



Dynamics Implementation Comprehensive Guidance and Counseling Program : Challenges and Opportunities in Indonesia

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Abstract

Education in Indonesia faces complex challenges in providing effective and inclusive guidance and counseling (GC) services. This research aims to analyze the dynamics of implementing a comprehensive GC program in Indonesia, identify the challenges faced, and explore opportunities that can be leveraged to enhance the effectiveness of GC services. The method used includes a literature study. The research findings indicate that there is a significant gap between national GC policies and field practices. Factors such as lack of resources, inadequate training for counselors, and low awareness of the importance of GC are major obstacles. However, the research also found untapped opportunities, such as the use of information technology, collaboration with educational stakeholders, and the development of an adaptive GC curriculum. The implementation of a comprehensive GC program in Indonesia requires a holistic and collaborative approach. The government, educational institutions, and the community must work together to create a supportive environment for the development of quality GC. This study recommends the integration of technology in GC services, the enhancement of counselor competencies through continuous training, and the development of responsive policies to student needs.

Keywords : Guidance And Counseling , Education In Indonesia, Comprehensive Gc Program

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Introduction

The rapid development of the modern era, characterized by technological advancement, globalization, and increasingly complex social dynamics, has brought significant challenges to the younger generation. Students today are not only confronted with academic demands but also with psychological pressures, social relationship issues, identity exploration, career uncertainty, and exposure to digital influences. These multifaceted challenges require an educational system that does not merely emphasize cognitive achievement but also supports students' personal, social, emotional, and career development in a holistic manner. In this context, guidance and counseling (G&C) services play a strategic role as an integral component of the educational system (Sitinjak & Canu, 2023; Sihite, 2023).

A Comprehensive Guidance and Counseling Program (CGCP) is designed to provide structured, systematic, and sustainable services that support students' development across personal, social, academic, and career domains. Unlike traditional reactive counseling models that focus primarily on addressing problems after they arise, comprehensive programs adopt a preventive and developmental approach integrated within the school system (Dollarhide & Saginak, 2017). This model positions school counselors not only as problem-solvers but also as leaders, advocates, and collaborators who actively contribute to the overall educational mission of the school (Amatea & West-Olatunji, 2007).

Empirical evidence consistently demonstrates the positive impact of comprehensive school counseling programs on student outcomes. Sink and Stroh (2003) found that the implementation of comprehensive guidance programs significantly improved early elementary

students' academic achievement. Similarly, Carey and Dimmitt (2012), in their summary of six statewide studies, reported a strong association between structured school counseling programs and improvements in academic performance, attendance, and student behavior. These findings highlight that comprehensive counseling programs are not peripheral services but central contributors to educational quality and student success.

In Indonesia, the implementation of guidance and counseling services has been formally regulated through national policies. Permendikbud No. 111 of 2014 establishes that guidance and counseling services are an integral part of the educational curriculum (Riskiyah, 2015). Furthermore, the Ministry of Education's 2016 operational guidelines emphasize a comprehensive and student-centered approach to counseling services (Musslifah, 2021; Rachmawati, 2021). These regulations demonstrate the government's commitment to strengthening the role of G&C within schools. Implementation efforts across different educational levels, including madrasahs and general schools, reflect attempts to integrate counseling services into the broader instructional framework (Noratiah & Rahmah, 2020; Hidayat et al., 2023).

Despite the existence of supportive policies, the implementation of comprehensive G&C programs in Indonesia faces considerable challenges. One of the primary obstacles is the limited availability of qualified human resources. Not all school counselors possess adequate educational backgrounds in guidance and counseling, which affects the quality and effectiveness of services delivered. Hestingtyan et al. (2022) emphasize the importance of supervision in improving school counselor performance, suggesting that without systematic monitoring and professional development, counseling services may become administrative routines rather than impactful interventions.

