance and counseling program could be improved by upgrading counselors' professional competence, implementing service innovations, using media in supporting the guidance and counseling services, and suggesting feedback to teachers and other school parties to pay more attention to the guidance and counseling practices. Furthermore, the guidance and counseling program should be created and carried out based on school policies so that students will understand its importance and have no negative perceptions of this program.

**Keywords:** Guidance and counseling implementation, students' negative perceptions

**Abstrak :** Pelaksanaan bimbingan konseling berpengaruh terhadap usaha yang dilaksanakan guru bimbingan konseling, saat mengemban tugasnya mengalami beberapa hambatan, persepsi negatif siswa kepada bimbingan konseling. Guru bimbingan konseling berperan vital pada penyelenggaraan bimbingan konseling, yaitu melalui pelaksanaan usaha yang sesuai dalam melakukan perbaikan, umumnya persepsi tersebut dapat dilakukan perubahan. Minimnya pemahaman mengenai peranan, tugas yang merupakan guru bimbingan konseling di sekolah memicu persepsi negatif kepada penyelenggaraan bimbingan konseling. Sementara, persepsi positif siswa bisa timbul terlebih guru bimbingan konseling melaksanakan tugas, peranan selaras dengan kode etik, terpenuhi persyaratan individu sebagai guru. Riset ini adalah jenis riset deskriptif kualitatif, mempunyai fokus kepada penyelenggaraan bimbingan konseling dalam memberi perubahan persepsi negatif peserta didik. Untuk mengetahui fakta tentang pelaksanaan bimbingan, data peneliti dihimpun melalui, wawancara, observasi, dokumentasi, didapatkan kesimpulannya yaitu penyelenggaraan bimbingan konseling guna mengubah persepsi negatif siswa diperlukan untuk menciptakan hasil kerja bimbingan konseling jadi lebih baik melalui peningkatan kompetensi, peningkatan profesional konselor, penyelenggaraan inovasi layanan, mempergunakan media untuk penunjang layanan bimbingan konseling, yang mana memberi masukan terhadap pihak guru maupun sekolah bimbingan konseling supaya lebih memedulikan kinerja bimbingan konselingsnya, program bimbingan konseling diciptakan dan dilakukan sejalan terhadap kebijakan, supaya siswa bisa mengerti, paham keberadaannya dan tidak lagi mempunyai persepsi negatif kepada guru bimbingan konseling.

**Kata Kunci :** Pelaksanaan Bimbingan dan Konseling, Persepsi negatif peserta didik.

Copyright © 2022 Universitas Negeri Makassar. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

## INTRODUCTION

The counseling guidance has been formally applied to Indonesian National Education System since 1975 when the 1975 Curriculum was introduced to junior and senior high schools. The quality education is not seen merely about science and technology transformation in education, but also improvement of the management system including its professionalism which is not limited only to the academic components, but it also includes the social, personal, value system and intellectual maturity aspects. Based on the research (Suryana 2017:17) about school counselors' performance in carrying out their duties, there were many unsatisfactory critics which assumed that school counselors are always associated to school staffs whose duties are giving punishment, taking control, and supervising the implementation of school rules; as a result, they were called the school police. Based on those experiences that view school counselors are scary in regulating the students' discipline, it synthesizes their unsatisfying performance as counselors and those have created a long-term bad perception. Meanwhile, they are generally expected to not only solve students' problems, but also help them develop their potential and talents.

Whereas, another study (Dewi & Sadjiarto, 2021) found that view or perception is the way of which individuals would determine, regulate, interpret information which also contained the ways to gain more knowledge, and evaluate one's knowledge of someone else. Perception is also known as a process of recognition in humans mind when selecting and regulating external stimuli (Fadhilaturrehmi; Rizki Ananda, 2021).

