



# Implementation of Guidance and Counseling Services at Telukjambe Islamic Middle School

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## Abstract

This research aims to describe the implementation of guidance and counseling (BK) services at SMP Islam Telukjambe and to explore the experiences of BK teachers and students in the implementation process. The research method uses a descriptive qualitative approach with observation techniques and semi-structured interviews with guidance and counseling teachers and several students. The research results show that the BK services at SMP Telukjambe are implemented in stages, starting from the class teacher, student affairs, and then to the BK teacher if the problem is not resolved. The guidance counselor plays a role in handling serious cases with an individual approach, informal communication, and home visits. The main obstacles include the negative influence of social media and the stigma that guidance counselors are intimidating. However, students who utilize the BK services experience positive benefits, both emotionally and academically. In conclusion, a humanistic approach and cooperation between the guidance counselor, homeroom teacher, subject teachers, and parents are very important to enhance the effectiveness of guidance services in schools.

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## INTRODUCTION

Guidance and Counseling (BK) is one of the important components in the education system that functions to help students achieve optimal development in personal, social, academic, and career aspects (Prayitno & Amti, 2018). BK services are not only understood as mere technical activities but as an integral part of education that is humanistic in nature and oriented toward the comprehensive development of students' potential, both physically, mentally, socially, and spiritually. In the context of an Islamic-based school like SMP Islam Telukjambe, the presence of guidance and counseling services becomes increasingly relevant because the school is not only oriented toward academic achievement but also toward the formation of morals, character, and religious values of the students.

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The implementation of guidance and counseling services in schools currently faces various challenges, especially related to students' negative perceptions of guidance and counseling teachers. Guidance and counseling teachers are still often viewed as figures synonymous with punishment and handling problematic students, causing students to feel afraid or reluctant to consult (Yusuf & Nurihsan, 2019). In fact, BK services have functions of understanding, prevention, development, and comprehensive resolution of student issues. That negative perception can hinder the effectiveness of guidance and counseling services because students do not feel safe and comfortable to be open with the guidance and counseling teacher. Additionally, the development of technology and social media also influences the dynamics of student issues in schools. Unwise use of social media can lead to friendship conflicts, social pressure, cyberbullying, and even emotional disturbances in teenagers (Santrock, 2017). This condition demands that guidance counselors be able to adapt to the times and develop service strategies that are more contextual and responsive to the needs of students in the digital era.

Based on the results of initial observations and interviews at SMP Islam Telukjambe, it was found that BK services are implemented thru a tiered system involving homeroom teachers, the student affairs department, and BK teachers. In practice, BK teachers handle more serious cases, while students with minor issues tend to use PIK-R (Youth Information and Counseling Center) or suggestion boxes as alternative media to convey their problems. The system is considered quite helpful in managing student cases, but on the other hand, it has the potential to reduce the optimization of preventive functions and development in BK services. Research on the implementation of BK services at SMP Islam Telukjambe is important because there have not been many studies specifically examining the implementation of BK services in Islamic-based schools with a tiered service system and the challenges of the digital era, as is the case at SMP Islam Telukjambe. Previous research generally focused more on the effectiveness of BK services in general, strategies for handling student problems, or students' perceptions of BK teachers, without deeply examining the implementation of BK services in the context of Islamic schools, which have unique characteristics of religious guidance and school culture.

Therefore, this research is urgent to provide a real picture of the implementation of BK services, the obstacles faced, and the strategies used in creating BK services that are humanistic, empathetic, and adaptive to the needs of today's students. The results of this research are expected to provide practical contributions to the development of BK services in schools, particularly in building a positive image of BK teachers, strengthening preventive and developmental functions, and enhancing collaboration between BK teachers, homeroom teachers, subject teachers, student affairs staff, and parents to support the emotional well-being and character development of students optimally.

## RESEARCH METHOD

This research uses a descriptive qualitative approach with a case study method. This approach was chosen because it aligns with the research objective, which is to deeply understand how guidance and counseling (BK) services are implemented at Telukjambe Islamic Junior High School, along with the challenges, perceptions, and influencing factors. Qualitative research focuses on understanding meanings, experiences, and phenomena that occur naturally in the field, rather than on numerical measurements or hypothesis testing. The resulting data are descriptive in nature, consisting of words, narratives, and field notes that represent social reality

as it exists (Aina et al., 2023).

