




Analysis of the Effectiveness of Implementing Guidance and Counseling Services at SMPIT ‘Abdan Syakuro Lampu Iman

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Abstrak

Observation of Guidance and Counseling at SMPIT ‘Abdan Syakuro Lampu Iman aims to enable compilers to know and understand the implementation of BK services, ongoing programs at schools as well as supporting and inhibiting factors while BK services and programs are running. The data collection technique of this study used observation techniques and semi-structured interviews. The interviewees included a BK teacher and two 9th grade students. Based on the results of interviews with BK teachers and service students provided by Guidance and Counseling at the school, there are three services, namely personal services, social services and academic services. In order for this service to run effectively, BK teachers collaborate with homeroom teachers to work together to serve students' guidance and counseling needs. One of the challenges for BK teachers is that there are some students who are less cooperative with BK teachers. As for the statements of BK service students at SMPIT ‘Abdan Syakuro, it has gone well, such as serving students who want to consult on personal and other issues and helping students to develop their potential interests and talents. Overall, BK services at this school function well as a tool to develop students' potential and overcome problems, with the hope that they can continue to be optimized through a more intensive approach and ongoing cooperation.

INTRODUCTION

Guidance and counselling (BK) services are an essential component of the educational structure designed to facilitate the holistic development of students, encompassing personal, social, academic, and vocational dimensions. The function of this service goes beyond simply complementing the instructional process; it serves as a fundamental pillar in shaping individuals with faith, knowledge, and moral integrity (Prayitno, 2012). Thru guidance and counselling interventions, students receive support to internalize self-understanding, identify intrinsic capabilities, overcome challenges they face, and effectively integrate themselves into their social environment (Winkel, 2014). The role of a school counselor is not limited to providing solutions to

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students' problems, but also includes their function as a facilitator, motivator, and mentor who stimulates students' independence and accountability (Yusuf, 2015). In modern educational perspectives, guidance and counselling services are gaining increasing significance, considering that students today face a variety of issues, both academic, social, and psychological (Corey, 2016). Rapid technological advancements and environmental pressures often induce identity disorientation, tension in the learning process, and constraints in social adaptation (Santrock, 2018). Consequently, the manifestation of efficient guidance and counselling services becomes essential to facilitate students in integrating their cognitive and affective development (Gysbers & Henderson, 2012). Effective guidance and counselling services must be preventive and developmental, not just reactive to student problems (Sugiyo, 2011).

In the context of Islamic education, counselling services have a spiritual dimension that strengthens students' religious values (Mulyadi, 2018). Counselors in Islamic educational institutions not only serve as psychological guides but also as moral directors who help students instill faith and piety as the basis for life decisions (Fauzan, 2019). The goal of Islamic education is to form a perfect human being with noble character, intelligence, and responsibility toward oneself and one's environment (Syamsul, 2020). Therefore, the integration of guidance and counselling services in Islamic education becomes an important means of developing a balance between the intellectual, emotional, and spiritual aspects of students (Hasanah, 2021). SMPIT 'Abdan Syakuro Lampu Iman, as an integrated Islamic educational institution, is committed to consistently implementing these principles in the provision of counselling services. The school views counselling as an integral part of efforts to shape an Islamic character that is harmonious between intellectual, affective, and spiritual capabilities (Sulastrri, 2022). The implementation of guidance and counselling services in this school includes three main pillars: individual, social, and academic services. Individual services are directed toward the self-development and potential of students, social services foster empathy and interpersonal skills, while academic services are oriented toward improving motivation and learning performance (Muttakin, 2017). These three services are constructed to meet the comprehensive needs of students.

The effectiveness of guidance and counselling services is determined by the extent to which guidance is able to help students achieve personal, social, and academic well-being (Winkel, 2014). This success is highly dependent on the counselor's professionalism in applying an approach appropriate to the students' needs and conducting continuous evaluation (Gibson & Mitchell, 2011). The counselors at SMPIT 'Abdan Syakuro Lampu Iman strive to maintain a conducive and open environment so that students feel comfortable expressing their problems. However, obstacles were still found, such as students' reluctance to engage in face-to-face counselling, and a lack of understanding that guidance and counselling services are also preventive, not just remedial (Prayitno & Amti, 2013). Other research indicates that students' perception of counselling services is often influenced by the communication approach used by counselors (Sukardi, 2018). Therefore, informal approaches such as reflection, group discussions, or personal written media can increase student openness (Nurhadi, 2020). Guidance and counselling services also need to adapt to the developments of the digital era, including the use of online platforms as a counselling medium (Gunawan, 2021). The use of technology allows services to be more flexible, fast, and easily accessible to modern students who are accustomed to the digital world (Halim, 2022).