Another significant challenge lies in the gap between conceptual frameworks and practical implementation. Discrepancy analyses conducted by Sulastrini et al. (2024) revealed inconsistencies between planned counseling programs and their actual execution in madrasah settings. Furthermore, Mahaly et al. (2025) identified misconceptions among students regarding the role of school counseling, with many perceiving it as a service exclusively for students experiencing severe problems. Such perceptions indicate that the preventive and developmental functions of comprehensive counseling programs have not been fully internalized within school communities.

These implementation challenges are not unique to Indonesia. Adane et al. (2025), in their study of secondary schools in Ethiopia, reported similar barriers, including shortages of qualified personnel, limited institutional support, and insufficient facilities. This suggests that challenges in implementing comprehensive guidance and counseling programs are global in nature, particularly in developing countries striving to enhance educational quality. Comparative insights from international contexts can therefore inform improvements in Indonesia's counseling practices.

While challenges persist, significant opportunities also exist for strengthening comprehensive G&C programs in Indonesia. Awareness of mental health and student well-being has increased substantially in recent years. Research by Seprianto et al. (2024) demonstrates that effective counseling services contribute positively to students' psychological well-being. This aligns with broader educational paradigms that emphasize well-being as a foundation for academic success and lifelong learning. Within this framework, school counseling becomes a key mechanism for fostering safe, supportive, and inclusive learning environments.

Technological advancements further expand opportunities for innovation in counseling services. Online counseling has emerged as a viable alternative to traditional face-to-face sessions, offering flexibility and broader access. Glasheen et al. (2013) found that school

counselors perceive both opportunities and challenges in delivering counseling services online. Moreover, Fitriana et al. (2024) discuss the role of artificial intelligence in enhancing effective communication within contemporary counseling practices. The integration of digital tools and AI technologies has the potential to improve accessibility, responsiveness, and personalization of services, particularly for students in remote or underserved areas.

The implementation of comprehensive G&C programs must also align with the principles of Indonesia's Merdeka Curriculum, which emphasizes student-centered learning and differentiated instruction. The curriculum encourages the development of students' unique potentials and competencies. Within this paradigm, guidance and counseling services function as a support system ensuring that students receive assistance tailored to their developmental needs (Aji et al., 2026). Furthermore, the successful implementation of counseling programs requires collaboration among school personnel, as highlighted by Anissa et al. (2024), who stress the importance of collective responsibility in supporting counseling initiatives.

Beyond addressing problems, comprehensive G&C programs contribute to the development of essential competencies. Putri and Suastini (2021) demonstrate that group counseling using a solution-focused brief counseling model effectively enhances students' career self-efficacy. Similarly, Pranowo and Santoso (2021) show that counseling services can reduce academic dishonesty behaviors, illustrating the program's role in character building and ethical development. These findings underscore that counseling services are instrumental not only in remediation but also in prevention and character formation.

At the elementary level, the importance of early intervention has gained recognition. Risma Dina and Farozin (2023) highlight the need to develop guidance and counseling services in primary schools to lay a strong foundation for students' character and socio-emotional growth. Implementing comprehensive programs consistently from elementary through secondary education enables continuous monitoring and support of students' developmental trajectories.

Nevertheless, the effectiveness of comprehensive G&C programs is highly dependent on stakeholder commitment. Government authorities must ensure consistent policy support and adequate resource allocation (Riskiyah, 2015). Schools are responsible for providing conducive environments and facilities, while counselors must engage in ongoing professional development and supervision to maintain service quality (Hestiningtyan et al., 2022). Active student participation and parental involvement further enhance program success, reflecting the collaborative nature of comprehensive counseling frameworks.

In the global context, the transformation of guidance and counseling programs in Indonesia holds potential to contribute significantly to overall educational quality improvement. Okti et al. (2025) emphasize that adaptive transformation of counseling programs is crucial for enhancing educational systems. Given Indonesia's large youth population and diverse sociocultural landscape, the country possesses a unique opportunity to develop contextually relevant and sustainable comprehensive counseling models that may serve as references for other nations.