The case study method was used because this research examines one location in depth, namely Telukjambe Islamic Junior High School, as a specific social unit. Through the case study, researchers can comprehensively describe the implementation of BK services, including supporting factors and obstacles, as well as how interactions between BK teachers, students, and school officials shape the dynamics of service implementation (Prasojo Dwi and Moch Nursalim, 2023).

The research location was Telukjambe Islamic Junior High School, and the subjects included the guidance and counseling teacher, several eighth and ninth grade students, and homeroom teachers or members of the student affairs department directly involved in guidance and counseling activities. Informants were selected using purposive sampling, based on their involvement and the relevance of their experiences to the research focus.

In data collection, the researchers employed three main techniques: in-depth interviews, participant observation, and documentation. In-depth interviews were conducted to explore the views, experiences, and perceptions of guidance and counseling teachers, students, and school officials regarding the implementation of guidance and counseling services and the challenges they face. Participant observation involved directly observing guidance and counseling activities at school, interactions between guidance and counseling teachers and students, and the situation in the guidance and counseling room to obtain contextual data to support the interview results. Documentation techniques included reviewing documents such as guidance and counseling work programs, activity reports, special notes, and referral procedures to determine the extent to which guidance and counseling services align with school planning and policies. (Suryahadikusumah and Dedy, 2019)

To ensure the validity of the data, the researchers employed data triangulation, comparing the results of interviews, observations, and documentation. This triangulation aims to ensure that information obtained from various sources complement and strengthen each other, so that the research results are more accurate and reliable. By applying descriptive qualitative methods based on case studies and systematic triangulation techniques, this study is expected to be able to provide a complete and in-depth picture of how Guidance and Counseling services at TelukJambe Islamic Middle School are implemented, the challenges faced in the field, and efforts made to increase their effectiveness in supporting student development both academically, socially, and emotionally.

## **DISCUSSION**

### **Research Results**

This section presents the findings obtained through in-depth interviews, research observations, and documentation with guidance and counseling teachers, students, and student affairs staff at Telukjambe Islamic Middle School. The collected data were then analyzed descriptively to illustrate how guidance and counseling services are implemented at the school, the challenges faced, and the strategies used by guidance and counseling teachers in carrying out their roles. The following research results comprehensively describe the actual conditions in the field.

Overview of Guidance and Counseling Services Implementation at Telukjambe Islamic Middle School

Based on the results of interviews, observations, and documentation, guidance and counseling (BK) services at Telukjambe Islamic Middle School have been running quite well,

although they still face several obstacles, particularly regarding student perceptions of guidance and counseling teachers. Teachers play an active role in providing personal, social, learning, and career services through classroom activities, individual counseling, and Islamic character development.

The guidance counselor explained:

*"We always strive to ensure that guidance services are not just for students with problems, but also help all students develop. Therefore, we incorporate Islamic values so that children feel comfortable and are not afraid to come to the guidance counselor's office."*

Observations showed that the guidance counselor's office was designed simply yet warmly, decorated with motivational quotes and verses from the Quran. This demonstrates an effort to create a friendly atmosphere that encourages students to be more open to the counseling process.

#### BK Service Implementation and Strategy

The guidance counselor implements services that are oriented toward self-development, prioritizing a humanistic and religious approach. In an interview, the guidance counselor stated,

*"We try to be friends with students, not judges. So whenever there's a problem, we encourage them to have a heart-to-heart talk, rather than immediately reprimanding them."*

One ninth-grade student also said,

*"At first, I was afraid of being called to the guidance counselor's office, afraid of being scolded. But after talking directly, the guidance counselor was actually kind and helped me find a solution."*

This testimony demonstrates the change in students' perceptions after experiencing empathetic and supportive counseling. In addition, the guidance counselor also collaborates with homeroom teachers and subject teachers. He explained,

*"We involve the subject teachers and homeroom teachers so that if a student's behavior changes, they can be communicated directly to the guidance counselor. So, it's a mutually supportive system."*

This strategy demonstrates a collaborative working pattern that strengthens the effectiveness of the service.