The effectiveness of implementing BK services is also determined by institutional support and cooperation between school parties (Yusuf, 2015). Collaboration between counselors, teachers and parents is essential to create a sustainable and adaptive mentoring system (Kurniawan, 2021). At SMPIT 'Abdan Syakuro Lampu Iman, this synergy can be seen through involving all parties in planning and evaluating counseling programs. Thus, BK services are not only the responsibility of counselors, but become a joint movement in building students' psychological well-being (Rahman, 2023).

From a managerial perspective, the success of BK services is influenced by data-driven planning and measurable evaluation (Miller, 2020). Systematic evaluation helps schools identify effective aspects of the programme and areas for improvement. The data-driven approach also improves accountability of services and allows for adjustment to the diverse needs of students. Thus, the effectiveness of BK services at SMPIT ‘Abdan Syakuro Lampu Iman can become a model for implementing guidance and counseling oriented towards holistic development of Islamic character and psychological well-being of students.

RESEARCH METHOD

This research method uses observation techniques and semi-structured interviews. Observation is a method of collecting data that involves direct observation of participants and the context associated with the phenomenon being studied. Qualitative observations can be made in real-life situations or in environments specifically designed for research purposes. This method gives researchers the opportunity to see social interactions, behavior, and context related to the phenomena studied (Bogdan & Biklen, 2017 in Ardiansyah et al., 2023). Interviews are data collection methods that involve direct interaction between researchers and research participants (Ardiansyah et al., 2023). In this case, the authors used a type of semi-structured interview that began with the issue that was the focus of the research. Each question is different for each resource person, adjusted to their response (Sahir, 2021).

DISCUSSION

Description of General Conditions of the School

SMPIT ‘Abdan Syakuro Lampu Iman merupakan lembaga pendidikan menengah pertama Islam terpadu yang berada di Kecamatan Karawang Barat, Kabupaten Karawang, Jawa Barat. Sebagai sekolah swasta, SMPIT ini didirikan pada 3 Juni 2010 berdasarkan SK pendirian AHU.2164. AH.01.04. Tahun 2010 dan dikelola di bawah Kementerian Pendidikan dan Kebudayaan Republik Indonesia, serta Yayasan Lampu Iman Indonesia yang berfungsi sebagai pendamping. Lokasi sekolah ini dapat ditemukan di Jalan Dr. Taruno No. 149 RT 001/009, Adiarsa Barat, di daerah Karawang Barat, Kabupaten Karawang, Jawa Barat.

Visi SMPIT ‘Abdan Syakuro Lampu Iman adalah untuk mendidik generasi bangsa dan juga membangun karakter siswa yang religius, mandiri, serta berkomitmen untuk selalu belajar. Kurikulum yang diterapkan di sekolah ini mengintegrasikan pendidikan umum dengan pendidikan agama Islam secara harmonis, sehingga siswa tidak hanya kaya akan ilmu pengetahuan dan teknologi, tetapi juga memiliki pemahaman agama yang mendalam serta moral yang baik. Sekolah ini berkomitmen untuk menghasilkan lulusan yang dapat menjadi pemimpin di masa depan dengan akhlak Islami dan keahlian di berbagai bidang ilmu.

Sejak memulai operasional resminya pada 12 November 2021, SMPIT ini telah memperoleh akreditasi dengan predikat A, yang mencerminkan kualitas pendidikan dan manajemen yang sangat baik. Luas area sekolah mencapai sekitar 5.000 meter persegi, memberikan ruang dan fasilitas yang cukup baik untuk proses belajar mengajar. Tiap kelas memiliki batasan jumlah siswa, dengan maksimum 25 siswa per kelas agar dapat mendukung proses pembelajaran yang lebih efektif dan interaktif.

SMPIT ‘Abdan Syakuro Lampu Iman juga memberikan perhatian besar pada pengembangan sumber daya manusia, baik untuk pengajar maupun siswa. Guru dan staf di sekolah ini melalui seleksi yang ketat untuk memastikan bahwa kualitas pengajaran serta pembinaan karakter siswa terjaga. Sekolah juga memanfaatkan teknologi modern dan sarana belajar dengan akses internet berkecepatan 50 Mbps dan listrik dari PLN, untuk memfasilitasi proses pendidikan yang dinamis dan sesuai dengan kemajuan zaman.

