
Optimization of Guidance and Counseling Management Functions to Support Individual Counseling Processes

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Histori Artikel	ABSTRACT
Diterima : 1 Juni 2025	<i>This study aims to analyze the implementation of guidance and counseling (BK) management functions in supporting individual counseling services. This study uses a qualitative descriptive approach with the research location at SMK Muhammadiyah 2 Pekanbaru. The data collection techniques used are observation and interviews. Observations are conducted to observe the conditions of the research objects, while interviews are conducted with guidance and counseling teachers at the school to explore relevant information and strengthen the data obtained through observation. The data analysis model used follows a pattern developed with the following stages: data reduction, data presentation, drawing conclusions and verification, formulating findings, and compiling research reports. The results of the study indicate that the BK management function at SMK Muhammadiyah 2 Pekanbaru has been implemented well in the implementation of individual counseling services. The management stages that include planning, organizing, directing, coordinating, and controlling are carried out systematically and involve various related parties, such as BK teachers, principals, and parents of students. Planning is carried out through the preparation of service programs and implementation plans that are well documented. Organization is carried out together with related parties to ensure the smooth implementation of individual counseling. The briefing is done according to the predetermined schedule, and coordination is done to monitor changes in students after counseling. Evaluation or control is done by using an evaluation sheet to assess the changes that occur in students.</i>
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INTRODUCTION

Guidance and Counseling (BK) management in schools is an integral part of educational management that plays an important role in supporting the development of students, both academically, emotionally, and socially (Nasution, Asyraf, et al., 2023). In reality, the implementation of BK management in many schools still faces various obstacles, especially in Vocational High Schools (SMK) which have different challenges compared to other levels of education.

Lack of understanding of the optimal BK management function often has an impact on the limited services provided to students, including in terms of individual counseling which should be able to have a significant impact on students' psychological and social development.

The function of BK management includes planning, implementing, and evaluating guidance and counseling programs that can be run effectively (Mulyana et al., 2024; Rohmah, 2019). Good management allows for the proper distribution of resources, whether in the form of time, energy, or facilities, so that counseling services can take place optimally (Harefa & Telaumbanua, 2020; Nurdyansyah & Andiek, 2017; Wahjono, 2022). However, many schools still pay less attention to this aspect, which causes the management of guidance and counseling services to not run optimally. This can make it difficult for counselors to meet the individual needs of each student, which in turn has the potential to hinder their learning process and social development. If the management of BK in schools is not optimal, the impact greatly affects the quality of services provided to students (Jariyah et al., 2023, 2023; Rismawati et al., 2024), one of the biggest impacts is the inability of counselors to provide sufficient attention to each individual problem faced by students. In fact, each student has different problems and challenges, which require different approaches. Without good management, students can feel neglected and do not get the support they need to overcome their personal, social, or academic problems.

One of the services that needs to be considered in BK management is individual counseling. Individual counseling provides an opportunity for students to talk privately about the problems they face without feeling judged (Aristiya, nd; Aziza, 2023) , in addition, from some of the data that has been obtained, individual counseling is a service that is often carried out by BK teachers. This service allows students to express their feelings and concerns freely, and get full attention from the counselor. Individual counseling also helps students find solutions to the problems they experience (Al Habsy et al., 2024; Fadilla et al., 2023; Nasution, Jamaris, et al., 2023), both related to personal, social, and academic life. If the individual counseling process is carried out well, students will feel more supported, more confident, and more prepared to face their life challenges (Ghozali et al., 2024; Mulkiyan, 2017; Sukesu, 2023; Wati et al., 2024). They will have the space to understand themselves better and get guidance in overcoming the difficulties they face.

Therefore, it is important to ensure that individual counseling services can be carried out effectively, with the right approach and maximum support from the school, so that the implementation of individual counseling services can provide maximum results, optimal BK management is needed (Panggabean, 2015; Rahmat et al., 2024) . Poor management can hinder the process of identifying problems, scheduling meetings, and handling according to the needs of each student (Panggabean, 2015; Rahmat et al., 2024). Therefore, an improvement is needed in the BK management system at SMK Pekanbaru to ensure that individual counseling can be carried out effectively and comprehensively.