Furthermore, the principles of counseling service implementation must remain grounded in ethical standards, student-centered practices, and evidence-based approaches (Shifa et al., 2025). Continuous evaluation and effectiveness assessment are essential to ensure that counseling services genuinely improve students' competency standards (Sihite, 2023). Without systematic evaluation, even well-designed programs may fail to produce meaningful outcomes.

Therefore, understanding the dynamics of implementing comprehensive guidance and counseling programs in Indonesia requires a balanced analysis of both challenges and opportunities. On the one hand, limitations in professional competence, misconceptions about

counseling roles, and discrepancies between policy and practice must be addressed strategically. On the other hand, increasing awareness of mental health, supportive educational reforms, technological innovation, and international insights provide fertile ground for program enhancement.

Ultimately, the success of comprehensive guidance and counseling programs in Indonesia depends on strong synergy among government agencies, educational institutions, school counselors, teachers, students, parents, and the broader community. Through collaborative efforts and continuous improvement, comprehensive G&C programs can function not merely as supplementary services but as foundational pillars in shaping resilient, independent, and future-ready Indonesian youth.

In conclusion, the implementation dynamics of comprehensive guidance and counseling programs in Indonesia are marked by both significant challenges and promising opportunities. Addressing human resource constraints, improving professional supervision, correcting misconceptions, and strengthening integration within the Merdeka Curriculum are crucial steps toward program optimization. Simultaneously, leveraging technological advancements and fostering stakeholder collaboration can maximize program impact. With sustained commitment and strategic action, comprehensive guidance and counseling programs can become a powerful foundation for nurturing the character, competence, and holistic development of Indonesia's younger generation in an increasingly complex global era.

Method

This study employed a qualitative research approach to gain an in-depth understanding of the dynamics involved in the implementation of the Comprehensive Guidance and Counseling (G&C) Program in Indonesia. A qualitative design was selected because it enables researchers to explore complex social phenomena through the perspectives and lived experiences of stakeholders directly involved in the program. Qualitative inquiry is particularly appropriate for examining implementation processes, identifying contextual challenges, and uncovering nuanced opportunities that may not be captured through quantitative measurement.

The implementation of comprehensive school counseling programs involves multiple actors, institutional structures, and sociocultural influences. Previous studies have shown that discrepancies often exist between policy frameworks and practical implementation (Sulastrini et al., 2024), and that misconceptions about counseling roles may influence program effectiveness (Mahaly et al., 2025). Therefore, an exploratory qualitative approach allows for a deeper investigation into how policies such as Permendikbud No. 111 of 2014 are translated into actual school practices (Riskiyah, 2015; Musslifah, 2021). Furthermore, qualitative methods facilitate the identification of contextual barriers similar to those reported in international studies on counseling program implementation (Adane et al., 2025).

By focusing on participants' experiences, perceptions, and interpretations, this study sought to capture the complexity of implementing a Comprehensive G&C Program within the Indonesian educational context, including its alignment with curriculum reforms and school-based initiatives (Hidayat et al., 2023; Okti et al., 2025).

Results

The results of this study indicate that there are several things that can be linked to the dynamics of the implications of the comprehensive guidance and counseling program. Development of the Comprehensive Guidance and Counseling Program . This program developed For increase standard competence student with holistic , systematic , balanced , proactive , integrated approach in curriculum school-based , and reflective¹. Furthermore, the characteristics of a Comprehensive Guidance and Counseling Program are successfully

implemented if it has six main characteristics: holistic, systematic, balanced, proactive, integrated into the school curriculum, and reflective. Student Competency Standards in Indonesia refer to the Student Independence Competency Standards (SKKPD), which are divided into 10 developmental aspects.