Secara keseluruhan, sekolah ini menekankan pentingnya pembentukan karakter Islami melalui berbagai kegiatan keagamaan, ekstrakurikuler, dan kurikulum yang berlandaskan nilai-nilai

Islam. Dengan prinsip "Sekolah Pembelajar Pemimpin Masa Depan," SMPIT 'Abdan Syakuro Lampu Iman mendorong siswa untuk bersaing dalam kebaikan (fastabiqul khoiro), mengembangkan pengetahuan dan spiritualitas secara seimbang, serta menciptakan lingkungan belajar yang inspiratif dan sehat.

Research Result

Guidance and counselling (BK) is one of the important services in the world of education that aims to help students develop their potential, overcome problems, and achieve optimal development in personal, social, academic, and career aspects. Based on interviews with Ibu Nafisa Najia, S.Psi., a guidance and counselling teacher at SMPIT 'Abdan Syakuro Lampu Iman, insights can be gained into how guidance and counselling services are implemented, the challenges faced, and the strategies used to optimize these services.

According to Mrs. Nafisa, the guidance and counselling services at this school include three main types: personal, social, and academic.

"Personal services focus on developing students' talents and interests, or if any students are having difficulty learning in school, the guidance counselor can provide these services to help guide them so they enjoy studying" (interview with guidance counselor, Mrs. Nafisa Najia, S.Psi., September 12, 2025).

This indicates that personal services are aimed at helping students get to know themselves better, overcome psychological barriers, and build learning motivation. According to Prayitno (2012), personal services in guidance and counselling function to provide assistance so that individuals can develop attitudes, values, and habits that support their lives. In addition to personal services, social services are also provided with the aim of helping students build healthy interpersonal relationships. Mrs. Nafisa explained that,

"Social services are those that help students interact with their peers. If a student has problems with their classmates, the guidance counselor can mediate to reconcile them" (interview with guidance counselor, Mrs. Nafisa Najia, S.Psi., September 12, 2025).

The school also holds a bullying prevention program as a preventive measure. This program not only educates students about the dangers of bullying but also raises their awareness of the importance of mutual respect. This aligns with Yusuf's (2015) view, which emphasizes that counselling services must function proactively, not only resolving problems after they occur but also preventing potential issues.

In academic services, the school conducts regular psychological testing programs. The guidance counselor explained that,

"To conduct a psychological test program for the students, the school works directly with expert psychologists who have collaborated with the school for decades. The tests given to students are the IST (Intelligenz Struktur Test) to measure their IQ level, and the RMIB (Rothwell Miller Interest Blank) to test their interests and talents" (interview with the guidance counselor, Mrs. Nafisa Najia, S.Psi., September 12, 2025)."

Thru this psychological assessment, guidance counselors can objectively identify students' learning potential and obstacles. Winkel (2014) emphasizes that psychological assessment is an

integral part of counselling services for understanding students' conditions and designing appropriate interventions.

In practice, guidance counselors collaborate with homeroom teachers and subject teachers.

"The way guidance counselors interact with students who need help is that they partner with the homeroom teacher to address the issue" (interview with guidance counselor, Mrs. Nafisa Najia, S.Psi., September 12, 2025).

This collaboration strengthens the effectiveness of guidance and counselling services. According to Muslihati (2016), effective guidance and counselling services require synergy between guidance counselors, subject teachers, parents, and all school components. However, guidance and counselling services also face obstacles. One of them is students' shyness in expressing personal problems.

"The challenge is that students are still shy about expressing their problems to teachers. So, the guidance counselor occasionally assigns students to write about the problems they experience while attending school" (interview with guidance counselor, Mrs. Nafisa Najia, S.Psi., September 12, 2025).

This approach aligns with humanistic counselling theory, which emphasizes the importance of emotional safety for clients to be willing to open up (Corey, 2016). Another challenge is the low level of discipline among some students regarding school rules. The guidance counselor uses a repeated approach to instill the importance of responsibility. Supporting factors for the success of guidance counselling services are collaboration with homeroom teachers and student affairs personnel.

"Class advisors can be cooperative, such as by frequently providing reports on whether students are doing well or not" (interview with the guidance counselor, Mrs. Nafisa Najia, S.Psi., September 12, 2025).

Beside the guidance counselor, students' perspectives also provide a positive picture.

"The role of the guidance counselor is that if a child is having problems, they can talk to the guidance counselor, whether it's family problems or issues like how difficult their studies are. It's also to help us develop our interests and talents."

Apart from BK teachers, students' views also provide a positive picture.

"The role of BK is, for example, if there are children who are having problems, they can tell BK, family problems or problems like lessons, whether it's difficult or not, then help develop our interests and talents too" (interview with student, Aufa Yusuf, 12 September 2025). "For example, if there are students who have problems or who need guidance, they don't know how to go to BK, if for example there are personal problems or other people can also" (interview with student, Aulia Susanti, 12 September 2025).

