

An analysis of guidance and counseling programs

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Abstract: This study aims to examine: 1) the planning and implementation of guidance and counseling programs and 2) the supporting and hindering factors of the implementation of guidance and counseling programs. This study employed a qualitative approach with a descriptive design. Data analysis consisted of data reduction, data presentation, and conclusion drawing. The results showed that: 1) the guidance and counseling programs were planned and implemented optimally and professionally at MTsN 1 Makassar. However, at MTsN 2 Makassar, although planned, a few programs were not implemented; 2) the guidance and counseling programs at MTsN 1 were evaluated effectively and systematically, whereas at MTsN 2 Makassar, the programs were evaluated responsively and directive; and 3) no hindering factors were identified at MTsN 1 Makassar, and various supporting factors influenced the implementation of its guidance and counseling programs. In contrast, at MTsN 2 Makassar, several hindering factors were identified, and supporting factors were limited.

Keywords: guidance and counseling programs; planning, implementation; evaluation.

Abstrak: Penelitian ini bertujuan 1) Perencanaan dan pelaksanaan program BK 2) Evaluasi program BK 3) Faktor pendukung dan penghambat pelaksanaan program BK. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif. Analisis data menggunakan reduksi data, penyajian data dan penarikan kesimpulan. Hasil & kesimpulan penelitian adalah 1) Perencanaan dan pelaksanaan program BK di MTsN 1 Kota Makassar dilakukan secara maksimal dan profesional, sedangkan perencanaan dan pelaksanaan program BK di MTsN 2 Kota Makassar masih ada beberapa program layanan yang tidak terlaksana meskipun tertuang dalam perencanaan 2) Evaluasi program BK di MTsN 1 Kota Makassar dilakukan dengan sangat baik dan sistematis, sedangkan evaluasi program BK di MTsN 2 Kota Makassar dilakukan secara responsif dan bersifat direktif 3) Faktor pendukung pelaksanaan program BK di MTsN 1 Kota Makassar beragam dan sangat mendukung serta tidak ada faktor penghambat, sedangkan faktor pendukung pelaksanaan program BK di MTsN 2 Kota Makassar masih terbatas dan memiliki beberapa faktor penghambat dalam pelaksanaan program BK.

Kata kunci: program bimbingan dan konseling; perencanaan; pelaksanaan; evaluasi.

INTRODUCTION

The field of management has advanced significantly in professionalism through the development of strong management training programs offered by both universities and private institutions (Fadil et al., 2023). Management is a process that involves planning, organizing, directing, and controlling the efforts of the members of an organization, as well as utilizing other resources to achieve the goals of the organization (Anna & Catharina, 2020).

Guidance and counseling is a part of a school organization that requires management to attain its predetermined goals (Mutia, 2021; Rohmah, 2019). The management of guidance and counseling is crucial in monitoring and ensuring the effectiveness of the guidance and counseling services in schools. Guidance and counseling management consists of several stages, beginning with planning activities, such as conducting a needs assessment, and concluding with an evaluation of the services provided by school counselors (Wicaksono, 2019; Zulkarnain, 2022). Guidance and counseling helps students overcome their problems and thrive in their social lives (Belis, 2021). Both education and guidance and counseling programs aim to prepare students for the world of work (Fikriyani & Herdi, 2021).

It is essential to provide structured guidance and counseling services to create transparent planning for the guidance and counseling management (Dharma, 2019). Guidance and counseling programs are services provided to students, such as classical, group, individual, and other supportive services (Rahmad et al., 2019). Such programs are designed based on an analysis of students' needs and the structure of the programs. A systematic approach is also employed, consisting of the background, vision and mission, description of needs, program components, service areas, and operational and development planning (Rofiqoh & Zumrotun, 2023).

In general, guidance and counseling management in schools has some weaknesses Yulmi et al., (2019): 1) Some coordinators and staff lack an educational background in guidance and counseling; 2) Only a few schools have conducted a needs assessment; 3) Classical services are offered to specific classes or are not provided at all; 4) Most classical

services are delivered intermittently, both in terms of material and time; and 5) Evaluation is based on impressions rather than data.