**STANDARD COMPETENCE INDEPENDENCE (SKK)
PARTICIPANT EDUCATED IN ELEMENTARY SCHOOL**

No	Development Aspects	Level/Internalization Objective		
		Introduction	Accommodation	Action
1	Foundation religious life	Get to know the forms and procedures worship a day-day	Interested in activities daily worship	Do forms of daily worship
2	Basis of behavior ethical	Know benchmarks of good and bad or right and wrong in behave	Value rules Which applies in life daily	Follow the rules that applicable in everyday life day
3	Emotional maturity	Knowing your own feelings And person other	Understand feeling self yourself and others	Expressing feelings naturally
4	Intellectual maturity	Know concepts basic science knowledge and learning behavior	Enjoying variety learning behavior activities	Get involved in various activity learning behavior
5	Awareness of responsibility social responsibility	Know right and obligations self and other people in the daily life environment Day	Understand right and the obligations of oneself and others in the daily life environment day	Interact with other people in a friendly atmosphere
6	Gender awareness	Knowing yourself as male or Woman	Accept or appreciate self as male or Woman	Behave according to role as man or women
7	Development	Know condition	Accept condition	Showing
	self	oneself in one's immediate environment	self as part of the environment	behavior in accordance with existence of self in

				the environment
8	Entrepreneurial behavior (economic behavioral independence)	Know behavior thrifty, persistent, serious and competitive in daily life in his immediate environment	Understand behavior thrifty, persistent, serious and competitive in daily life in his immediate environment	Displays frugal, persistent and sincere behavior competitive in daily life in their environment
9	Insight and readiness career	Know variety of jobs and activities of people in life	Value Variety work and activities as interdependent things	Express Variety work and people's activities in the living environment
10	Maturity of relationship with friends of the same age	Know norms in interacting with peers	Value norm-upheld norms high in establishing friendships with peers	Making friends with peers on the basis of shared norms

Discussion

Guidance and Counseling is structured, rational, logical and sustainable. Which done by Teacher guidance And counseling or counselor For facilitate growth participant educate or counselee going to independence (Prayitno & Amti, 2009). Guidance and counseling is part important from system education in every institution education, with objective For help participant educate or counselee reach optimal and holistic development. Quality and effective education. involving integration three component main in system education, namely management and leadership; learning process effective; and giving guidance And counseling Which promote independence. Third component This play a role important and mutual complete in reach objective education national (Ministry of Education and Culture, 2016)

Minister of Education and Culture Regulation Number 111 Year 2014 is guide implementation service Professional guidance and counseling in schools comprehensive elementary and secondary education. All things that are stated in Minister of Education and Culture the as it should be can run all in all so that objective Guidance and Counseling which is also a objective National education can achieved with Good. Implementation Minister of Education and Culture Regulation Number 111 Year 2014 is step important in ensure that service guidance And counseling in Indonesia is carried out with high and appropriate standards with need students. The following is a number of things that can made into reference for guidance and counseling teachers counselor in carry out guidance and counseling comprehensive according to Minister of Education and Culture Regulation 111 of 2014 (Minister of Education and Culture Regulation Number 111 of 2014, 2014), among others:

1. Program Components

a Service Base

Service base interpreted as a process of giving help to all over counselee through activity preparation experience structured in a way classical or designed and implemented groups in a way systematic in frame develop ability adjustment effective self in accordance with stages and tasks development (which is poured out as standard competence independence /SKKPD). Services base aiming help all counsees to obtain normal development , having a healthy mentality , and obtaining skills live , or in other words help counsees so that they can reach tasks its development optimally . In Details objective service This can formulated as effort For help counsees to: (1) have awareness (understanding) of self and environment (education , work , social) culture and religion); (2) able develop skills For identify not quite enough answer or a set behavior proper conduct for adjustment self with the environment ; (3) able fulfil need himself And capable overcome the problem alone ,;and (4) capable develop himself in frame reach objective his life .

b Service Interest And Planning Individual

Service interest is a curricular program provided For accommodate choice interest , talent and/ or ability participant educate / counselee with orientation centralization , expansion , and/ or deepening eye lesson and/ or load vocational . Interest participant educate in Minister of Education and Culture Regulation Number 111 year 2014 contain meaning : (1) a learning based interest participant educate in accordance chance existing learning in unit education ; (2) a process of selecting and determining interest learning offered by the unit education ; (3) is a process of taking choices and decisions by participants educate about interest Study which is based on on understanding potential self and the choices available in the unit education as well as prospects his interest ; (4) is a continuous process For facilitate participant educate reach success process And results Study as well as development optimal in frame reach objective education national ; And (5) service interest participant educate is a cultivated area profession guidance and counseling , which is included in the service individual planning .

