



Counseling Guidance Development Management Strategy

Nuria Ariefah Nanda¹, Ali Daud Hasibuan²

¹ *Bimbingan Konseling Pendidikan Islam, Universitas Islam Negeri Sumatera Utara, Indonesia*

² *Bimbingan Konseling Pendidikan Islam, Universitas Islam Negeri Sumatera Utara, Indonesia*

* Corresponding Author. E-mail: ¹ nuria0303203066@uinsu.ac.id

Receive: 11/02/2024	Accepted: 11/02/2024	Published: 01/03/2024
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Abstract

Efficient and successful implementation of guidance and counseling activities in schools is expected to be attained through effective management of these services. Finding out the management approach for creating counseling and guidance at SMA Negeri 1 Tanjung Tiram is the purpose of this study. In order to fully grasp the phenomena or background and to evaluate the meaning and complexity of the situation, a descriptive approach was employed in this study. This research used observation, interviews, and documentation for data collecting. The principle of SMA Negeri 1 Tanjung Tiram and two guidance and counseling instructors served as the informants for this study. According to the research findings, the guidance and counseling program is, first of all, well organized and timed. Second, the fact that SMA Negeri 1 Tanjung Tiram has developed and is operating with coordination indicates that the principle, guidance and counseling instructors, and other stakeholders recognize the value of organization. Third, however if the outcomes have not been perfect, the Guidance and Counseling Services Department at SMA Negeri 1 Tanjung Tiram has been implemented in an ideal manner. Fourth: Directions on what has to be done and what has to be improved in the process of offering guidance and counseling services from the principal of the school to guidance and counseling teachers. Fifth, the evaluation of guidance and counseling services at SMA Negeri 1 Tanjung Tiram allows one to determine if the management of these services is efficient and positively affects the growth of the children receiving them.

Keywords: *Guidance Counseling, Management, Development*

Introduction

Based on the results of initial observations, researchers found several phenomena regarding management strategies for developing counseling guidance that have been implemented at SMAN 1 Tanjung Tiram. Research can focus on the role of technology in strengthening guidance and counseling management strategies at SMAN 1 Tanjung Tiram. Lack of use of online platforms, mobile applications, or social media to provide more

accessible and more effective guidance and counseling services for students. However, researchers found that bk teachers could better understand the specific guidance and counseling needs of students at SMAN 1 Tanjung Tiram.

Apart from that, the researchers also found a structured schedule for the training and development of guidance and counseling teachers at SMAN 1 Tanjung Tiram to improve teachers' abilities in providing quality

guidance and counseling services, and the researchers also found several training participants who were very enthusiastic in carrying out the training.

The research also explored the extent to which parental involvement can increase the effectiveness of guidance and counseling management strategies at SMAN 1 Tanjung Tiram. This could include research into ways to increase parental participation in the guidance and counseling process and its impact on students' academic achievement and well-being.

Several previous studies have discussed similar matters regarding the management of counseling guidance development, while previous researchers with the theme "Evaluating the Effectiveness of Guidance and Counseling Management Strategies in Improving Student Well-being: A Case Study of High Schools in Jakarta", this research aims to evaluate the effectiveness of guidance and counseling management strategies in improving student welfare in senior high schools in Jakarta. The research method used was a survey with the participation of students from several randomly selected schools. Data was collected through a questionnaire that assessed students' perceptions of various guidance and counseling management strategies implemented in their schools and their impact on students' well-being. Data analysis was carried out using descriptive and inferential statistical techniques. The research results show that several guidance and counseling management strategies, such as career coaching programs, personal counseling services, and personality development programs, have a significant impact in improving students' well-being at school.

Meanwhile, the researcher focuses on discussing how to manage the development of BK teachers at SMAN 1 Tanjung Tiram school, and uses qualitative research methods with a descriptive approach, by collecting data through observation, interviews and documentation, then the researcher investigates and understands the meaning

contained in the data in depth, the results of The research will describe how the planning, implementation, evaluation and results of BK teacher development management are carried out.

The goal of guidance and counseling is to help individuals identify and overcome their own problems. This can be achieved through face-to-face meetings between counselors and counselees, or through supervisors and employees working together in a structured manner. Ultimately, the goal is for employees to be able to solve their own problems based on their own strengths and abilities (Selpiani, 2019).