Observations and document analysis conducted at MTsN 2 Makassar on April 12, 2022, revealed that the school administration related to the guidance and counseling programs was complete. However, interviews conducted on April 13, 2022, indicated that despite the start of a new school year, the school counselors had not designed new programs tailored to the needs assessment.

At the stage of preparing the guidance and counseling program, not all students filled out the instruments used for the purposes of preparing the program. In addition, according to the guidance and counseling teacher at the school, the guidance and counseling program recognized by the school is generally only related to student discipline and exit permit services, as well as filling in the empty hours of subject teachers who are absent from class. The programs implemented at the school are limited to providing responsive services followed by student disciplining program. In addition, the guidance and counseling service at the school does not have specific hours, making it difficult for guidance and counseling teachers to provide services (such as basic services, individual interest and planning services, and system support).

Another factor is the mismatch in the educational background of the guidance and counseling teachers themselves, which has an impact on the creation of programs and the provision of services, where not all guidance and counseling teachers take part in the creation of guidance and counseling programs and not all guidance and counseling teachers can provide services well and appropriate with student needs. Budget factors are also the cause of the failure to implement the entire series of BK programs at the school.

The results of observations, interviews, and documentation conducted at MTsN 1 Makassar City on January 11, 2023 found that the implementation of the guidance and counseling program at the school was carried out quite well because all the guidance and counseling teachers participated, both during the preparation of the guidance and counseling program and its implementation. In addition, the budget for the guidance and counseling sector is also sufficient to implement all of its

programs in the school so that there are not many obstacles related to the preparation or implementation of the programs in the school.

The results of observations, interviews, and documentation at MTsN 2 Makassar and MTsN 1 Makassar showed quite significant differences. This dynamic is both a challenge and opportunity to run successful guidance and counseling programs. Although the program has been prepared based on student needs (need assessment) in the form of a questionnaire through Google form and then distributed to students or through a student needs assessment application, the reality is that there are still schools whose implementation of the guidance and counseling programs face difficulties and obstacles, such as the absence of special hours for guidance and counseling in class which limits the provision of its services, inadequate budget, inadequate facilities and infrastructure, and educational backgrounds of guidance and counseling teachers that are not in accordance with the science of Guidance and Counseling.

According to Prayitno in Saputri et al., (2019), guidance and counseling is assistance services provided to students, both individually and in groups. The goal is to make students achieve independence and optimal development in the aspect of personal, social, academic, and career guidance. This is accomplished through various services and supportive initiatives that adhere to applicable standards. According to Bowers & Hatch in (Kurniawan, 2019), guidance and counseling programs are not only comprehensive in scope, but also preventive in design and developmental in nature (Anggraini et al., 2021; Nasution, 2021). First, the comprehensive nature means that the guidance and counseling program must be able to encourage students' psychological development in all aspects of guidance (personal, social, learning, and career). Guidance services are intended for all students without any conditions. Second, being preventive in design means that the aim of developing the guidance and counseling program must be carried out with preventive efforts. Early prevention and anticipation efforts are the main focus in basic services (guidance curriculum). With a preventive approach, students are expected to be able to identify and determine appropriate actions and attitudes and support psychological

development in an ideal and positive direction (Dahlan et al., 2023).

Third, it is developmental in nature in that the program designed by the counselor aims to meet the needs of students according to their level of development. Guidance and counseling services in educational units is a professional service that includes program components, service areas, service structures and programs, as well as service activities and time allocation. The components of this program are: a) Basic services, 2) Individual interest and planning services, 3) Responsive services, and 4) System support.

The success or failure of a guidance and counseling programs is certainly affected by supporting and inhibiting factors. By analyzing and understanding these factors, the right solution can be obtained. From the two phenomena above, it is hoped that the guidance and counseling program at MTsN 1 Makassar can be a reference for MTsN 2 Makassar in the guidance and counseling programs, starting from program planning, program implementation, and program evaluation or follow-up for the next program.