Based on the previous study (Putri Hastuti & Nurhuda 2018), some findings showed that some problems in administering the guidance and counseling program were the poor service that run without planning, low commitment of counselors for upgrading their professional skills, low understanding upon professional characteristic, and also the minimum number of professional staffs in administering the guidance and counseling program in school. The coordination among school counselors, school principal, and the school stake holders are considered poor, since some students have low motivation to independently use the service when

the school counselors are not involved in classical service to come in the classroom (Purwaningrum, 2018).

Up to this point, the school counselors are assumed to be the party that make students afraid because they often give punishment to students who go against school rules (Irmansyah, 2020). This is a misunderstanding found in the implementation of guidance and counseling programs where counselors play a vital role in the success of the program. The guidance and counseling program is also completely separated from the classroom and education system, and it equates the task of psychiatrists and doctors' counseling services which are limited to only incidental conflicts, to certain students in need, and only to provide services for those who are abnormal or ill. The guidance and counseling services only focus on initial complaints and only deal with minor problems. Moreover, school counselors are assumed to be like school police whose duties are merely involved in the process of giving advice and counseling who work independently or with other experts or officers. School counselors are supposed to be active while others seem passive, while also assumed that the guidance and counseling tasks can be carried out by anyone in schools, and applied with the same problem-solving methods for all students. They assume that the focus of guidance and counseling efforts is only on the use of instruments, and expected their performance is acknowledged instantly.

The guidance and counseling program is basically held not without reason or does not have a legal basis for laws or policies from the government, but it is actually based on the efforts to facilitate students to develop their talents, achieve developmental tasks that are related to the intellectual, physical, social, emotional, and moral-spiritual elements so that students can develop their potential as much as possible and apply various values wrapped in every assignment. The program is also expected to help students to master their development as much as possible.

## METHOD

The research used a descriptive qualitative approach, which mechanism included creating descriptive data in the form of spoken or written sentences and words that were felt by the research subject and based on what was observed.

Descriptive qualitative research was used to obtain any information related to the implementation of guidance and counseling in order to change the students' negative perceptions of school counselors and their performance. The target of the study was school counselors who attempted to change the negative views of students on the implementation of the guidance and counseling program at SMP Negeri 2 Palas. This research used the purposive sampling technique, which is technique of collecting data based on prior consideration when determining the sample type. The data collection technique included interviews with the school counselor and the principal who were in charge of implementing guidance and counseling programs in schools, observations, and documentation. The observations conducted were more focused on the use of non-participatory methods supported by participatory observation methods in order to avoid the manipulation of the observed behavior of the research subject. The documentation included data that were considered relevant to this research. Data analysis technique in this research was carried out before, during, and after the research on an ongoing basis, as those were supposed to cover three flows which were the data reduction or data simplification process for choosing the focus and attention, data validation, and transforming raw data that emerged during the note-taking process in the field.

In the data reduction phase, the process included selecting, focusing, simplifying, and transforming raw data into meaningful data, then in the data presentation, the researcher displayed them in a set of information in the form of narrative text. Furthermore, in the data presentation, the analysis was presented in the form of data organization from which the temporary conclusion was synthesized. To conclude the result from the data, the data were collected and verified simultaneously on ongoing research so that the data could remain valid and objective so the final conclusion could be held accountable. This research was carried out for three weeks and had acquired data saturation which authenticity was obtained through the use of the data triangulation technique.

The triangulation technique used were the source triangulation and data collection technique triangulation. The results showed that there were data similarities obtained from different sources and data collection techniques. The data collection of this research was carried out every week to observe how far the school

counselor had implemented the program in order to change the students' negative perceptions of the general implementation of counseling guidance activities, involving two kinds of informants e.g., the main informant and the supporting informant. School counselor as the main informants was a school staff who carried out counseling services in the school. The school principal as a supporting informant carried out a monitoring task of each implementation of the guidance and counseling program and was also the person in charge of the implementation of regular guidance and counseling activities in the school.

