



EVALUATION OF GUIDANCE AND COUNSELING PROGRAM FOR STUDENTS OF STATE ISLAMIC SENIOR HIGH SCHOOL 2, BIMA CITY

**Muh. Nasir¹, Wahyuddin Naro², Muzakkir³, M. Yusuf Tahir⁴,
& Muhammad Nur Akbar Rasyid⁵**

¹Universitas Nggusuwaru Bima, Indonesia

^{2,3,4,5}Universitas Islam Negeri Alauddin Makassar, Indonesia

Correspondence Email: perahubima@gmail.com

ABSTRACT

This study aims to evaluate the implementation of the Guidance and Counseling (BK) program at State Islamic Senior High School (MAN) 2 Bima City. The BK program plays a crucial role in assisting students in addressing academic, personal, social, and career-related challenges. The evaluation method employed is the CIPP model, which encompasses four components: Context, Input, Process, and Product. Data were collected through interviews, observations, and document analysis involving the principal, vice principal, BK counselors, and subject teachers as key informants. The assessment was conducted based on the criteria outlined in the Indonesian Minister of Education and Culture Regulation Number 111 of 2014 concerning Guidance and Counseling in Elementary and Secondary Education. The findings reveal that, in terms of context, the BK program aligns well with student needs and the institution's vision. Regarding input, the availability of certified counselors remains limited, and the supporting facilities and infrastructure are suboptimal. In terms of process, the delivery of BK services is generally adequate but requires improvement, particularly in the implementation of group services and continuous evaluation. As for the product, the BK program has demonstrated a positive impact on students' personal and academic development, though its influence on career planning remains an area for further enhancement. Based on these findings, it is recommended that the school enhance counselor training, improve the availability of supporting facilities, and implement regular evaluations to assess the effectiveness of the BK program.

Keywords: Evaluation education; guidance and counselling education

1. INTRODUCTION

One of the essential responsibilities of schools is to provide guidance and counseling services to students, both individually and in groups, to address the challenges they encounter.

This obligation aligns with the mandate outlined in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning Guidance and Counseling in Elementary and Secondary Education, specifically Article 8, Paragraph 4, which emphasizes the need for program evaluation to assess the effectiveness of services and inform further development. Guidance and Counseling (BK) teachers are responsible for planning, designing, implementing, evaluating, and enhancing guidance and counseling programs.

The guidance and counseling program is designed to support students, both individually and in groups, in overcoming personal, academic, social, and career-related issues, thereby fostering their independence and optimal development. The primary goal of guidance and counseling in the educational context is to help students realize their full potential and enhance their self-reliance. At the secondary education level, the need for effective guidance and counseling services is increasingly critical, particularly when supported by well-structured programs that facilitate students' holistic growth within the school environment.

In madrasahs, the guidance and counseling program aims to facilitate students' development so they can adapt to their environment, build social skills, internalize rules, values, and norms comprehensively, and prepare for future life challenges. These services must align with the educational objectives and curriculum of secondary schools. However, observations indicate that in several State Middle Schools in West Nusa Tenggara (NTB), guidance and counseling services are not yet implemented professionally. BK teachers and school psychologists tend to focus more on administrative tasks – such as monitoring student tardiness and administering disciplinary actions – rather than providing comprehensive and developmental counseling support.

Based on interviews and documentation studies regarding the administration of the guidance and counseling (BK) program at MAN 2 Kota Bima, it can be concluded that the program is being implemented relatively well. However, the evaluation conducted by the BK teachers is limited to assessing only the results and processes of the guidance and counseling activities, without encompassing all critical evaluation components. Several challenges have been identified in the program's implementation, including a shortage of professional counselors, limited supporting facilities, and students' lack of understanding regarding the purpose and benefits of guidance and counseling services. Furthermore, the dense academic schedule often restricts the time available for BK services, while support from both the school administration and parents remains suboptimal. The integration of technology into the BK program is also not yet optimal, despite its potential to enhance service efficiency. Additionally, the absence of continuous and systematic evaluation makes it difficult to comprehensively identify the strengths and weaknesses of the program. Therefore, a more structured and in-depth evaluation is necessary to improve its overall effectiveness.