To ensure the effectiveness of individual counseling services, schools need to develop a more structured and systematic BK management system (Panggabean, 2015; Rahmat et al., 2024). This includes careful planning, organization involving all related parties, and periodic control (Bakhtiar, 2021). Without good management, individual counseling provided to students may not be able to address problems appropriately, and may even be ineffective in the long term. In this case, optimal management will create a conducive environment for students to express their problems and receive solutions that suit their needs. In addition, the important role of the principal in supporting BK management cannot be underestimated (Bakhtiar, 2021). The principal must be actively involved in the preparation of BK programs and policies, and ensure that the necessary resources are adequately available. Organization involving the principal, BK teachers, and parents is essential to maximize the success of individual counseling services. Solid

cooperation between the school and parents allows for more comprehensive identification of problems and facilitates more targeted handling. In addition, parental support in the counseling process has a positive impact on student development, because they can continue monitoring at home.

Finally, regular evaluation is an equally important element in ensuring the quality of individual counseling services. The use of effective evaluation tools, such as evaluation sheets or student feedback, can provide a clear picture of the success or weaknesses in the counseling process. This evaluation also helps BK teachers to adjust the approach and strategies used according to changes that occur in students. With a structured evaluation, schools can continue to make improvements and updates in their BK management system, to ensure that counseling services can provide optimal results and in accordance with the goals that have been set.

The purpose of this study was to analyze and identify the extent to which BK management at SMK Pekanbaru can support the individual counseling process. This study also aims to provide recommendations regarding better BK management so that the individual counseling process can run more optimally. With better management, it is expected to improve the quality of BK services, as well as support the personal, social, and academic development of students at school. The urgency of this study is very high considering the importance of individual counseling in student development. Schools need to optimize BK services in order to provide better support to students, especially for those who face personal and academic problems that can interfere with their learning process. Without proper management, the goal of inclusive education and supporting all aspects of student development will be difficult to achieve. Therefore, this study plays a role in providing applicable solutions to improve the quality of BK management at SMK Pekanbaru, especially in supporting individual counseling. This study is also expected to be a reference for other schools that want to improve the quality of their guidance and counseling services.

RESEARCH METHOD

The method used in this study is a qualitative descriptive approach, which aims to describe the phenomenon in depth without testing a particular hypothesis. This study was conducted at SMK Muhammadiyah 2 Pekanbaru, focusing on the implementation of individual counseling services managed by guidance and counseling (BK) teachers. Data collection techniques used include observation and interviews. Observations were conducted to directly observe the conditions and implementation of individual counseling services in schools, while interviews were conducted with BK teachers to strengthen and deepen the data obtained through observation. Thus, the data obtained can describe in more detail how BK management is implemented and how individual counseling services are run in the school. The findings of this study are expected to provide useful insights to improve and enhance the quality of individual counseling services, as well as contribute to the development of better BK management in the future.

RESULT AND DISCUSSION

SMK Muhammadiyah 2 Pekanbaru is one of the private vocational schools that has existed since 1984 in Pekanbaru. After conducting research, with the BK management theory by Henry Fayol (Kurama et al., 2022) which produced 4 management functions, namely Planning, Organizing, Commanding, Coordinating, Controlling. Based on the implementation of interviews and observations, it was found that the implementation of the guidance and counseling (BK) management function at SMK Muhammadiyah 2 Pekanbaru in individual counseling services had been carried out well. This BK management includes various stages involving planning, organizing, directing, coordinating, and controlling. Each of these stages has an important role in ensuring that individual counseling services can run effectively and provide maximum

benefits for students. This management function not only involves BK teachers, but also involves various related parties, such as the principal and parents of students.

In the planning stage, the planning theory put forward by Henry Fayol emphasizes that planning is the first step in management that must be carried out carefully to achieve the goals that have been set. In the context of guidance and counseling at SMK Muhammadiyah 2 Pekanbaru, BK teachers carry out planning activities by compiling counseling service programs and service implementation plans that are tailored to student needs. This planning process includes compiling service program archives as evidence that planning is carried out systematically and structured. This is in accordance with the principle of Management by Objectives (MBO) put forward by Peter Drucker, which states that planning must be carried out by setting clear and measurable goals. In this case, the planning carried out by BK teachers helps to compile individual counseling goals more clearly and in a focused manner, and ensures that the programs implemented can meet the emotional, social, and academic needs of students.