## **RESULTS AND DISCUSSION**

### **Results of Interviews with School Counselors**

The school counselor revealed that the efforts to change the negative views of students to the implementation of guidance and counseling services had been carried out, and stated that every school counselor should possess several capacities such as personality, pedagogical, social, and professional competences. The counselor also said that the improvement of the school counselor's competencies through seminars, job training, and upgrading needed support from the school party. The other support was providing facilities, maintaining a good collaborative relationship with the homeroom teacher, and providing a dedicated schedule for guidance and counseling activity in the classroom since the low opportunity or the absence of classroom meeting could be an obstacle to explain the more detailed information which was expected could foster a good understanding of students on the function of guidance and counseling service and its implementation in the school. With a classroom meeting schedule, the school counselor could have more intense opportunities to provide information in a classical style more optimally. Moreover, there were teachers who rejected the collaboration with the school counselor, a lot of administrative burdens that needed attention, and other obstacles related to the low understanding of the importance of the guidance and counseling program, even with the school principal who was less concerned about the program and just expected a positive result. However, the school counselor had tried to handle those lacks and obstacles.

The school counselor also said that there was no systematic program, but efforts to provide a good understanding of counseling guidance

were still carried out as a way to change negative views on the services provided to students. The overall process of implementing the program at the school had been carried out well and according to expectations, but the school counselor said that there were still some rooms for improvement. Regarding innovation to change students' negative perceptions, the school counselor had used supporting media for counseling guidance services both in the classroom and outside the classroom, inserting the value of character building in the guidance and counseling program, using videos in various programs so that students understand the things given by the school counselor. The need for media/tools to support the program was related to the need for other supports in order to change negative views on the implementation of guidance and counseling activities. The school counselor was also expected to build a good understanding at school because there was an encouragement from the school party that counselor should be able to understand students well. There were also obstacles related to students and guidance and counseling personnel who did not understand the essence of guidance and counseling activities in schools, such as not fully understanding the function of guidance and counseling, not having a good approach to students, feeling reluctant to carry out good administrative tasks, and administrative burdens. Those had caused school counselor to lose focus in on providing services to students. To respond to these issues, school counselors must assist each individual student and other personnel in the school. The solution provided for this s to give mutual assistance among school counselors, especially for those who were incapable to carry out their duties properly or having difficulty understanding the implementation of counseling guidance services. Relevant to those lists, some efforts can be practiced by giving a group coaching and discussing together, attending seminars related to guidance and counseling activities, understanding one another, helping each other when other school counselors face problems, asking for school administrative staff to help in administration, providing administrative assistance, providing mutual assistance between fellow guidance and counseling staffs so that they can carry out easier tasks and everything win run well and smoothly.

### **Results of Interviews with the School Principal**

The principal said that the implementation of counseling guidance was in line with what was expected. The school principal also wished that student guidance and counseling services were carried out comprehensively and not only students who come to the school counselors if a problem occurred. This form of service was not generally understood by all school principals, and only few knew or understood about the program implemented by school counselors. This form of attention from the principal was special where the principal also knew the counseling services provided by counseling staff at school who were ready to provide services to students who had problems and provided motivation to them. However, the principal did not know in detail about the implementation of counseling guidance services. The principal always made observations on the implementation of guidance and counseling services or related to something that has been carried out by counseling staffs to solve student problems. However, the principal did not carry out supervision once every semester or only made observations when there were problems occurred. There was also no observation and reporting of each program carried out at the school every semester, but limited to the observation when the counseling teacher addresses student problems.

The principal agreed that the efforts made by the school counselor had been able to change the negative views of students towards the implementation of counseling and guidance services. However, those efforts still needed some improvement because things were always tentative in every aspect at school. The principal was also involved in changing the negative perspectives of students, but did not play a direct role in the program. The principal also stated that the implementation of guidance and counseling was in line with the expectations of the principal where the school counselors did not have to summon students, but the students themselves were expected to come to the counseling guidance room. Even though there was one school counselor who had not met these expectations, but in fact, not all school counselors can do the same thing. This is because the difference of the treatment among the school counselors who have succeeded in making students willing to come without being summoned to the counseling guidance room and having the initiative to use guidance and counseling services.