The aim of managing superior guidance services is so that school-based counseling and guidance programs run more smoothly and efficiently. Personality development is an integral aspect of school guidance and counseling. This is achieved through various service tactics that foster the prospects for student independence, as they possess personality traits that are important in the present and future. Various leadership activities are needed to foster character development so that it is consistent with the school's aims and objectives. School leadership determines how character education is planned, organized, implemented and supervised through various school personality development programs (Humaira, 2019).

The goal of school-based guidance and counseling services is to assist students in various aspects of their lives, including but not limited to: social development, academic performance, and career exploration and preparation. Individually, in small groups, or in a more traditional classroom setting, students can benefit from guidance and counseling services that suit their unique circumstances, interests, strengths, weaknesses, opportunities, and challenges (Suhardita et al., 2020).

The goal of a successful and efficient school guidance and counseling program is achieved through well-managed advice and counseling services. Inseparable from character education is school-based guidance and counseling, which uses a range of service options to help children reach their full potential as individuals, equipped with the characters needed today and in the future (Cholky et al., 2023).

As part of guidance and counseling services, schools must establish programs to assist students in achieving their academic potential. In order for the school's vision and goals to be realized, the guidance and counseling program must be able to support all counseling and guidance activities that will be offered to students (Safitri & Novirizka Hasan, 2021). Curriculum guidelines and objective conditions that are in accordance with school needs and adapted to student development phases should be the basis for designing guidance and counseling programs. According to Kurniawan (2015), student requirements must be the basis of guidance and counseling services to ensure that these services are meaningful and beneficial for students (Widia, 2020).

To ensure that counseling and guidance services truly help students achieve school goals and fulfill their mission, it is necessary to optimize these services. Improving the quality of counseling and guidance services is the goal of this effort, which is supported by effective service management. The essence of every effort, in theory, is contained in management which brings together people to use the resources of a system to achieve common goals (Machfudz, 2023).

Based on preliminary data, researchers can conclude that the principal's direction and objectives are the basis for implementing the BK development management strategy at

SMA Negeri 1 Tanjung Tiram. Guidance and counseling teachers, together with other stakeholders, are responsible for managing school-based counseling and guidance programs. Everyone involved has a responsibility to support all current programs that help children grow as individuals. Additionally, in this era of globalization, it is important for guidance and counseling teachers to have competencies that help their students overcome obstacles in pursuing their personal growth effectively. Therefore, researchers are interested in conducting research at SMAN 1 Tanjung Tiram with the aim of finding out the management strategy for developing guidance and counseling teachers at SMAN 1 Tanjung Tiram.

Method

Qualitative research refers to the investigation of individual histories, narratives, actions, and social and interpersonal relationships. Qualitative research is a method that uses written descriptions of individuals and their actions to draw conclusions (Ahmad Faris Al Anshari, 2019).

This research uses a descriptive research strategy, which seeks to understand a phenomenon or environment as a whole by analyzing it and drawing conclusions about its significance and difficulties. To reveal the qualitative characteristics of a subject, this strategy focuses on collecting non-numerical data, such as observation, interviews and documentation (Sugiyono, 2019).

This research uses a qualitative method with a descriptive approach, the researcher tries to gain comprehensive knowledge about the uniqueness and complexity of a phenomenon. Researchers collected data independently using several methods, namely; careful behavioral observation, in-depth interviews, and documentation with informants. The researcher enlisted the help of three informants who, in the researcher's opinion, were reliable and could provide specific details needed for the investigation at

SMA Negeri 1 Tanjung Tiram, the principal and two guidance and counseling teachers served as informants in this research.

Researchers carry out research using direct interviews and careful documentation to ensure that the data they collect is valid and based on reality. The main objective of this research is to test the management strategy for developing guidance and counseling teachers at Tanjung Tiram State High School regarding guidance and counseling training. Structured interviews were used in this research. When gathering specific information, researchers and data collectors often use structured interviews. To support their claims, researchers use documentation, a data collection strategy that involves searching for relevant information in places such as agendas, books, lectures, and notes. Tables containing statistics and other related information can be used as a format for this data.