Focus development service interest participant educate directed at activity includes ; (1) giving information program interest ; (2) to do mapping and determination interest participant educate (data collection , data analysis , interpretation) results data analysis and determination interest participant educate); (3) service cross interest ; (4) service deepening interest ; (5) service move interest ; (6) mentoring done through guidance classical , group guidance , individual counseling , counseling groups , and consultation , (7) development and distribution ; (8) evaluation And act carry on . Counselor or Teacher guidance and counseling play a role important in service interest participant educate in implementation Minister of Education and Culture Regulation Number 111 Year 2014 with method realize 8 (eight) activities the .

c Service Responsive

Service responsive is giving help to participant students / counsees who are facing problems and need help with immediately , so that participants educate / counselee No experience obstacle in the process of achieving tasks development . Service strategy responsive among them counseling individual, counseling groups , consultations , collaborations , visits home , and transfer hand case (*referral*). Service responsive aiming For help participant students / counsees who are currently experience problem certain concerning development personal , social , Study , And career . Help Which given nature quick , Because worrying can hinder development himself and continues to higher level serious . Counselor or Guidance and Counseling Teachers should help participant educate / counselee For understand essence and space scope problem , explore and determine alternative breakdown the best problem through a unique interaction process . The results of service this , participants educate / counselee

expected can experience change thought, feelings, will, or related behavior with development personal, social, learning, and career. Focus service responsive is giving help to participant students / counsees who are real experience annoying problem development yourself and in potential face problem certain. However he No realize that himself own problem. The problem that faced can concerning realm personal, social, Study, or career. If not get service quick from Counselor or Guidance and Counseling Teacher then can cause participant educate / counselee experience suffering, failure, even experience more disturbances Serious or more complex. Problem participant educate / counselee can related with various things that are felt bother comfort life or hinder development self counselee, because No fulfilled his needs, or fail in reach tasks development. For understand needs and problems participant educate / counselee can obtained through assessment needs and analysis development participant educate / counselee, with use various instruments, for example questionnaire counselee, guidelines interview, guidelines observation, questionnaire sociometry, attendance list participant educate / counselee, leger, inventory tasks development (ITP), psychological tests and tools reveal problem (AUM).

d Support System

Support system is component services and activities management, order Work, infrastructure (for example Technology Information and Communication), And development ability professional counselor or guidance and counseling teacher in a way sustainable, which is No direct give help to participant educate / counselee or facilitate smoothness development participant educate / counselee and support effectiveness And efficiency implementation service guidance and counseling. Components of the support program system aiming give support to counselor or guidance and counseling teacher in to smoothen organization components service previously and supported effectiveness and efficiency implementation service guidance and counseling. While for personnel educator other is For to smoothen implementation of educational programs in units education. Support system covering activity development networking, activities management, development professionalism in a way sustainable. Development Network concerning activity counselor or guidance and counseling teachers which include (1) consultation; (2) to organize program cooperation; (3) participate in plan And carry out activity unit education; (4) do research and development.

2. Field Service

Guidance and counseling in units education covers four field services, namely field services that facilitate development personal, social, learning, and career. In essence development the is One unity intact that is not can separated in every self individual participant educate / counselee. There are four field service guidance and counseling, including:

1. Personal Guidance and Counseling

A process of giving help from counselor or guidance and counseling teacher to participant educate / counselee For understand, receive, direct, take decisions, and realizing them his decision in a way responsible answer about development aspect personal, so that can reach development his personal optimally and achieve happiness, prosperity and safety in his life. Guidance and counseling personal intended For help participant educate / counselee to be able to: (a) understand potential self and understanding advantages and disadvantages, both condition physique and also psychic; (b) develop potential For reach success in his life; (c) accept weakness condition yourself and overcome it in a way good; (d) achieve harmony development between (e) to achieve maturity / adulthood creative-intention in a way appropriate in his life in accordance values sublime; and (f) actualize himself in accordance with potential self optimally based on values sublime culture and religion.