METHOD

This study uses a qualitative method with a descriptive approach, where researchers collect data through observation in natural situations, unintentionally (Sugiyono, 2016). With this method, this study aims to describe the planning, implementation, and evaluation of the guidance and counseling programs at MTsN 1 Makassar and MTsN 2 Makassar, as well as to identify the supporting and inhibiting factors in implementing the programs at each school. The findings of this research are expected to serve as a foundation for follow-up actions in the planning and implementation of future guidance and counseling programs, both at MTsN 1 Makassar and MTsN 2 Makassar. The subjects of this study include the counselors or guidance and counseling teachers at MTsN 1 Makassar and MTsN 2 Makassar, along with other school personnel, which are the principal, homeroom teachers, and students.

The respondents are as follow:

No.	Respondent	MTsN 1 Makassar	MTsN 2 Makassar
1	School Counselor/Guidance and Counseling Teacher	4	4
2	Principal	1	1
3	Homeroom Teacher	2	2
4	Student	8	8
Total		15	15
Sum		30	

The object of this research encompasses all work programs conducted under the supervision and scientific consultation within the guidance and counseling program. The data collected pertains to the research object, such as guidance and counseling work programs obtained from program documents, reports, administrative records, and photographs that reflect the activities of the guidance and counseling work programs.

The description of the research focus in this study is divided into two aspects, which are: The guidance and counseling work programs refer to a set of systematic processes involving planning, implementation, and evaluation to ensure that guidance and counseling services are carried out in a targeted and measurable manner, aimed at enhancing students' independence. The evaluation of the guidance and counseling work programs involves activities to assess the implementation of the program, starting from planning, implementation, to evaluation. Its purpose is to examine challenges and identify both inhibiting and supporting factors in the execution of the guidance and counseling work programs.

The research was conducted at two locations, which are MTsN 1 Makassar, located on A.P. Pettarani Street, No. 1A, Mannuruki, Tamalate sub-district, Makassar Municipality, and MTsN 2 Kota Makassar, located on Perintis Kemerdekaan Street, Km.15, Daya, Biringkanaya sub-district, Makassar Municipality.

The data collection technique used in this research are: observation, interview, and documentation. The analysis used referred to framework proposed by Huberman (Haryono, 2023) which is data reduction, data display, and verification.

RESULTS AND DISCUSSION

An Overview of the Planning and Implementation of Guidance and Counseling Programs at MTsN 1 Makassar and MTsN 2 Makassar

According to Kurniawan (2019), the planning of the guidance and counseling programs is a crucial step in ensuring its effectiveness and alignment with students' needs. It involves identifying needs, setting objectives, selecting methods and strategies, developing materials, organizing the program, evaluating and monitoring, revising, and ensuring continuity. It was followed by an implementation phase, which includes preparation, program introduction, activity execution, process and outcome evaluation, as well as reporting and presentation of results (Reba et al., 2022).

a. MTsN 1 Makassar

The planning of the guidance and counseling program at MTsN 1 Makassar encompassed all components of the guidance and counseling program structure, including the rationale, vision and mission, description of needs, objectives, program components, service areas, operational plan, theme development, evaluation and reporting plan, follow-up actions, and budget. Services tailored to meet the students' needs were provided, including non-test services, involving a checklist of issues that were analyzed and followed up on. The guidance and counseling teacher implemented the guidance and counseling programs according to the established plan, even though there was not any designated time/schedule. However, the teacher utilized technology, such as WhatsApp groups for each class and Google Forms, to identify student needs and implement the entire programs. The planning of the guidance and counseling programs at MTsN 1 Makassar thus far had been carried out in accordance with the

plan, objectives, and targeted goals.

The implementation of the guidance and counseling program at MTsN 1 Makassar has a significant impact on the guidance and counseling teachers and their performance. There are five guidance and counseling teachers at MTsN 1 Makassar, all of whom hold a Master's degree in Guidance and Counseling (S-2). In general, the implementation of services provided by guidance and counseling teachers to students at MTsN 1 Makassar had total commitment in nature, maximizing their work methods by utilizing technological advancements. This was further supported by the competencies of the guidance and counseling teachers, enabling them to monitor and support students' conditions to help them adapt and succeed in the school's educational programs related to guidance and counseling at MTsN 1 Makassar. Overall, all services offered had been successfully implemented in accordance with the established procedures, and the execution were also reported.