The guidance and counseling should also provide information to students equally regarding career, take notes of all students who graduated to continue their studies anywhere, and provide a more intensive service to all students which is one of their responsibilities.

### Results of Observations

The success in providing guidance and counseling services is influenced by various factors such as school counselors, subject teachers, school facilities, principals, student autonomy, and work programs. To get optimal results, all parties at school should also try to support its implementation. For example, school counselors and students are both the subject and object of the guidance and counseling program. The implementation of guidance and counseling services should help students with the learning process at school and encourage them to become more mature in an effort to achieve educational goals. School counselors should always be involved and have an active role so that guidance and counseling run well. In return, students' positive perceptions of guidance and counseling would improve its implementation and utilization. Virtually, there are still many teachers who think that all students have the same needs even though, based on human nature, every individual is actually unique, or in general saying, each individual has their own specialty. This is considered trivial by some teachers who also think the same, thus it creates the similar service of guidance and counseling for all children every year. Each generation of students in general and personally will have differences, so it can be concluded that their needs will be different. Through good education practices, students are expected to be able to develop their potentials. If the provision of educational services is not in line with what is needed, students will find it difficult to develop their potential to the fullest. School counselors as a factor influencing the improvement of the process and results of education in schools must have good competence so that the learning process will give more impact on the results and the process itself. However, the reality does not always meet the expectation because there are schools that have educators with low competence, that will have a negative impact on the success of students and the quality of the school itself.

There are still school counselors who are not liked by students because they have failed to provide good guidance and counseling services,

or because they are easily irritable so that students are reluctant to understand the significance of services. The other solution is to increase the competence of counselors so that they can be liked by students. When teachers cannot provide services properly, students will normally become noisy and uncontrollable. Students will not get anything if the teacher cannot control the class; thus, the school counselor also needs to be a good partner for the students. Teachers who are not disciplined, and teachers who only abort obligations, teachers are always late when they come to class, they are not disciplined when providing services, teachers who have poor personal character, teachers who cannot be friends/colleagues for students, teachers who cannot understand the character of students, have less harmonious relationships with the students. Teachers must be able to research and understand learning styles because there is no unpleasant learning, which depends on the nature of each teacher. School counselors not only help students solve the problems they experience, but help students develop their potentials and aptitudes.

Based on a research conducted in this field of study (Zahara, 2017), there is a real positive relationship between students' views of counselors and interest in counseling services, which contributed 43%. According to another research (Khairunnisa, 2020), there is a positive relationship between students' views of guidance and counseling activities and students' interest in participating in counseling services. Furthermore, according to a research conducted previously (Utomo, 2020), perception is a factor that determines the interest of students to continue their studies, which contributed 54.4%. To increase the student interest in participating autonomously in counseling and guidance services, students' views on the competence of school counselors should also be improved.

This finding is in line with previous research (Katrina Nur Gita & Eko Perianto, 2020). Regarding the efforts of school counselor in correcting students' negative views on guidance and counseling services, some real efforts like approaching, being friendly, giving rewards or awards to students can be maintained because according to the data there were students assuming and agreeing that school counselors were similar with school police, whose duties were to give punishment if they violate the rules.

There are also supporting factors that change the negative views of students on guidance and counseling, for example, support from the principal, student awareness regarding the guidance and counseling program. However, there are also some factors that hinder the efforts to change the negative views of students to guidance and counseling activities such as the lack of understanding of educators on the role of guidance and counseling, the lack of experience from guidance and counseling in dealing with problematic students.

