

**APPLICATION OF SERVICES BY BK TEACHERS TO ACHIEVE BK MANAGEMENT OBJECTIVES**

**Salsabila Nasution<sup>1</sup>, Firman<sup>2</sup>, Neviyarni<sup>3</sup>**

<sup>123</sup>Fakultas Ilmu Pendidikan, Universitas Negeri Padang

Correspondence Email : [firmman@fip.unp.ac.id](mailto:firmman@fip.unp.ac.id)

**ABSTRACT**

*In education there are problems that create several obstacles in the educational process. Problems can occur for several reasons, one of which is not understanding the role of the teacher himself. This can be a barrier for the counseling teacher in carrying out guidance and counselling at school. therefore, the counseling teacher must be able to apply the problems of the counseling teacher at school in order to develop his potential in supporting counseling services at school so that the counseling teacher can provide positive affectivity in creating a conducive learning atmosphere and be able to contribute to the development of the potential and character building of students. This research uses qualitative methods with document analysis and field observation. The results of this study found several obstacles in the implementation of counselling guidance in schools, these obstacles can hinder the achievement of the objectives of counselling guidance. Counselling teachers themselves must have several competencies to alleviate these obstacles, namely Pedagogy, Personality, Social, and Professional competencies.*

*Keywords: Application; Guidance and Counselling, Problem; Counselling Teacher.*

## INTRODUCTION

Guidance and counselling (BK) services in schools are an important part of the education system that aims to help students achieve optimal academic, social, emotional, and personal development, (Purwaningsih, 2021; Ulfah & Arifudin, 2020). In its implementation, counselling services involve various supporting elements in schools, with guidance and counselling teachers as the main implementers. Guidance and counselling management includes the process of planning, organising, implementing, mobilising resources, and evaluating activities to ensure that services are provided effectively and achieve the expected goals, (Nasution, Firman, et al., 2023; Wahidah et al., 2025).

The development of the times contains new problems (Firman, 2009), and in practice in the field, there are still a number of problems that hinder the optimisation of the role of counseling teachers, (R Nurhayati et al., 2024; Suroso & Salehudin, 2021). One of the main problems is the subject teachers' lack of understanding of the functions and responsibilities of counselling teachers, (Fitriani et al., 2022; R Nurhayati et al., 2024; Suroso & Salehudin, 2021). It is not uncommon for subject teachers to ask BK teachers to replace them teaching in class, as if the duties of BK teachers are the same as teachers in general. In fact, BK services do not focus on delivering subject matter, but on assisting student development and creating a conducive learning atmosphere. This misunderstanding often leads to overlapping roles, which results in the inadequacy of guidance and counselling services, (Azwar, 2023; Badriyah et al., 2023). Therefore, guidance and counselling teachers are required to refer to the laws and regulations, understand the basic concepts of educational counselling, and carry out their duties in accordance with the code of ethics and professional competence.

This research is important because it aims to analyse how the application of services by counselling teachers can support the achievement of overall counselling management objectives. The objectives of this study are to identify the forms of services applied by counselling teachers, examine their involvement in the management of counselling services in schools, and understand the challenges they face in their daily practice. In addition, this study is expected to provide strategic recommendations to strengthen the synergy between counselling teachers, subject teachers and school management so that counselling services can run optimally. The urgency of this research lies in the important position of counselling teachers in the modern education system. Amidst the increasing complexity of students' problems, the role of counselling teachers cannot be underestimated. When counselling services are well managed, the school climate becomes healthier, students are more motivated, and the goals of national education can be more easily achieved. Therefore, the study of the application of counselling services in the context of school management is very important to answer the various challenges of education in this era.

## RESEARCH METHODS

This research uses the literature review method, which is carried out by collecting and analysing various written sources such as scientific journals, reference books, academic articles, and other relevant documents related to the topic 'The Role of Counselling Teachers in Implementing Services to Achieve Counselling Management Objectives.' The stages in this method include identification of relevant literature sources, selection of reading materials based on certain criteria, in-depth reading, and interpretation of content to gain a complete understanding of the theme under study. Through this method, researchers can formulate a synthesis of various expert opinions, underlying theories, and previous findings to develop logical and in-depth arguments, (Firman, 2009).