b. MTsN 2 Makassar

The planning of the BK program at MTsN 2 Makassar demonstrated that the program structure includes a foundation, vision, mission, and objectives that, according to the guidance and counseling teachers, aligned with the vision and mission of the school. The services provided to students included non-test services, a checklist of issues, that were analyzed, but not all activities were followed up due to the lack of available time/schedules. Additionally, the performance of the guidance and counseling teachers in implementing the program is currently evaluated based only on documentation, rather than the actual activities carried out. Since there was a gap in planning, the existing implementation and scheduling within the annual and semester programs at that time did not align with the program plans that were developed by the guidance and counseling teachers at MTsN 2 Makassar. The planning of the guidance and counseling program at MTsN 2 Makassar currently has clear objectives, but the targeted outcomes are less precise and comprehensive due to the lack of available time/schedule. This has led to confusion among the guidance and counseling teachers in implementing the entire guidance and counseling program, which was developed based on the needs of the students and the madrasah. Although the teachers utilize Google Forms to

identify student needs, the follow-up on the results of this identification has not been fully realized.

The implementation of the guidance and counseling program at MTsN 2 Makassar also had a significant impact on the guidance and counseling teachers, especially on their performance, and the timing of the implementation. There were four guidance and counseling teachers at MTsN 2 Makassar with diverse educational backgrounds: one holds a Master's degree in Guidance and Counseling (S-2), two have Bachelor's degrees in Psychology (S-1), and one holds a Bachelor's degree in Educational Technology (S-1). In general, the services provided by the guidance and counseling teachers to students at MTsN 2 Makassar were temporary and tend to be reactive, often waiting for issues to arise rather than proactively addressing them. However, the guidance and counseling teachers consistently monitored students' conditions to help them adapt and resolve their issues, as well as to ensure the success of the school's educational programs related to guidance and counseling at MTsN 2 Makassar. Overall, not all of the offered services have been fully implemented, although those that have been carried out are in accordance with the established procedures and are accompanied by implementation reports.

An Overview of the Planning and Implementation of Guidance and Counseling Programs at MTsN 1 Makassar and MTsN 2 Makassar

According to Asror (2020) the evaluation of the guidance and counseling programs was conducted to assess the effectiveness of the program in achieving the established objectives. This included the evaluation's purpose, types of evaluation, evaluation methods, evaluation steps, and follow-up actions.

a. MTsN 1 Makassar

The evaluation of the BK program at MTsN 1 Makassar revealed that there were documented procedures for evaluation and criteria for the program's success. Additionally, the program's implementation and evaluation reports were clearly recorded in the documents and administrative records. The evaluation report was generally provided in writing and also communicated orally to the relevant parties, including the principal, homeroom teachers,

parents, and the students who were directly involved in the issues. The guidance and counseling teachers at MTsN 1 Makassar conducted evaluations based on documented facts and data. The evaluation conducted by the guidance and counseling teachers at MTsN 1 Makassar was considered to be carried out effectively and to the fullest extent. The evaluation of the guidance and counseling programs at MTsN 1 Makassar was based on all aspects of the planned and implemented program, which were then reported both in writing and orally to the head of the madrasah.

b. MTsN 2 Makassar

The evaluation of the BK program at MTsN 2 Makassar revealed that there were documented procedures for evaluation and criteria for the program's success. Additionally, the program's implementation and evaluation reports were clearly recorded in the documents and administrative records. The evaluation report was generally provided in writing and also communicated orally to the relevant parties, including the principal, homeroom teachers, and the students who had the issues. The guidance and counseling teachers at MTsN 2 Makassar conducted evaluations based on documented facts and data. The evaluation conducted by the guidance and counseling teachers at MTsN 2 Makassar was considered to have not been carried out effectively and still far from what was expected. The evaluation conducted by the guidance and counseling teachers at MTsN 2 Makassar was also considered to be carried out by the supervisor or supervision team that visited the madrasah. The evaluation of the guidance and counseling program at MTsN 2 Makassar was based on all aspects of the planned and implemented program, which were then communicated in a written report to the principal.