## CONCLUSION AND SUGGESTION

School counselors' duties are to accommodate the needs of students in terms of humanity and psychology through professional scientific methods, as well as establishing good communication with students to overcome life problems and challenges with their pedagogical, personality, social, professional counseling guidance competencies in order to change students' negative perceptions. In addition, it is also necessary to increase counselors' competence by participating in activities related to the quality improvement of guidance and counseling, such as seminars, workshops, and trainings. This also requires support from the school party which ranges from providing facilities, good collaborative relationships with school principals, homeroom teachers, teachers in the field of study, to providing classroom meeting schedules for intensive guidance and counseling explanation in order to foster a good understanding of the functions of counseling guidance through classical information delivery for maximum effect.

The process of implementing the program in schools has been carried out properly and in line with expectations. However, it still needs to be improved on matters related to innovation, such as the use of supporting media for guidance and counseling services both outside and inside the classroom, inserting character education into the program, utilizing video media in various programs so that students understand what the counselor is saying. School counselors are also required to have good reception and support through the school (principal, homeroom teachers, subject teachers). School counselors really need to understand how the role of counseling and functions and need to carry out a good approach to their students, so that they will fulfill their responsibilities properly. In addition, efforts to understand each individual student as

well as school personnel are also important in order to provide mutual assistance among school counselors.

In addition, school principals need to make observations regarding the implementation of guidance and counseling services concerning solving student problems. It is hoped that the guidance and counseling staff are not obliged to always call students but the students themselves are expected to visit the counseling room directly, due to the success of a school counselor when students without being called on visited the counseling guidance room themselves to use the services provided. School principals should also provide information to students evenly related to the world of work, record all students who graduate and continue their studies anywhere, and implement more intensive services.

For each school, it is better to provide sufficient space for school counselors to develop their competencies and skills in multiple ways such as providing improvement in the implementation which also relied on school infrastructure. By carrying out job trainings, school counselors have the chance to develop and improve their competence to increase the quality and effectiveness of guideline services. Furthermore, the school teachers, community, school committees, relevant agencies, and stakeholders should actively make contributions to follow up any problem in schools so that the needs for proper infrastructure can be realized to improve the quality and effectiveness of guidance and counseling services. Then, each school should also observe the development of student behavior, which is sometimes out of bounds, which can be addressed by increasing interactions between parents and the school, especially guidance and counseling services, in order to understand the development of their child's behavior. Established cooperation between school counselors, homeroom teachers and subject teachers will help students develop their potentials as well as solve their problems.

School counselors should be involved and given an active role so that every program will run well. When students are able to understand counseling guidance very well, it will affect its implementation and utilization. School counselors need to play an active role and understand the essence that each individual is unique, and has their own strengths, needs, and weaknesses, either generally or personally.

Through education, students should develop their potentials. Maximizing the performance of each personnel at school will also create a great sense of need to make use of guidance and counseling services. By guiding the students outside the classroom, counselors can find out further about students' difficulties and problems that they face both inside and outside the classroom with friends, family, and others, and provide motivation for them later.