This study adopts the CIPP (Context, Input, Process, Product) evaluation model as a framework for assessing the implemented program. The CIPP model is particularly valuable for evaluating multiple dimensions of a program, including its contextual relevance, resource availability, implementation processes, and achieved outcomes. By employing the CIPP model, the interconnections between these components can be systematically analyzed, providing a comprehensive overview of the program's performance (Stufflebeam, 2007).

Previous research supports the effectiveness of the CIPP model in evaluating guidance and counseling programs. For instance, Hidayah (2021) evaluated the implementation of individual counseling services at SMP Negeri 6 Banjarmasin and found that the program was rated positively in the context and input components, with effective processes and satisfactory outcomes. Similarly, Nisya (2021) reported that the context component—comprising relevance and legal compliance—scored highly, while input and process components were rated moderately, and the product component received a high score. In another study, Setiawan (2019) applied the CIPP model to evaluate the BK program at SMA Negeri 2 Singaraja, concluding that the model effectively assessed the program's implementation, with all components (context, input, process, and product) showing a very high level of effectiveness. In light of the aforementioned background and existing challenges, the researcher was motivated to undertake a study titled "*Evaluation of the Guidance and Counseling Program for Students at State Islamic Senior High School 2, Bima City.*"

2. METHODS

This evaluation study was conducted to assess the implementation of activities, the achievement of program objectives, and the impact of the Guidance and Counseling program at State Islamic Senior High School 2 (MAN 2) Bima City, using the CIPP Evaluation Model. The CIPP model was selected for its ability to provide a comprehensive analysis of four key components of the program: context, input, process, and product (Stufflebeam & Coryn, 2014). This model is applied as an evaluative framework that views the program as a system and analyzes it based on its interrelated components. The study was carried out at MAN 2 Bima City, located on Jl. Wolter Monginsidi No. 2, Bima City, West Nusa Tenggara Province, which was selected due to the presence of an established guidance and counseling service program.

The evaluation criteria used for each component of the CIPP model are described in detail. Context evaluation focuses on the formal foundation for implementing the guidance and counseling service program, including its alignment with institutional policies and educational mandates. Input evaluation examines the human resources involved, specifically the ratio of guidance and counseling (BK) teachers to students and the educational qualifications of the BK teachers. It also includes an assessment of the guidance and counseling curriculum, such as the time allocated for activities and the planning of service programs—covering materials, media, and methods used in counseling. Process evaluation assesses the extent to which the implementation of the program aligns with a comprehensive guidance and counseling service system, including scheduling and the delivery of counseling materials to students. Product evaluation focuses on the achievement of the program's objectives, both in group (classical) and individual settings. Data were collected through in-depth interviews with BK teachers, principals, students, and parents, as well as through direct observation of counseling practices and document analysis related to the program. The data were analyzed using qualitative descriptive methods to determine the program's effectiveness across each CIPP component (Hakim & Kusumawati, 2020). To ensure the validity and reliability of the findings, data triangulation techniques were applied. This approach is expected to yield clear and actionable

recommendations to enhance the effectiveness of guidance and counseling services at MAN 2 Kota Bima.

3. RESULTS AND DISCUSSION

Based on the evaluation results, the implementation of the Guidance and Counseling (BK) program at MAN 2 Kota Bima demonstrates various strengths and weaknesses that should be taken into consideration for future program enhancement. The following section presents a discussion of the findings across the four components of the CIPP evaluation model (Context, Input, Process, Product):

1. Context Aspect

The findings related to the context aspect indicate that the formal reference for the implementation of the guidance and counseling program is the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014. This regulation provides detailed provisions regarding the implementation of guidance and counseling services at the elementary and secondary education levels.

Currently, the direction of counseling services adheres to a comprehensive and developmental paradigm, which is oriented toward assisting students in accomplishing developmental tasks, optimizing their potential, and addressing personal challenges (Henderson, 2012). Achieving these goals requires not only the involvement of a single area, such as academic instruction or guidance and counseling alone, but rather a well-coordinated collaboration among all educational components to realize shared educational objectives.

The comprehensive guidance and counseling program in schools encompasses collaborative efforts aimed at supporting students' academic, career, and personal/social development. These collaborative activities involve partnerships with school staff, parents, and members of the broader community (Dollarhide, 2018). Collaboration with parents, in particular, represents a key component of the system support program, which is designed to reinforce other elements of the guidance and counseling framework, including basic services, responsive services, and individual planning. These elements collectively contribute to fostering student independence and optimal development.