Supporting and Inhibiting Factors of the Implementation of Guidance and Counseling Programs at MTsN 1 Makassar and MTsN 2 Makassar

Khairun and Nurmala (2020) stated that generally supporting factors for the implementation of the guidance and counseling programs include leadership support, resources availability, and professional development, while the inhibiting factors include limited resources, instability in leadership, uncertainty regarding roles and responsibilities, and time

constraints.

a. MTsN 1 Makassar

The supporting factors in the implementation of the guidance and counseling programs at MTsN 1 Makassar included homogeneity and similar characteristics of the students, availability of facilities and infrastructure, professional expertise of the guidance and counseling teachers, availability of funding, and moral support from the leadership. The inhibiting factors in the implementation of the BK service program at MTsN 1 Makassar, according to the guidance and counseling teachers, were not seen as significantly impactful, as all challenges could be overcome, even though there were some difficulties.

b. MTsN 2 Makassar

The supporting factors in the implementation of the guidance and counseling programs at MTsN 2 Makassar include the diversity and similar characteristics of the students, as well as the moral support from the leadership. The inhibiting factors in the guidance and counseling program at MTsN 2 Makassar included time constraints, inadequate facilities and infrastructure, lack of professional expertise of the guidance and counseling teachers, large number of students requiring counseling, and lack of funding.

CONCLUSION AND SUGGESTIONS

Based on the findings and analysis of the study, it can be concluded that the planning and implementation of the guidance and counseling program at MTsN 1 Makassar have been carried out effectively, maximally, and professionally. All guidance and counseling service programs are conducted by utilizing technological advancements, such as Google Forms, WhatsApp groups, student needs identification application, and platforms for guidance and counseling teachers. On the other hand, the planning and implementation of the BK program at MTsN 2 Makassar are quite good, but some service programs have not been implemented despite being outlined in the plan. This is due to several factors that have influenced their execution.

The evaluation of the guidance and counseling programs at MTsN 1 Makassar is conducted with comprehensive planning and has been carried out according to the established plan. It is executed very well and systematically,

with written reports for each activity conducted by the guidance and counseling teachers. On the other hand, the evaluation of the BK program at MTsN 2 Makassar is more responsive and directive in nature, where there appears to be less planning, and the implementation does not align as closely with the initial plan. The guidance and counseling teachers at MTsN 2 Makassar consider the inspection and assessment conducted by the supervisor/supervision team, who review the existing documents related to the teachers' performance and the BK program, as the evaluation process.

The supporting factors for the implementation of the BK program at MTsN 1 Makassar include the homogeneity and similar characteristics of the students, supportive facilities and infrastructure, professional expertise in guidance and counseling held by the teachers, available funding, and moral support from the leadership (Principal). There are no inhibiting factors in the implementation of the BK program at MTsN 1 Makassar, as all challenges are overcome, despite some difficulties might arise. Some of those supporting factors also exist in the implementation of the guidance and counseling program at MTsN 2 Makassar which are the homogeneity and similar characteristics of the students as well as moral support from the leadership (Principal). Inhibiting factors for the implementation of the BK program at MTsN 2 Makassar include unavailability of time/schedules, inadequate facilities and infrastructure, limited professional expertise in guidance and counseling among the teachers, imbalance between the number of students requiring counseling and the number of guidance and counseling teachers, and the lack of available funding.

Based on the research findings, there is a recommendation for the school in which there is a need for improvement in the implementation of the guidance and counseling program. This can be done through refining the planning, implementation, and evaluation of guidance and counseling services.

Guidance and counseling teachers need to continuously develop their competencies and skills in the field of guidance and counseling. Regular training and professional development can help guidance and counseling teachers to provide more effective and relevant services.

It is important to improve the collaboration between guidance and counseling teachers, students, parents, and other school staffs. Good collaboration can strengthen the effectiveness of the guidance and counseling services and enhance the understanding and support from all relevant parties.

There is a need to enhance the use of information and communication technology as a means to improve the accessibility and quality of guidance and counseling services. The use of online platforms, applications, Google Forms, or digital communication tools can help expand the reach of services and provide more effective support to students.

Regular evaluations of the implemented guidance and counseling programs need to be conducted. Such evaluations can provide valuable insights for improvements and further development in order to enhance the effectiveness of the services.

It is recommended for future researches to further deepen the analysis of the guidance and counseling programs in schools to serve as a reference for conducting evaluations, aiming to refine the planning and implementation of such programs in schools.

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