2. Guidance and Counseling

A process of giving help from counselor to participant educate / counselee For understand its environment and can do interaction social in a way positive , skilled interact social , capable overcome problems social experiences , able to adapt self and have harmony connection with environment social so that reach happiness and meaning in his life . Guidance and counseling social aiming For help participant educate / counselees to be able to : (a) empathize to other people's conditions ; (b) understanding diversity background social culture , (c) respect and respect for other people; (d) adapt with applicable values and norms ; (e) interact effective social ; (f) cooperation with other people in a responsible answer ; and (g) overcome conflict with other people based on mutually reinforcing principles profitable .

3. Guidance and Counseling for Learning

The process of giving help counselor or guidance and counseling teacher to participant educate / counselee in recognize potential self For learn , have attitudes and skills learn , skilled plan education , have readiness face exam , have habit Study regular and achieve results Study optimally so that can reach success , prosperity and happiness in his life . Guidance and counseling Study aiming help participant educate to : (a) realize potential self in aspect learn and understand various obstacle learn ; (b) have attitudes and habits positive learning ; (c) having high motives For Study throughout life ; (d) have skills effective learning ; (e) have skills planning and determination education furthermore ; and (f) have readiness face exam .

4. Career Fields

The process of giving help counselor or guidance and counseling teacher to participant educate / counselee For experience growth , development , exploration , aspiration and decision making decision career throughout range his life in a way rational and realistic based on information potential yourself and the opportunities available in the environment his life so that reach success in his life . Guidance and counseling career aiming facilitate development , exploration , aspirations and decision making decision career throughout range life participant educate / counselee . With Thus , participants educate will : (a) have understanding self (abilities , interests and personality) related with job ; (b) have knowledge about the world of work and information supportive career maturity competence career ; (c) have attitude positive to the world of work ; (d) understand relevance ability control lesson with condition skill or skills field the work that becomes ideals his future career ; (e) has ability For to form identity career , with method recognize characteristic features job , requirements required capabilities , environment sociopsychological jobs , prospects work and welfare work ; have ability planning for the future , namely to design life in a way rational For get appropriate roles with interests , abilities , and conditions life social economy ; forming patterns career ; get to know skills , abilities and interests ; have ability or maturity For take decision career .

b. Service Program Structure

1. Service Program Systematics

- a Rational . Necessary formulated base thinking about urgency guidance and counseling in overall unit program education . Formulation draft base connection between guidance and counseling with learning / implementation curriculum , impact development science and technology and context social culture life society (including participant education) , and other things that are considered relevant .
- b Vision and Mission. Presentation vision and mission guidance and counseling must in accordance with vision and mission school /madrasah, because That serve vision and mission school /madrasah then formulate vision and mission of the service program guidance and counseling .
- c Description . Needs Formulation based on on results assessment participant needs assessment students / conselees and their environment to in formulation expected

- behaviors mastered participant educate / counselee .
- d Objectives. Formulation the goal to be achieved achieved arranged in form behavior that must be mastered participant educate / counselee after get service guidance and counseling .
 - e Components . Components of the guidance and counseling program in the unit education includes : (1) Basic Services ; (2) Services Interest participant Education and Individual Planning ; (3) Services Responsive ; and (4) Support system .
 - f Field service . Field service guidance and counseling covering personal , social , learning and career . Service materials guidance classical served in a way proportional in accordance with results assessment needs of 4 (four) fields service
 - g Plan Operational (*Action Plan*). Plan activities (*action plans*) are required For ensure guidance and counseling programs can implemented in a way effective and efficient . Plan activity is description details from the program that describes structure program content , good activity For facilitate participant educate / counselee reach independence in his life .
 - h Theme/ Topic Development . Theme/ topic This is details carry on from identification description need participant educate in aspect development personal , social , learning and career development Plan Implementation Service Guidance and Counseling (RPLBK). RPLBK was developed in accordance with themes / topics and systematic arrangements in guide organization service guidance and counseling in units education .