They assess that the BK program helps in solving problems, finding interests, and developing one's potential.

“For example, if BK is to solve a problem, for example if we have a problem we can consult BK, for example asking for advice, or for example we look for our talent interests where” (interview with student, Aufa Yusuf, 12 September 2025).

Students hope that BK teachers will be more caring and responsive.

*“I hope to be able to help students solve problems more, then be able to guide students to become even better” (interview with student, Aufa Yusuf, 12 September 2025).
“Hopefully BK can be more aware of students, so every time there are students who have this they can be helped by BK” (interview with student, Aulia Susanti, 12 September 2025).*

Based on this interview, it can be concluded that the BK service at this school is running quite well and is adaptive to student needs, although it still requires improvements in aspects of student openness and discipline.

Discussion

The research results show that the implementation of guidance and counseling services at SMPIT ‘Abdan Syakuro Lampu Iman has included the main functions of counseling as stated by Prayitno (2012) and Yusuf (2015), namely the functions of development, prevention and improvement. This reflects that BK teachers act as growth facilitators, not just problem solvers. The approach taken by BK teachers through personal, social and academic services shows the application of comprehensive theory in educational counseling (Gysbers & Henderson, 2012). Personal services that help students overcome emotional barriers and increase learning motivation are in line with Carl Rogers' humanistic counseling approach (Corey, 2016), which emphasizes empathy, unconditional acceptance, and counselor authenticity. Meanwhile, social services that focus on interpersonal relationships reflect a socio-behavioral approach, as outlined by Capuzzi & Gross (2017), which assesses that the social environment is an important determinant of adolescent adaptive behavior.

Academic services through the use of IST and RMIB tests have shown that schools have integrated aspects of psychological assessment into the counselling system. Winkel (2014) asserts that assessment is an important diagnostic stage for directing services according to students' needs. This is also in accordance with the findings of Evi Aeni Rufaedah & Maesaroh (2021) who highlighted the importance of interest and talent assessment in student career planning. The constraints of students' openness to BK teachers can be understood from the psychological perspective of adolescents. According to Santrock (2018), adolescents often face conflicting identities and feelings of vulnerability, and thus tend to close themselves off. The outpouring writing strategy used by BK teachers is a form of expressive-based intervention that has been proven to be effective in increasing emotional openness (Pennebaker, 2011).

Collaboration between BK teachers, homeroom teachers, and the school also reflects the application of the Bronfenbrenner ecological model (1979), in which individual development is influenced by systemic interactions between school, family, and social environment. This synergy is important for creating a supportive educational ecosystem for students' psychological well-being (Sink & Yillik, 2015). Apart from that, the professional responsibilities of BK teachers also include managerial functions as outlined by Salahudin in Rufaedah & Maesaroh (2021), which emphasizes the role of counselors in research, program planning, implementation and service evaluation. The routine implementation of the BK program every day shows that there are efforts for consistency and sustainability of services, in accordance with the principles of sustainable development counseling (Gladding, 2018). On the student side, the positive perception of the role of BK teachers shows that the service is felt to be relevant to their needs.

This is in line with the results of research by Nur'aini (2020) which found that the success of BK services is determined by the emotional closeness and trust of students in BK teachers. This

belief forms the basis for the effectiveness of counseling, as Carkhuff (2010) asserts that empathetic counseling relationships are at the heart of the process of positive behavior change. Thus, the results of this research confirm that the BK service at SMPIT 'Abdan Syakuro Lampu Iman has run according to professional principles, although there is still a need for improvement in the aspects of student openness and more intensive involvement of parents. Strengthening communication between BK teachers, students, and the family environment will expand the positive effects of counseling services on students' psychological and academic development.

CONCLUSION

Guidance and counseling services at SMPIT 'Abdan Syakuro Lampu Iman are organized in an organized manner through three main pillars: personal, social and academic services. Personal services aim to develop talents and interests and assist students in overcoming learning challenges. Social services focus on accompanying relationships between students, including efforts to prevent bullying. Academic services include conducting psychological tests to assess students' interests, talents and intellectual abilities as a basis for service planning.

BK teachers collaborate with homeroom teachers, subject teachers, and students to deal with problems faced by students. Programs run include psychological and educational tests on preventing bullying. The biggest challenge is students' shame when expressing their problems and difficulties in self-discipline. A factor that supports BK services is good cooperation between teachers, homeroom teachers, students and students who easily collaborate.

Overall, BK services at this school function well as a tool to develop students' potential and overcome problems, with the hope that they can continue to be optimized through a more intensive approach and ongoing cooperation. Students also appreciate the role of BK, but they hope that this service can be more active, caring, and responsive to their needs.

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