## REFERENCES

- Abdul Muhid & Siti Fatimatu Zahroh. (2021). Efektivitas Penerapan Bimbingan Konseling Islami mengatasi Permasalahan Siswa Dalam Proses Belajar: Literature Review, *Prosiding Seminar & Lokakarya Nasional Bimbingan dan Konseling 2021 PD ABKIN JATIM & UNIPA SBY*, 27-33.
- Agra Dwi Saputra. (2022). Peran Guru Kelas Dalam Mengampu Tugas Bimbingan Dan Konseling Di Sekolah, *Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah*, 6(2), 389-400.
- Arif Tagor Rangkuti. (2021). Pola Komunikasi Antarpribadi Guru Bimbingan Konseling dalam Mengatasi Siswa Bermasalah, *PERSEPSI: Communication Journal*, 4(1), 43-59.
- A. Shyam Paswah, Alam Hasanuddin & Sri Rezki Anriani. (2021). Strategi Kolaboratif Dalam Manajemen Pelayanan Bimbingan Dan Konseling Di Sekolah, *JUBIKOPS: Jurnal Bimbingan Konseling dan Psikologi*, 1(1), 48 – 62.
- Alif Muarifah, Muya Barida. (2019). Perbedaan Kinerja Guru Bimbingan dan Konseling dalam Menyelenggarakan Konseling Individual Ditinjau dari Latar Belakang Pendidikan dan Pengalaman Bekerja, *Jurnal Kajian Bimbingan dan Konseling*, 4(1), 2019, 22–29.
- Dina Hajja Ristianti, Irwan Fathurrochman & Abdul Rozak. (2018). Analisis Pelaksanaan Bimbingan Belajar Dalam Mengatasi Kesulitan Belajar Siswa. *JOEAI (Journal of Education and Instruction)*, 1(1), 10-20.
- Dewi, T. A. P., & Sadjiarto, A. (2021). Pelaksanaan Pembelajaran Daring Pada Masa Pandemi Covid-19. *Jurnal Basicedu*, 5(4), 1909–1917. <https://doi.org/10.31004/basicedu.v5i4.1094>
- Dwi Nur Khasanah, Imas Ayu Inggil Pangestuti, Ma'rifatin, Indah Kholil & Duta Akbar Nugroho. (2021). Problematika pelaksanaan bimbingan dan konseling di SMA: A systematic literature review (SLR), *Jurnal Bimbingan dan Konseling*, 5(1), 87-96.
- Dominicus Tinus, Kasenda, Rinna Y, Mangantes, Meisie L. Rahayu Dwi Lestari. (2021). Strategi Guru BK dalam mengatasi krisis identitas, *Educouns Journal: Jurnal Pendidikan dan Bimbingan Konseling*, 2(1), 70-74.
- Eustalia Wigunawati, Renatha Ernawati & Olimpia Babtista. (2020). Persepsi Mahasiswa Bimbingan Dan Konseling Terhadap Kinerja Guru Bimbingan Dan Konseling. *Jurnal Selaras Kajian Bimbingan dan Konseling Serta Psikologi Pendidikan*, 3(2), 111-128.
- Endang Sri Budi Herawati & Ela Nurlaila. (2019). Profil Ketercapaian Layanan Guru Bimbingan Dan Konseling, *Jurnal Eksplorasi Bimbingan dan Konseling*, 1(1), 19-31.
- Eny Kusumawati. (2020). Peluang Dan Tantangan Layanan Bimbingan Dan Konseling Di Era Disrupsi, *Indonesian Journal of Guidance and Counseling*. 1 (1), 64-71.
- Fadhilaturrehmi, Rizki Ananda, S. Y. (2021). Persepsi Guru Sekolah Dasar Terhadap pembelajaran Jarak Jauh Di Masa Pandemi Covid 19. *Jurnal basicedu*, 5(3), 1683–1688. <https://jbasic.org/index.php/basicedu/article/view/1187/pdf>.
- Herwina Meylani, Sapto Irawan. (2020). Persepsi Guru Terhadap Layanan Bimbingan Dan Konseling, *Satya Widya*, Volume XXXVI (2), 88-96.
- Hua Flora Zhong, Alexander Seeshing Yeung & Manuela Keller-Schneider. (2020). *Competence and challenge in professional development: teacher perceptions at different stages of career*, *Journal of Education for Teaching International research and pedagogy*, DOI: 10.1080/02607476.2019.1708626.
- Irmansyah. (2020). Kinerja Guru Bimbingan Islam di Sekolah. *Jurnal Bimbingan Konseling Islam*, 2(1), 41–62. Diambil dari <http://194.31.53.129/index.php/Irsyad/article/view/1964/2034>