Literature research or literature study itself is understood as a systematic scientific research method, which aims to obtain theoretical and conceptual information from library materials. According to experts, literature review is an effective approach in studying problems that are conceptual in nature or that require an in-depth review of theories and previous research results. In this context, the literature review method is suitable to evaluate and strengthen the understanding of the strategic position of counselling teachers in the guidance and counselling service management system in schools. With this approach, it is also expected that the results of the study can contribute in the form of a comprehensive theoretical review and become the basis for developing more effective and targeted counselling service practices.

## **RESULTS AND DISCUSSION**

### **Provisions for the Implementation of Guidance and Counselling in Schools**

Initially in the mid-1960s, guidance and counselling services began to be developed under the name of guidance and counselling (abbreviated as BP) In 1975, BP services were integrated into the school curriculum, namely the 1975 curriculum and so on until now, (Prayitno & Amti, 2013). The implementation of BK in schools is something that cannot be separated in educational activities, where in education it requires guidance and the implications of the BK programme that supports student activities both in the school environment and in the social environment of students in the community. The implementation of counseling in schools certainly has provisions that serve as guidelines and references for counseling teachers in carrying out the guidance process at schools in educational activities, related to the provisions of the implementation, namely Law Number 20 of 2003 concerning the National Education System where in the National Education System Law, 2003 it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential and emphasize that counselors are educators. In addition, the law states that the habituation paradigm that must be built is exemplary, building will and developing creativity in the context of the school's socio-cultural life. And every formal and non-formal education unit provides facilities and infrastructure. Law No.14/2005 on Teachers and Lecturers Explicitly Emphasises the Need for Professionalism of Both Types of Education. In this law, counsellors have not been positioned, except to be mentioned again in relation to the types of educators.

Permendiknas No. 19 of 2005 on National Education Standards, mandates that each education unit must develop a curriculum called the Education Unit Level Curriculum or KTSP. In the implementation of KTSP, Guidance and Counselling Teachers in schools provide Guidance and Counselling services in facilitating students' "Self-Development" according to their interests, talents and considering the stages of their developmental tasks. The Education Unit Level Curriculum (KTSP) refers to content standards, process standards, competency standards, educator and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and assessment standards.

Permendiknas No. 22 of 2006, concerning Content Standards, which contains the curriculum structure, has sharpened the need for the preparation and implementation of self-development programmes aimed at providing opportunities for students to develop and express themselves according to the needs, talents, and interests of each learner in accordance with school conditions.

Permendiknas No 41 of 2007 on education process standards in which every primary and secondary school must conduct learning process planning, implementation of the learning process, assessment of learning outcomes, and supervision of the learning process. Permendiknas 2006 formulated the SKL that must be achieved by students through the learning process in the field of study, then the competence of students who must be developed through guidance and counselling services is the competence of independence to realise themselves (self-actualization) and the development of their capacity (capacity development) that can support the achievement of graduate competencies. Conversely, learners' success in achieving the SKL will significantly support the realisation of the development of independence.

Permendiknas No. 27/2008 on academic qualification standards and counsellor competencies. Each education unit is required to employ counsellors who have nationally accepted standards of academic qualifications and counsellor competencies. Permendiknas No. 24 of 2007 on infrastructure standards where it is stated that schools in terms of infrastructure standards must have a counselling room with a minimum area of 9 M square. Permendiknas No. 19/2007 on management standards where schools must have a school work plan (RKS). There is a self-development programme that includes guidance and counselling services. Permendiknas No. 48 of 2008 on education financing standards. About the financing standard for the implementation of guidance and counselling.

Permendiknas No 20 of 2007 on educational assessment standards. About the standard of implementation of assessment in education where counsellors are also educators. Permendiknas, No. 12 of 2007 on School/Madrasa Supervisory Standards which implies the supervisor's guidance of guidance and counselling services. Permendiknas No. 27 of 2008 on the standards of academic qualifications and competencies of counsellors provides a limitation on who holds the profession of counsellor, namely a bachelor of guidance and counselling (S1 BK) who has completed the PPK program. Permendiknas No. 74 of 2008 on Teachers, which lists the workload of guidance and counselling teachers/counsellors. Permendiknas Number 16 of 2009, concerning the Functional

Position of Teacher and its Credit Score, which mentions counsellors as well as teachers, handling 150 students and the duties of counselling teachers.