3. Service Activities and Time Allocation

Service guidance and counseling in units education organized by manpower educator professional that is Counselor or Guidance and Counseling Teachers are held in class (guidance) classical) And in outside class . Activity guidance And counseling in in class and in outside class is One unity in service professional field guidance and counseling . Services designed and implemented with notice balance and continuity of programs between classes and levels class , as well as synchronize with activity learning eye lessons and activities extracurricular . Services Guidance and Counseling is held in a way programmed based on assessment needs assessment Which considered important (scale priority) implemented in a way routine and continuous (*scaffolding*). All participant educate must get service guidance and counseling in a way planned , organized and systematic as well as in accordance with need . For That , Counselor or Teacher Guidance and Counseling are allocated entry hours class for 2 (two) hours of learning per week every class in a way routine scheduled . Service guidance and counseling in class No is eye lesson field study , but scheduled in a way routine in class intended For do assessment need service for participant educate / counselee and provide services that are of a nature prevention , repair and healing , maintenance , and or development .Service BK in Class

- 1) Service guidance And counseling in in class (guidance classical) is services performed in settings class , given to all participant educate , in form look at advance scheduled and routine every class / per week .
- 2) Volume of activity look at advance in a way classical (guidance) classical) is 2 (two) hours per class (group) study) per week and implemented in a way scheduled in class .
- 3) Service materials guidance classical covering four field service Guidance and Counseling is provided in a way proportional in accordance need participant education / counselee which includes aspect development personal , social , learning and career within the framework achievement optimal development of participants education and

goals education national .

- 4) Service materials guidance classical arranged in form implementation plan service guidance classical (RPLBK).
- 5) Guidance classical given in a way systematic and scheduled in class and carried out by the counselor that is educator minimally qualified professionals academic Bachelor of Education (S1) in field Guidance And Counseling And passed professional education Teacher guidance and counseling / counselor , or guidance and counseling teacher who has a minimum qualification of Bachelor of Education (S-1) in field guidance and counseling and certified educator .

a) Service BK in Outside Class

Activity service outside guidance and counseling class , including individual counseling , counseling group , guidance group , guidance class big or cross classes , consultations , conferences case , visit House (*home visit*), advocacy , transfer hand case , management of information media including websites and / or leaflets and/ or board guidance and counseling , management box problems , and other activities support quality service guidance And counseling Which covering program- based management competence , research and development , development professionalism sustainable (PKB), as well as activity relevant additions with profession guidance and counseling or task education or other Which related with task profession guidance and counseling Which based on on task from leadership unit education or government . Explanation about a number of activity profession guidance and counseling outside class can described , as following :

- 1) Individual counseling is activity therapeutic procedures performed in a way individual For help participant educate / counselee which is being experience problem or concern certain nature personal . In its implementation , participants educate / counselee assisted by Counselor or Guidance and Counseling Teacher for identify problems, causes of problems , find solutions alternative breakdown problems , and taking decision best For realize his decision with full not quite enough answer in his life .
- 2) Group counseling is activity therapeutic treatment is carried out in situation group for help finish problem individual who is secret . In its implementation , participants educate / counselee assisted by Counselor or Guidance and Counseling Teacher and members group For identify problem , cause problem , find alternative breakdown problems , and decision making decision best And realize his decision with full not quite enough answer .
- 3) Guidance group , is giving help to participant educate / counselee through groups small consists of on two until ten person For Meaning prevention problem , maintenance values or development skills life needed . Guidance group must designed previously and must in accordance with need real member group . Topic discussion can set based on agreement Member group or formulated previously by Counselor or Guidance and Counseling Teacher based on understanding on certain data . The topic nature common problem and no confidential . like : ways effective learning , tips face exam , socializing social , friendship , handling conflict , managing stress.
- 4) Guidance class big or cross class . Guidance cross class is activities that are of a nature prevention , development that aims give experience , insight , and understanding that becomes need participant educate , Good in field personal , social , learning , and career . One of the example activity guidance cross class is

career day .