- Katrina Nur Gita & Eko Perianto. (2020). Peran Guru Bimbingan Dan Konseling Untuk Mengubah Persepsi Negatif Siswa Smp Di Yogyakarta Terhadap Guru Bimbingan Dan Konseling, *Jurnal Bimbingan dan Konseling*, 5(1), 144.
- Khairunnisa, Muhammad Yuliansyah dan Aminah (2020). Hubungan antara persepsi siswa terhadap bimbingan dan konseling dengan minat siswa mengikuti konseling individu di kelas VII B dan D SMPN 15 Banjarmasin. *Journal Bimbingan dan Konseling Ar-Rahman*, 6(2), 88-93. <https://ojs.uniska-bjm.ac.id/index.php/BKA/article/view/3265/2660>
- Martunis, Dahliana Abd & Munirayati. (2019). Partisipasi Siswa Dalam Pelaksanaan Layanan Bimbingan Dan Konseling Di Sekolah, *Jurnal Ilmiah Mahasiswa Bimbingan dan Konseling*, 4 (2), 27-36.
- Mark Gregory Harrison. (2020). *Therapeutic change processes in school-based counselling: the perspectives of students and counsellors in Hong Kong*, *British Journal of Guidance & Counselling*, DOI: 10.1080/03069885.2020.1729340.
- Nurida Shofaria, M Adi Putra AP. (2018). Ragam Profesionalisme Guru Bimbingan Dan Konseling Zaman Now, *Prosiding Seminar Nasional BK 2018*, Halaman: 033-041.
- Putri, R., Hastuti, T. & Nurhuda. (2018). Analisis Pelaksanaan Bimbingan dan Konseling (Studi Kasus pada Mata Pelajaran Ekonomi Kelas X IPS SMAN 1 Peranap Kabupaten Indragini Hulu). *PeKA: Jurnal Pendidikan Ekonomi Akuntansi FKIP UIR*. 6(1). 31-37.
- Purwaningrum, R. (2018). Bimbingan dan Konseling Komprehensif sebagai Pelayanan Prima Konselor. *Jurnal Ilmiah Konseling*. 18 (1). 18 – 27.
- Purwaningsih, H. (2021). Peran Guru Bimbingan dan Konseling dalam Melayani Peserta Didik di Masa Pandemi Covid-19. *Educational: Jurnal Inovasi Pendidikan & Pengajaran*, 1(1), 36–44. <https://doi.org/10.51878/educational.v1i1.53>
- Sukmadinata Syaodih Nana. (2017). Pengembangan Kurikulum Teori dan Praktik. Bandung: PT Remaja Rosdakarya.
- Saiful Hadi. Pengaruh Kompetensi Pedagogik Dan Kompetensi Profesional Terhadap Kinerja Guru Bimbingan Dan Konseling Di Sdlb Kota Bandung, *Jurnal Ilmu Politik dan Komunikasi*. VIII (1), 1-9.
- Suryana. (2017). Permasalahan Mutu Pendidikan dalam Perspektif Pembangunan Pendidikan. *Jurnal Fakultas Ilmu Perguruan*. 1-11.
- Utomo, Nur Fadli dan Agung Budi Santoso. (2020). Analisis faktor-faktor yang Mempengaruhi minat siswa menengah pertama melanjutkan ke sekolah menengah kejuruan. *The Teacher of Civilization: Islamic Education Journal*. 1 (2). 1-16. <http://journal.iain-manado.ac.id/index.php/jpai/article/view/1179>.
- Yahya Jaya, Prayitno, Sisca Meidina Saputri. (2018). Kinerja Guru Bimbingan Dan Konseling Serta Pembinaannya, *Enlighten: Jurnal Bimbingan Konseling Islam*, 1 (1), 1-20.
- Zahara, Cut Ita. (2017). Hubungan Persepsi Peserta didik Terhadap Konselor dan Sarana Prasarana Bimbingan Konseling Dengan Minat Layanan Konseling Di SMP Negeri 2 Dewantara Kabupaten Aceh Utara. *Jurnal Magister Psikologi UMA*. 9 (1), 10-17.