#### Challenges and Obstacles

One of the main obstacles encountered was the negative stigma students held toward guidance counselors. Some students admitted,

*"If you're called to the guidance counselor's office, it must be because you're causing trouble."*

This view makes some students reluctant to come voluntarily. The guidance counselor acknowledged this and stated,

*"The challenge is still that stigma. We continue to strive to educate students that guidance counselors are not a place for punishment, but a place for sharing."*

Furthermore, the influence of social media presents a new challenge. Many students face social and emotional problems due to online activities. The guidance counselor stated,

*"Nowadays, many cases originate from social media, such as misunderstandings, gossip, and even bullying. So we have to be sensitive and responsive."*

#### Efforts to Overcome Barriers

To overcome these challenges, guidance counselors employ an empathetic interpersonal approach and build rapport with students outside of the guidance counselor's office. Observations show that guidance counselors often engage in casual interactions within the school environment, such as the cafeteria or the field. She explained,

*"I often greet them or have casual conversations before discussing their problems. Usually, they become more open."*

Collaboration with homeroom teachers and other teachers is also an important strategy for strengthening the tiered referral service system. This way, student problems can be identified early and addressed comprehensively.

## Discussion

The research results indicate that the implementation of Guidance and Counseling (BK) services at SMP Islam Telukjambe has led to the application of BK services that are humanistic and comprehensive in nature, although in practice, various obstacles are still found, particularly related to student stigma toward BK teachers and the challenges of digital development. In general, the implementation of guidance and counseling (BK) services at this school has covered several aspects of services such as responsive services, basic services, information provision, individual counseling, as well as coordination with homeroom teachers and the student affairs department. However, the implementation has not yet been fully optimal when compared to the concept of comprehensive BK services as explained in theory.

According to Prayitno and Amti (2018), BK services have four main functions: understanding, prevention, alleviation, and development. The understanding function aims to help students understand themselves and their environment, the prevention function is directed at anticipating the emergence of problems, the alleviation function focuses on solving the problems experienced by students, while the development function aims to help learners optimally develop their potential. Based on the research results, the remedial function at SMP Islam Telukjambe appears to be more dominant compared to the preventive and developmental functions. Guidance counselors more often handle students who already have specific problems, such as friendship conflicts, rule violations, and emotional issues, rather than providing structured preventive services to all students.

The findings indicate that the implementation of BK services in schools still tends to be curative-oriented. This condition was also found in the research by Ulfah and Arifudin (2020),

which stated that the implementation of guidance and counseling (BK) in various schools in Indonesia still places more emphasis on problem handling compared to preventive services and student development. However, in the modern BK paradigm, preventive and developmental services are important so that students do not only come to the BK room when they have problems, but also make BK a means of self-development and psychological support. Additionally, the tiered service system implemented at SMP Islam Telukjambe, which involves the class teacher, the student affairs section, and then the guidance counselor, demonstrates a fairly good internal coordination pattern in handling student cases. This system is considered effective in identifying the level of student issues and aiding in the efficiency of case management. However, this system also has a weakness because it can limit students' direct access to the guidance counselor. Some students feel they have to go thru a long process before receiving direct counseling services. This is different from the principles of comprehensive BK services according to Gysbers, Norman C. and Henderson (2012), which emphasize that counseling services should be easily accessible to all students without excessive administrative barriers.

From the aspect of service types, the research results show that the guidance counselors at SMP Islam Telukjambe have implemented several forms of services such as individual counseling, consultation with homeroom teachers, information services, and providing motivation to students. In addition, the presence of PIK-R (Youth Information and Counseling Center) and a suggestion box has become an innovation by the school in providing alternative media for students to express their problems more comfortably. The existence of these media indicates the school's efforts to create a more flexible and student-friendly BK service. According to Yusuf, Syamsu, and Nurihsan (2019), effective BK services must be able to create a sense of safety, comfort, and openness so that students do not feel afraid to seek help. From the approach side, the guidance counselors at SMP Islam Telukjambe have implemented a humanistic approach thru warm, empathetic, and non-judgmental interpersonal communication with students. This approach aligns with Rogers' humanistic theory (1961), which emphasizes the importance of unconditional positive regard, empathy, and genuineness in the counseling process. The guidance counselor does not only act as a problem-solver but also as a companion who helps students understand their issues and find solutions independently. The interview results show that some students feel more comfortable consulting when the guidance counselor uses a persuasive approach and acts like a discussion friend rather than an authoritarian approach. In the context of Islamic education, the implementation of guidance and counseling services at SMP Islam Telukjambe also shows the integration of religious values in the service process. The guidance counselor not only helps students solve academic and social problems but also provides character and spiritual development thru religious advice, moral reinforcement, and the habituation of positive behavior. This is in line with the views of Kartadinata, Sunaryo (2002), who stated that counseling services in Islamic education should develop the balance of students.