According to research conducted by Jaycox et al. (2006), program evaluation plays a crucial role in the school setting. Although often challenging, the evaluation process provides essential insights for madrasahs to understand the impact of their programs on students, educators, and institutional effectiveness. Supporting this, findings from Wako (2016) indicate that students frequently encounter psychosocial and academic challenges that require the support of professional school counselors. However, many students do not utilize available counseling services effectively, primarily due to a lack of awareness about the nature and benefits of these services. This underscores the need for clear policies and coordinated efforts to engage professionals, recruit additional qualified personnel, and offer innovative pre-service training for school counselors. Importantly, counseling services must be delivered by individuals with the appropriate qualifications and competencies.

At MAN 2 Kota Bima, the formal foundation for the implementation of the guidance and counseling program is outlined in several key documents, including the 2020–2024 School Strategic Plan, the Head of School's Work Program for the 2022/2023 academic year, and the school's academic schedule for the same period. According to an interview with the school principal, the guidance and counseling services have been continuously implemented up to 2024. The primary objectives of the program are to assist students in mastering their developmental tasks, enhance their understanding of the required competency standards, and encourage the application of newly acquired behaviors and skills in their daily lives. The program is formally regulated through documents such as the school's strategic plan, the head of school's 2017 work program, the school curriculum, and the annual academic schedule. In essence, the guidance and counseling program at MAN 2 Kota Bima has been structured to support students in addressing a wide range of challenges – academic, personal, social, and career-related – thereby fostering their overall development and well-being.

2. Input Aspect

Based on research related to the human resources involved in the provision of guidance and counseling services, several key aspects require attention – one of which is the ratio between guidance and counseling (BK) teachers and the students they serve. Document analysis reveals that all three BK teachers currently assigned to the program hold formal educational qualifications in the field of Guidance and Counseling. During the 2023/2024 academic year, these teachers were responsible for guiding a total of 150 students. According to Eseryel (2002), input evaluation aims to determine the necessary steps for achieving program goals. In alignment with this, the concept of basic services in the guidance curriculum – as explained by Bowers and Hatch in Zulfikar (2023) – is designed to enhance students' knowledge, attitudes, and skills in ways that correspond to their developmental stage.

The provision of guidance and counseling services for Grade X students at State Islamic Senior High School 2, Bima City, is supported by various facilities and infrastructure, including a designated guidance and counseling office, individual counseling rooms, a reading room, and a reception area. Additional resources include tools for data collection, aptitude and interest tests, observation and interview guidelines, service evaluation instruments, as well as access to computers and internet connectivity. The study also found that the curriculum and components of the guidance and counseling services for Grade X are fairly comprehensive, encompassing four main service types: basic services, responsive services, individual planning, and system support. Funding allocations support the procurement of infrastructure, testing instruments, seminars, workshops, training programs, coordination meetings with BK teachers, and collaboration with relevant professionals.

Shetzer and Stone (1976), as cited by Maliki (2022), categorize personnel involved in guidance and counseling into three groups: (1) core personnel, including school counselors, professionals, and teachers; (2) administrative personnel responsible for managing the school's guidance and counseling program, such as principals, vice principals, BK coordinators, and administrative staff; and (3) support personnel, such as psychometricians, psychiatrists, psychologists, doctors, social workers, and remedial educators. According to Egbo (2015), in the early stages of child development, families and schools must collaboratively provide essential

knowledge and support to facilitate children's adaptation and preparation for the future. Guidance and counseling services are essential in addressing students' academic, vocational, personal, and social needs. These services enable children to develop a positive self-image and readiness to face future challenges. An effective guidance and counseling program at the elementary school level also contributes to the development of students' abilities, skills, and character formation, which are integral to achieving the goals of basic education. Therefore, the implementation and management of guidance and counseling services in elementary education are of critical importance.

According to Crocket, Kotzé, and Peter (2015), the availability of qualified counselor resources plays a crucial role in the effective implementation of school-based counseling programs. School counseling is regarded as an effective, accessible, and non-stigmatizing preventive measure. From the students' perspective, counseling services have had a significantly positive impact on various aspects of their personal and academic lives. Therefore, guidance and counseling services at the elementary level play a vital role in supporting students' overall development. Boitt (2016) identifies several challenges in the implementation of guidance and counseling programs in schools. To address these issues, it is recommended that the government and school administrations provide targeted training, adequate facilities, and financial support for teacher-counselors. Moreover, ensuring that teacher-counselors are employed on a full-time basis, given sufficient time allocations, and relieved of excessive workloads is essential. Many of the challenges related to the implementation of school counseling—such as inadequate counselor evaluation—can be mitigated through these measures. Consequently, comprehensive support from both the government and school administrations is critical to enhancing the effectiveness of school guidance and counseling programs.