Results and Discussion

Guidance and counseling teachers, together with other stakeholders, are responsible for managing school-based counseling and guidance programs. Everyone involved has a responsibility to support all current programs that help children grow as individuals. Additionally, in this era of globalization, it is important for guidance and counseling teachers to have competencies that help their students overcome obstacles in pursuing their personal growth effectively. The following was found from research conducted at SMA Negeri 1 Tanjung Tiram:

Planning

The other three management tasks of organizing, directing, and controlling become useless without planning, making planning the most crucial activity in management (Umami, 2021). The following are several important points from interviews with teachers at SMA Negeri 1 Tanjung Tiram who participated in the management planning process for school guidance and counseling services:

"We have done a lot of planning for guidance and counseling programs, including determining the services to be provided, creating school programs which are broken down into monthly programs, and creating annual programs which are outlined according to the plan. time allocation each semester. In addition to providing services to students, programs and supporting activity units will analyze data collected from students to determine their needs, develop information services through learning, plan new student orientation at the beginning of the year, and set goals for current students. activity. to undertake services, formulate evaluation strategies, establish times and locations of services, and establish expected outcomes. Therefore, this should not be done haphazardly and requires careful planning."

The importance of planning and various factors that must be addressed when implementing guidance and counseling management were observed through observations and interviews conducted by researchers to obtain data. Several initiatives have been carried out at SMA Negeri 1 Tanjung Tiram as a program from the school principal in guidance and counseling management over the last three years. The future goals and initiatives taken by the school principal regarding guidance and counseling over the last three years are as follows:

1. Academic Counseling Program, Students will receive guidance in making academic plans, selecting topics, overcoming learning disabilities, and setting educational goals for the future as part of this program.
2. Career Counseling Program, In addition to providing guidance for continuing education, finding work, and advancing careers, this program helps students find potential jobs that match their interests, skills, and beliefs.
3. Social and Emotional Counseling Program, Students who are struggling with issues

related to their social and emotional well-being, such as difficulties in friendships, academic stress, anxiety, depression, or challenges at home, can get help and support through this program.

4. **Personal Development Counseling Program**, The goal of this program is to help children become more self-aware, increase their self-esteem, improve their social skills, and become more resilient to the difficulties they will inevitably face in life.
5. **Anti-Bullying Counseling Program**. The main goal of this program is to educate people about the impact of bullying, give them tools to end bullying, and provide support to bullies and those who have experienced bullying.
6. **Teen Counseling Program** Teens may express themselves in a safe place while discussing age-appropriate topics, such as friendship, self-esteem, social pressure, and other similar issues.
7. **Family Counseling Program**, Supporting the growth and welfare of children as well as helping families resolve disputes and problems that impact students' lives at school is the responsibility of parents and family members in this program.
8. **Substance Abuse Prevention Counseling Program**, The goals of this program include educating children about the risks of drug abuse, helping them develop coping mechanisms to deal with peer pressure, and providing resources for those who are struggling with or have abused drugs.
9. **Conflict Counseling and Mediation Program**, Participating in this program teaches children how to handle their emotions, communicate effectively, and resolve problems peacefully with others in the class.
10. **Recovery Counseling Program**, Students who have difficulty adapting to significant life changes, such as changing schools, going through a parental divorce, or dealing with

traumatic experiences, can get help and advice through this program.

All of the above programs are run by SMAN 1 Tanjung Tiram, and new programs are introduced every month. Identifying supporting service materials that suit your needs is an important consideration in organizing the next guidance and counseling program. Problems faced by children who will receive help, set activity goals, and create a necessary catalogue.

Implementation

To achieve an effective and cost-effective organization, there needs to be motivation for subordinates to work hard, and this is where the implementation process occurs (Hertanti et al., 2019). The following are important points from an interview with a Guidance and Counseling Teacher at SMA Negeri 1 Tanjung Tiram regarding the management of guidance and counseling services:

"At SMA Negeri 1 Tanjung Tiram, students have access to guidance and counseling services, but so far the implementation of the program is still below standard. This includes issues of planning and implementing program activities, data management tools, and results. With regard to activities related to providing guidance and counseling, including but not limited to: conducting implementation evaluations, collecting statistics on the results of guidance and counseling evaluations, organizing and coordinating with class teachers and assistant head of student affairs, collecting administrative data on counseling and guidance administration arrangements, as well as submission of ongoing reports to schools."