- 5) Consultation is activity share understanding and concern between counselor or guidance and counseling teacher with the subject teacher lesson , person old , leadership unit education , or party other which is relevant in effort build similarity perception and acquisition support Which expected in to smoothen implementation service program guidance and counseling .

2. Mechanism Management Service

In a way sequential , mechanism management guidance and counseling arranged and includes stages analysis needs , planning , implementation , evaluation , reporting , and action carry on program development .

a. Analysis Need

Guidance and counseling program designed based on needs data participant students , schools , and parents . Data needs collected and reviewed For to renew guidance and counseling program goals and plans . Guidance and counseling planned , implemented and evaluated as well as followed up based priority data needs that are facilitated fulfillment in fields and components guidance and counseling .

Need participant educate , unit education , and parents identified with various non-test and test instruments or with collection facts , reports self , observation , and tests , which are conducted by the counselor or guidance and counseling teacher Alone or other parties who are more authorized . Identification results analyzed and interpreted For determine scale priority service guidance and counseling .

b. Planning

Planning (*action plans*) as useful tools For respond needs that have been identified , implemented stages special For fulfil needs , and identify responsible party to every stages , and arrange timetable in annual and semester programs as well as its implementation. With thus , since beginning has designed efficiency and effectiveness of programs and plans measurement accountability . Guidance and counseling program planned as annual programs and semester programs .

Conclusion

The dynamics of implementing the Comprehensive Guidance and Counseling (G&C) Program in Indonesia reveal a complex interaction between ongoing challenges and promising opportunities within the evolving educational system. As educational policies continue to change and curriculum reforms are introduced, counselors are required to constantly adapt their programs to remain aligned with national standards and institutional expectations. This need for adaptation presents one of the primary challenges in implementation. In addition, the improvement of counselors' professional competence remains a critical concern. The effectiveness of the Comprehensive G&C Program depends not only on regulatory support but also on the skills, knowledge, and commitment of school counselors in delivering holistic and systematic services. Continuous professional development, structured supervision, and reflective practice are essential to ensure service quality. Another important challenge involves the integration of technology into counseling services. In today's digital era, students increasingly rely on technology in their daily lives, making it necessary for counseling services to adopt digital tools and online platforms. While technological integration may encounter limitations such as infrastructure constraints and varying levels of digital literacy, it simultaneously opens new possibilities for expanding access, improving communication, and increasing service efficiency.

Despite these challenges, the Comprehensive G&C Program in Indonesia holds significant potential to enhance students' competency standards and support their developmental tasks. The program emphasizes four main components—basic services, individual planning, responsive services, and system support—which together form a structured and holistic framework for addressing students' personal, social, academic, and career needs. When implemented effectively, this framework enables schools to provide preventive and developmental interventions rather than merely reactive solutions. Moreover, the growing awareness of mental health and student well-being creates an opportunity to strengthen counselor professionalism and institutional support. Successful implementation requires strong leadership, effective time management, and close coordination among counselors, teachers, school leaders, parents, and policymakers. Counselors must position themselves as lifelong learners who are creative and innovative in responding to emerging educational demands. With the right strategic approach, collaborative synergy, and commitment to continuous improvement, the Comprehensive Guidance and Counseling Program can make a meaningful contribution to improving educational quality and promoting student well-being in Indonesia. Ultimately, it can serve as a foundational pillar in preparing resilient, competent, and future-ready generations capable of navigating the complexities of an increasingly dynamic global environment.

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