3. Process Aspect

The findings of this study revealed that the primary focus of the process component is to ensure that the implementation of the planned guidance and counseling program aligns with a comprehensive service system. At Madrasah Aliyah Negeri 2 Kota Bima, the guidance and counseling program was carried out according to a predetermined schedule, with materials delivered following established procedures. The research also found that the BK (Guidance and Counseling) Coordinator played a key role in ensuring that the services adhered to the annual curriculum and syllabus and were implemented through face-to-face sessions in class in accordance with the BK Service Implementation Plan (RPL) and lesson schedule. As noted by Madaus (2012), process evaluation is a continuous assessment of program implementation aimed at providing feedback to program managers and staff regarding the alignment of activities with plans, schedules, and the efficient use of resources. This type of evaluation serves to monitor progress, identify areas for improvement during implementation, and provide decision-makers with useful information.

Within the CIPP model, process evaluation emphasizes the activities carried out, the individuals responsible, and the timing of implementation. Hence, it functions as an ongoing review mechanism to ensure that planned activities are executed effectively and efficiently. At MAN 2 Kota Bima, responsive services were delivered by classroom and subject teachers, while

system support was also provided to enhance the competencies of guidance and counseling teachers. This support aimed to improve both the quality of student education and the overall effectiveness of guidance and counseling services. System support plays a pivotal role in school management by reinforcing the implementation of the counseling program through staff development and supportive administrative policies.

Boitt (2016) identified several barriers to effective counseling service implementation in schools, recommending the provision of training, financial support, and government backing for BK teachers. Counselors must be fully empowered, given sufficient time, and assigned manageable workloads to focus effectively on delivering face-to-face guidance and counseling both inside and outside the classroom. Research by McKenzie et al. (2011) confirmed that students benefit significantly from school counseling services, emphasizing the need for a well-integrated governance framework in child mental health and educational support systems. Trevisan (2012) further emphasized the critical role of evaluation in enhancing institutional understanding, promoting behavior change, and ensuring the sustainable use of evaluation findings for school improvement.

At MAN 2 Kota Bima, the guidance and counseling services included individual counseling, group counseling, information services, and orientation services. However, their effectiveness was limited by a tightly packed academic schedule, which reduced the availability of counselors to deliver comprehensive services. This finding is supported by Supriyanto and Juntika (2017), who identified rigid scheduling as a major challenge in school-based guidance and counseling programs. Observations also revealed that counselors had not yet adopted creative or engaging approaches to attract student interest in the program. Hakim and Kusumawati (2020) proposed integrating counseling services into extracurricular activities or designing more engaging and relevant programs as a solution to this issue.

4. Product Aspect

The findings of this study indicate that the evaluation of the product component aims to assess the extent to which the objectives and expected outcomes of the guidance and counseling services have been achieved. The impact of product evaluation has been notably positive, as it contributes to addressing students' behavioral and disciplinary issues and provides substantial support to teachers in guiding learners. The study also revealed that conventional guidance and counseling services at Madrasah Aliyah Negeri 2 Kota Bima have brought significant improvements in students' development, particularly in areas such as social adjustment, attitudes, and academic performance. Individual counseling, in particular, has proven effective in fostering students' social adaptability, as evidenced by enhanced classroom interactions and peer relationships. Students who were previously passive or emotionally reactive began to exhibit increased participation, emotional regulation, responsibility, and signs of independence.

According to Studer and Sommers (2014), effective program evaluation encompasses the assessment of the program itself, the personnel involved, and the outcomes generated, thereby providing meaningful recommendations for ongoing or future implementation. Similarly, Jaycox et al. (2006) highlighted the importance of evaluating school-based programs to help stakeholders understand their impact on schools, students, and teachers, and to determine

whether such programs merit continuation. Kline (2012) further emphasized that school-based mental health services – such as social skills training, solution-focused therapy, and group interventions – offer considerable benefits for students. Complementing this, Werner-Seidler et al. (2017) found that school-based interventions aimed at preventing anxiety can significantly alleviate students' mental health burdens. These findings underscore the need for comprehensive evaluations within the school context to reduce anxiety and provide accurate assessments of program goals and achievements.