In the context of Islamic education, the implementation of guidance and counseling services at Telukjambe Islamic Junior High School also demonstrates the integration of religious values into the service process. Guidance and counseling teachers not only help students resolve academic and social issues but also provide character and spiritual development through religious advice, moral strengthening, and fostering positive behavior. This aligns with the view of Kartadinata and Sunaryo (2002), who stated that counseling services in Islamic education must foster a balance in the intellectual, emotional, social, and spiritual aspects of students. Therefore, guidance and counseling services in Islamic schools differ from those in public schools, placing greater emphasis on the development of noble character.

However, this study also found that the negative stigma surrounding guidance and counseling teachers remains a major challenge in the implementation of guidance and counseling services in schools. Some students still view the guidance and counseling room as a place for



problem students or as a place for punishment. This perception discourages students from consulting openly. This finding aligns with research by Caraka Putra Bhakti, Farozin, and Suwarjo (2023), which found that the image of guidance and counseling teachers in schools is often associated with discipline and punishment, thus hindering the effectiveness of counseling services.

In the digital era, the challenges of guidance and counseling services are increasingly complex as students face new issues such as cyberbullying, social media addiction, online social pressure, and interpersonal relationship issues in the digital world. Based on research findings, guidance and counseling teachers at Telukjambe Islamic Middle School have begun adapting their services to these conditions through a more open communication approach and the use of social media as a source of information. However, digital-based guidance and counseling services are still not optimally structured. However, according to Santrock, John W. (2017), adolescent development in the digital era is heavily influenced by social media interactions, requiring school counselors to possess digital literacy skills and a counseling approach that adapts to technological developments.

The effectiveness of guidance and counseling services is also influenced by collaboration between guidance and counseling teachers, homeroom teachers, subject teachers, and parents. Research results indicate that collaboration between parties at Telukjambe Islamic Middle School has begun to take place, particularly in handling student cases. However, communication with parents still needs to be strengthened to ensure sustainable student development between school and home. According to Myrick, Robert D. (2011), the success of guidance and counseling services is greatly influenced by the support of the school and family environment, as student development does not occur solely within the formal educational environment. Thus, the results of this study indicate that the implementation of guidance and counseling services at Telukjambe Islamic Junior High School has led to a service model that is humanistic, religious, and responsive to student needs. However, guidance and counseling services still require strengthening in terms of prevention, development, open access, and adaptation to digital challenges. Furthermore, a more intensive outreach strategy is needed to address students' negative perceptions of guidance and counseling teachers so that all students can utilize counseling services optimally.

## CONCLUSION

Based on the discussion above, it can be concluded that guidance and counseling services at Telukjambe Islamic Junior High School cover personal, social, learning, and career aspects, implemented through individual counseling, classical guidance, and Islamic character development. The service utilizes a humanistic and religious approach, emphasizing empathetic communication to ensure students feel comfortable and open. The guidance and counseling service system operates in stages, starting with the homeroom teacher and student affairs department, before referrals to the guidance and counseling teacher for more serious cases. Collaboration between the guidance and counseling teacher, homeroom teacher, subject teachers, and parents helps identify and address student issues. However, the service implementation still faces several obstacles, such as the negative stigma surrounding guidance and counseling teachers, who are perceived as intimidating, and the increasing influence of social media, which makes some students reluctant to voluntarily utilize the service. To address these challenges, the guidance and counseling teacher persuasively socializes the function of guidance and counseling, employs a warm interpersonal approach, and

strengthens cross-school collaboration to optimize its preventive and developmental functions. Overall, the guidance and counseling services at Telukjambe Islamic Middle School have shown a positive direction towards a comprehensive, humanistic, and Islamic-values-based guidance model, although improvements are still needed in the preventive aspects, digital literacy, and strategies for changing the image of guidance and counseling teachers among students.

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