### **Concepts of Guidance and Counselling Teachers in Schools**

In terms of guidance and counselling in schools, there are several concepts that can be used as a reference. This is useful because the concept is important specifically for the understanding of guidance within the scope of the school, namely Guidance in its implementation is a process, (Azwar, 2023). The process implies that guidance is carried out systematically and methodically in a planned, programmed nature, which ultimately allows guidance to progress, (Badriyah et al., 2023).

Guidance means assistance or service on the volunteerism of the guided subject, (Luthfiyah Zahra et al., 2023; Sriyono, 2017). The volunteerism of the mentor is manifested in the nature and behaviour that does not impose its will to guide individuals, but offers and creates an atmosphere that makes individuals aware that they need services or assistance from other parties. The voluntariness of the individual being helped, is manifested by the freedom to express thoughts, feelings and behaviour in relation to direction and self-understanding, decision making, choice making and problem solving in the guidance process. The combination of the voluntariness of the guided subject, the mentor and the voluntariness of the guided will give birth to a democratic relationship between the two.

The smooth implementation of guidance and the achievement of guidance results require competent guidance implementing subjects, (Hariko, 2017; Nasution, Jamaris, et al., 2023). Competence is obtained from special education, training, skills and personal and basic attitudes that are convincing, both for themselves and others, especially for the guided. This means the need for professionals who have the ability / proficiency / skills in the form of using adequate approaches to methods and techniques of guidance.

Help is for all individuals, all learners who are in a particular situation that needs help, but who have the possibility to “get back on their feet” or progress on their own during or after the service. It is not only for learners who are indecisive about choosing a programme group or occupation/career, nor only for learners with learning disabilities and not only for learners who are maladjusted. The characteristic of all learners in general is the possibility of “self-actualisation” and “self-realisation”. It is recognised that the possession of these differ in degree from learner to learner. This leads to differences among learners regarding the ability to understand themselves (self-understanding), accept themselves (self-acceptance) and direct themselves (self-direction). These differences have consequences in terms of the degree to which guidance is prioritised for each learner, and the different types of services prioritised for different groups of learners.

Guidance has ‘short-term’ goals and ‘long-term’ goals, (Muiz & Fitriani, 2022). Short-term goals are a set of abilities that learners are expected to achieve during and after the guidance process. These short-term goals include: the ability of the guided to understand themselves, accept themselves and direct themselves; the real ability of the self which is manifested in the ability to solve problems, make choices and make adjustments to themselves and the environment in accordance with the level of development achieved.

The long-term goal of guidance is an ideal benchmark that is expected to be achieved by individuals who have received guidance services, with the achievement of optimal mental well-being for individuals (guided) and the achievement of personal happiness that is beneficial to themselves and their surroundings. The short-term goals of guidance form the basis for the long-term goals. This makes effective short-term goals that facilitate/support the achievement of mental well-being and happiness.

From the five important concepts above, a bond can be concluded that will give birth to a limitation of the meaning of guidance, which is affirmed as follows Guidance can be interpreted as a process of providing assistance carried out systematically methodically and democratically from someone who has sufficient competence in applying approaches, methods and service techniques to individuals (learners) in order to better understand themselves, accept themselves, direct themselves and have the real ability to achieve adjustments to make choices and solve problems more adequately according to the level of development they reach. All of this is aimed at achieving mental well-being and happiness that is beneficial to themselves and their environment.

### **Provisions on Guidance Teachers**

As an educator who is oriented towards the guidance and development of the potential of students in creating an effective learning atmosphere for students in schools is certainly not an easy thing, where in the process must follow the provisions set by the law which becomes a benchmark and reference for guidance teachers as educators and mentors for students in developing the potential of students with a successful guidance and counselling process. The laws that regulate the provisions of the counselling teacher are: 1) Law Number 20 of 2003 concerning the National Education System article 1 paragraph 6 states that counsellors are educators. 2) Basic law, article 39 paragraph 1 Number 20 of 2003, which states the understanding that counsellors as counseling or guidance service providers are professionals. 3) National Education Ministerial Regulation No. 27 of 2008 on the qualification and competency standards of counsellors. 4) The basis for the standardisation of the counselling profession issued by the Directorate General of Higher Education in 2004 to provide direction for the development of the counselling profession in schools and outside schools. 5) Permendiknas, 2010 Joint regulation of the Minister of National Education and the Head of the State Personnel Agency Number 03/V/PB/2010 and Number 14 of 2010 concerning guidelines for the implementation of the Functional Position of teachers and their credit numbers. 6) Permendikbud, 2013 Regulation of the Indonesian Minister of Education and Culture Number 81.A of 2013 concerning Curriculum Implementation.