Despite the benefits, the impact of guidance and counseling programs at MAN 2 Kota Bima remains varied. While several students reported enhanced self-confidence and improved capacity to manage personal issues, the program's influence on academic performance and career planning has not reached optimal levels. This suggests a need for more integrated collaboration between guidance and counseling services and academic instruction. Moreover, the absence of regular and systematic program evaluations has limited the school's ability to identify strengths and address shortcomings effectively. As Stufflebeam (2007) argues, continuous and structured program evaluation is critical to ensuring that services remain responsive to the evolving needs of learners.

4. CONCLUSION

Based on the program assessment utilizing the Context, Input, Process, Product, and Outcome (CIPPO) evaluation model, the following conclusions can be drawn. The results of the context component evaluation fall into the good category, focusing primarily on two key areas. First, the formal foundation for implementing guidance and counseling services was assessed through document analysis to ensure compliance with regulatory frameworks such as the National Education System Law and the Regulation of the Minister of Education and Culture concerning guidance and counseling in elementary and secondary education. Second, the evaluation of the program's policy framework included three aspects: (1) the alignment between the vision and mission of Madrasah Aliyah Negeri 2 Kota Bima and the objectives of the guidance and counseling program, (2) the organizational structure of guidance and counseling services within the school, and (3) the principal's official decision regarding the implementation schedule of the guidance and counseling services.

The input component was also evaluated in the good category, focusing on several key elements. First, the quality and adequacy of human resources – especially guidance and counseling (BK) teachers – were examined through data on the counselor-to-student ratio. Second, the guidance and counseling curriculum was evaluated based on the relevance and organization of materials, media, instructional methods, time allocation, and service implementation plans. Third, facilities and infrastructure were reviewed through observations, interviews, and document analysis. These included BK workspaces, counseling and administration rooms, guest areas, and supporting tools such as data storage systems, assessment instruments, office supplies, and computer equipment. The availability of financial resources to support the guidance and counseling program was also part of the evaluation.

The process component assessment also received a good rating. The primary objective of this evaluation was to verify the effective implementation of the guidance and counseling service program. This included reviewing the execution of planned activities, ensuring alignment between implementation and the established schedule, and assessing whether the services delivered corresponded to the needs of students at Madrasah Aliyah Negeri 2 Kota Bima. Similarly, the product component evaluation was rated as good. This phase assessed the extent to which the goals of the guidance and counseling services were achieved. The findings showed that the intended outcomes were largely realized and aligned with the objectives set out in the program design.

Overall, the evaluation results indicate that the guidance and counseling (BK) program at MAN 2 Kota Bima holds considerable potential for further development. Recommendations for improvement include increasing the number of professional counselors, upgrading facilities and supporting infrastructure, leveraging digital technologies for online services, promoting the program's benefits among the school community, integrating counseling with extracurricular or project-based learning, and conducting regular evaluations to ensure the program remains responsive to students' evolving needs.

Acknowledgment

We would like to express our deepest gratitude to all parties who have provided invaluable support and contributions throughout the implementation of this research. Our sincere appreciation goes to Madrasah Aliyah Negeri 2 Kota Bima for granting permission and providing the necessary facilities to conduct this study. We are especially thankful to the Guidance and Counseling teachers for their insightful input and valuable information.

We also extend our heartfelt thanks to the students who willingly participated as respondents in this research. Furthermore, we acknowledge with appreciation the guidance and technical assistance provided by colleagues and other contributors whose input proved to be highly meaningful. Without their cooperation and active involvement, this research would not have been successfully completed.

REFERENCES

- Boitt, M. L. (2016). Evaluation of the challenges in the implementation of the guidance and counselling programme in Baringo County secondary schools, Kenya. *Journal of Education and Practice*, 7(30), 27–34.
- Crocket, K., Kotzé, E., & Peter, M. (2015). Young people's perspectives on school counseling. *New Zealand Journal of Counselling*, 35(1), 22–43.
- Dollarhide, C. T., & Lemberger-Truelove, M. E. (2018). The context of professional school counseling. In *Theories of school counseling for the 21st century* (p. 3).
- Egbo, J. O. (2015). Need for guidance and counselling at the primary school level: Early intervention strategies for school children. *British Journal of Education*, 3(6), 1–8.
- Eseryel, D. (2002). Approaches to evaluation of training: Theory & practice. *Educational Technology & Society*, 5(2), 93–98.
- Gysbers, N. C., & Henderson, P. (2012). *Developing and managing your school guidance and counseling program* (4th ed.). Alexandria, VA: American Counseling Association.