At the organizing stage, Fayol's management theory emphasizes the importance of clear division of tasks and resource allocation to achieve planned goals. The guidance and counseling teacher at SMK Muhammadiyah 2 Pekanbaru collaborates with related parties, such as the principal and parents, in organizing individual counseling services. This collaboration ensures that every element needed to support individual counseling can run smoothly. The Human Resource Theory proposed by Chester Barnard is also relevant, because it emphasizes the importance of coordination between members of the organization. In the context of guidance and counseling, coordination between guidance and counseling teachers, the principal, and parents greatly supports the success of individual counseling. Through good communication, parents can provide additional information that is useful for knowing the condition and development of students, which in turn strengthens.

At the briefing stage, the BK teacher provides direction to students to follow the counseling session openly and honestly. The Leadership Theory proposed by Douglas McGregor, through the X and Y theories, can explain the approach used by the BK teacher in briefing. This approach is more humanistic, where the BK teacher encourages students to talk about the problems they face with full confidence. The BK teacher motivates students so that they feel appreciated and supported, so that they can express their problems openly. In addition, this briefing is carried out according to the schedule that has been determined in the program that has been prepared, which reflects the principle of Management by Exception (MBE). By following the schedule that has been set, the individual counseling process can be carried out routinely and in a structured manner, giving students the opportunity to discuss various problems that bother them, both those related to life at school and outside of school.

At the coordination stage, the BK teacher coordinates with related parties to monitor student development after the counseling session. Mary Parker Follett's Coordination Theory which states that coordination is the process of uniting efforts to achieve common goals is very relevant at this stage. The BK teacher works with the principal and parents of students to detect changes in students who attend counseling. Good coordination allows the school to obtain reports on student development, as well as formulate the necessary follow-up steps. With systematic coordination, positive changes in students can be detected early, and the necessary steps to support their development can be taken immediately. This underscores the importance of collaboration between parties to ensure that each student gets the right support.

The control stage is an evaluation process carried out to assess whether individual counseling services are in accordance with the objectives that have been set. The Control Theory proposed by Harold Koontz and Cyril O'Donnell explains that control ensures that activities carried out remain on the predetermined path. In this case, the BK teacher uses an evaluation sheet to assess the extent of changes that have occurred in students after participating in individual counseling. This evaluation is carried out not

only after each counseling session, but also periodically to monitor student development. The Performance Evaluation Theory which emphasizes the importance of regular assessment is also applied here, with the aim of finding out whether the counseling objectives have been achieved or whether there are problems that still need to be addressed further. This evaluation provides a basis for decision-making about actions that need to be taken next to support student development more effectively.

In addition, structured BK management also has an impact on the success of individual counseling implementation in the long term. When the management function is carried out well, individual counseling services become more directed, focused, and effective in dealing with student problems. Each stage carried out—planning, organizing, directing, coordinating, and controlling—plays an important role in ensuring that students get the support they need to overcome the challenges they face, be it personal, social, or academic problems. In the context of SMK Muhammadiyah 2 Pekanbaru, the implementation of this BK management function is very relevant to the educational goals to be achieved. In addition to equipping students with the technical skills needed in the world of work, it is also important to support their character development and psychological well-being. Effective individual counseling services will help students to be better prepared to face life's challenges, both at school and outside of school. Therefore, good BK management is very important in creating a healthy learning environment and supporting students' holistic development.

CONCLUSION

The findings of this study explain that the function of guidance and counseling management in the implementation of individual counseling services has been implemented starting from planning, where the BK teacher carries out planning as evidenced by the existence of service program archives and service implementation plans. Organizing (organizing) the organizing stage is carried out together with related parties at the school, especially the principal, BK teacher, and parents. Directing (commanding) the implementation is carried out according to the schedule that has been set in the program and in accordance with the problem archives from student data. Coordination (coordinating) after the implementation of individual counseling, the BK teacher coordinates regarding student changes, and control is carried out in the form of an evaluation sheet made by the BK teacher to see student changes.

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