The role of the BK professional organisation in carrying out the task of BK services, BK teachers or counsellors work together with various parties inside and outside the education unit for the success of the intended service. This cooperation is within the framework of BK management which is an integral part of the overall management of the education unit.

### **Duties and Responsibilities of BK Teachers**

In accordance with law number 20 of 2003 counsellors are educators and in the regulation of the minister of national education number 22 of 2005 states "counsellors are counselling services in schools. Professional personnel in charge of planning and organising the learning process, namely planning the bk program and organising guidance and counselling by carrying out the service functions of understanding, prevention, alleviation, maintenance.

According to (Dewa Ketut Sukardi, 2003) in the decision of the minister of education and culture of the republic of Indonesia No. 025 / O / 1995 it is stipulated that the main tasks of the supervising teacher are: 1) Developing guidance and counselling programmes 2) Implement guidance and counselling 3) Evaluate the implementation of guidance and counselling 4) Analyse the results of the evaluation of the implementation of guidance and counselling 5) Follow up the implementation of guidance and counselling Syahril (2009) suggests the duties of guidance and counselling teachers or counsellors are: 1) Socialising guidance and counselling services. 2) Planning the Guidance and Counselling service programme. 3) Implementing all Guidance and Counselling service unit programmes and supporting services. 4) Assessing the process and results of Guidance and Counselling services. 5) Analyse the results of Guidance and Counselling services. 6) Carry out follow-up analysis of the results of Guidance and Counselling services. 7) Administering the activities of the Guidance and Counselling service unit Accountable for their duties and activities to the Guidance and Counselling Coordinator and the Principal.

Based on the regulation of the Minister of National Education (Permendiknas) No 22 of 2006, the duties of counsellors are: Planning guidance and counselling service activities. Carry out guidance and counselling activities. Assessing guidance and counselling activities.

### **Application of Provisions on Guidance and Counselling Teachers**

Guidance and counselling services at this time are quite appreciated by the community of service users, especially in schools. In order to ensure the continuity of services in the future and maintain the quality of services for users of counselling services in educational institutions, especially in schools, (Luthfiyah Zahra et al., 2023; Sriyono, 2017) the government has issued Ministerial Regulation No. 27 of 2008 concerning Academic Qualification Standards and Counsellor Competencies. The existence of Academic Standards and Counsellor Competencies was issued as a guarantee of the minimum level of competence by counsellors and counselling teachers so that they can perform their duties professionally, can be coached effectively and efficiently and can provide the best Guidance and Counselling services.

The real form of the application includes counseling teachers must be able to master the nature, compile, and develop assessment instruments for guidance and counselling purposes, be able to apply the nature, professional direction, fundamentals, and models of guidance and counselling service approaches, be able to develop sustainable guidance and counselling programs based on the needs of students comprehensively with a developmental approach, (Melisa & Azwar, 2020), able to implement guidance and counselling programs, able to evaluate results, processes, (Nasution et al., 2024; Nasution, Jamaris, et al., 2023), and counselling guidance programs, able to provide services in accordance with the authority and professional code of ethics of counsellors, able to understand, design, implement and utilize guidance and counselling research, (Saputra et al., 2024; Taher et al., 2021). If BK teachers are less than optimal in mastering and applying professional competencies, the expected goals in Permendiknas number 27 of 2008, regarding the standards of academic qualifications and competencies of counsellors will not be achieved optimally and it is feared that it will have an impact on the decline in the quality of BK teachers in providing guidance and counselling services, (Lesmana, 2021).

## **CONCLUSIONS**

There are several obstacles in the implementation of counselling guidance in schools, these obstacles can hinder the achievement of counselling guidance objectives. Counselling teachers themselves must have several competencies to alleviate these obstacles, namely Pedagogical, Personality, Social, and Professional competencies. Because counselling guidance itself is very important in achieving the goals of education and counselling guidance has provisions set out in the law and government regulations.

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