- Hakim, L., & Kusumawati, M. (2020). Peningkatan efektivitas program BK melalui evaluasi berbasis model CIPP. *Jurnal Konseling Nusantara*, 4(2), 45–58.
- Hidayah, G. R. (2021). Evaluation of individual counseling service implementation using context, input, process and product (CIPP) models in SMP Negeri 6 Banjarmasin. *Jurnal Pelayanan Bimbingan dan Konseling*, 4(1), 17–28.
- Jaycox, L. H., McCaffrey, D. F., Ocampo, B. W., Shelley, G. A., Blake, S. M., Peterson, D. J., ... & Kub, J. E. (2006). Challenges in the evaluation and implementation of school-based prevention and intervention programs on sensitive topics. *American Journal of Evaluation*, 27(3), 320–336.
- Kementerian Pendidikan dan Kebudayaan. (2014). *Permendikbud No. 111 Tahun 2014 tentang Bimbingan dan Konseling pada Pendidikan Dasar dan Menengah*. Jakarta: Kemendikbud.
- Kline, H. (2012). Evaluating the effectiveness and utilization of school-based mental health programs. [Unpublished manuscript or report if not published; provide details if available].
- Madaus, G. F., & Stufflebeam, D. L. (Eds.). (2012). *Educational evaluation: Classic works of Ralph W. Tyler*. Springer.
- Maliki, M. P. I. (2022). *Bimbingan konseling di sekolah dasar*. PT Republik Media Kreatif.
- McKenzie, K., Murray, G. C., Prior, S., & Stark, L. (2011). An evaluation of a school counselling service with direct links to Child and Adolescent Mental Health (CAMH) services. *British Journal of Guidance & Counselling*, 39(1), 67–82.
- Nisya, I. (2021). *Evaluasi program bimbingan dan konseling (konseling individu) menggunakan model CIPP di SMK Negeri 2 Slawi* [Undergraduate thesis, Universitas Pancasakti Tegal].
- Setiawan, G. D. (2019). Evaluasi program bimbingan dan konseling dengan model CIPP di SMA Negeri 2 Singaraja. *Daiwi Widya Jurnal Pendidikan*, 6(1), 26–39.
- Stufflebeam, D. L., & Shinkfield, A. J. (2007). *Evaluation theory, models, and applications*. Jossey-Bass.
- Stufflebeam, D. L., & Coryn, C. L. (2014). *Evaluation theory, models, and applications* (Vol. 50). John Wiley & Sons.
- Studer, J. R., & Sommers, J. A. (2000). The professional school counselor and accountability. *NASSP Bulletin*, 84(615), 93–99.
- Supriyanto, A., & Juntika, N. (2017). Evaluasi layanan bimbingan dan konseling di sekolah. *Jurnal Pendidikan dan Kebudayaan*, 22(3), 215–230.
- Trevisan, M. S. (2002). Evaluation capacity in K–12 school counseling programs. *American Journal of Evaluation*, 23(3), 291–305.
- Wako, A. (2016). The status of utilization of school guidance and counseling services in Ethiopian secondary schools in addressing the psychosocial and academic needs of students: The case of Sidama Zone, SNNPRS. *Journal of Humanities and Social Science*, 21(2), 27–35.
- Werner-Seidler, A., Perry, Y., Caele, A. L., Newby, J. M., & Christensen, H. (2017). School-based depression and anxiety prevention programs for young people: A systematic review and meta-analysis. *Clinical Psychology Review*, 51, 30–47.
- Winkel, W. S. (2009). *Bimbingan dan konseling di institusi pendidikan*. Jakarta: Grasindo.

Zulfikar, M., Ferdiansyah, M., & Lubis, M. A. (2023). Description of the implementation of guidance counseling management services. *Ghaidan: Jurnal Bimbingan Konseling Islam dan Kemasyarakatan*, 7(1), 19–28.