So, even though it is not perfect, SMA Negeri 1 Tanjung Tiram has made maximum use of its guidance and counseling service

management installations. When thinking about how to improve the efficiency and effectiveness of guidance and counseling teachers, it is important to consider school administration. Achieve higher levels of concentration, productivity and efficiency. The success of schools and students depends on guidance and counseling teachers who do their jobs well. Thanks to the thoroughness of the program preparation carried out by SMAN 1 Tanjung Tiram, these trainings were consistently followed and attended by both guidance and counseling teachers and the guidance teachers themselves. Based on his activeness in training activities (observation, listening and discussion), it is clear that the guidance and counseling teacher at SMAN1 Tanjung Tiram is very enthusiastic about his work. According to the implementation plan that has been determined, counseling guidance training will be held at SMAN 1 Tanjung Tiram on the specified day.

Guidance and counseling training at SMAN 1 Tanjung Tiram will be carried out according to the schedule set by the Batu Bara Regency MGBK administration. MGBK training was carried out by Mr. Faisal, S.Sos, M.Pd., who also sometimes attended the event and also served as chairman. Once every six weeks, according to the academic calendar, MGBK training is held. Throughout Batubara Regency, all high schools take part in the training. Training at SEI SUKA SMA, for example, is scheduled for January 15 2024. Finally, yesterday, April 29 2024 at SEI BALAI SMA, the training program material was the Recovery Counseling program as well. The many guidance and counseling programs and services in the MGBK course all have their own unique topics. In accordance with the needs of guidance and counseling teachers both in terms of skills and needs.

Supervision

The purpose of monitoring, as a managerial role, is to check whether the actions taken or anticipated results are in line with the plans made. By establishing clear steps in the monitoring process, monitoring can be formed into a system that, if implemented as a whole, will provide the data and knowledge needed to improve future planning (Waruwu, 2021). The following are the results of an interview with the Guidance and Counseling Teacher at SMA Negeri 1 Tanjung Tiram regarding the supervision of the implementation of guidance and counseling services:

"The main objective of the Guidance and Counseling Service at SMA Negeri 1 Tanjung Tiram is to facilitate rapid identification and resolution of problems through coordination of all related activities. The school and guidance teachers at SMA Negeri 1 Tanjung Tiram supervise the guidance and counseling services section to ensure that nothing bad happens. If guidance and counseling teachers are having difficulty helping students in class, they may seek this type of supervision. On the other hand, scheduled debriefing is carried out at monthly, semester or end-of-year meetings with the school. "At the meeting, the principal and several teachers voiced their support for the formation of the Guidance and Counseling Services Department at SMA Negeri 1 Tanjung Tiram."

The interview findings above show that the principal provides direction to guidance and counseling teachers about what needs to be done and what needs to be improved in the school to supervise the implementation of the counseling and guidance program. The process of providing advice and counseling services. Within this supervisory framework, the principal communicates with guidance and

counseling teachers to outline the steps and areas needed for improvement in the delivery of advising and counseling services.

Guidance teachers at SMAN1 Tanjung Tiram must be closely supervised by the principal as part of the school's management plan for guidance teachers if they want to provide the best assistance to students for their personal and academic growth. The researcher will describe the principal's supervision of the management plan for guidance and counseling teachers at SMAN 1 Tanjung Tiram; Personal observation: The supervising teacher's actions in class or during one-on-one sessions may be observed by the principal. By continuously paying attention to the supervising teacher during this observation period, the principal can measure the teacher's effectiveness and provide constructive criticism.

Provide useful criticism: After the observation is complete, the principal has the opportunity to provide comments to the supervising teacher. Teachers need comments that are encouraging, helpful, and full of ideas about how to do a better job guiding students. This principle may give the supervising teacher ideas for more participative tactics if he or she sees that the children are less engaged in the session. After that Supervision can also include opportunities for supervising teachers to advance their professional development. Whether it's classroom management, understanding adolescent development, or guidance and counseling approaches, school administrators can organize training or seminars to increase the knowledge and abilities of guidance teachers. Effective supervision allows administrators to give coaching teachers the tools they need to help more students reach their potential.

Evaluation

The school principal and BK coordinator work together to carry out evaluations as a form of monitoring. The aim is to assess the effectiveness of various budgeted planning programs. Of course, we are talking about the teacher's ability to carry out his guidance and

counseling duties according to plan, but we are also talking about system support, implementation time, and individual preparation and reactions. The responsibility of guidance and counseling teachers in this situation is to track the progress of each student every semester (Rahmadani et al., 2021).

An interview with the Counseling Guidance Teacher 2 of SMA Negeri 1 Tanjung Tiram regarding the assessment of the implementation of counseling and guidance services produced the following results:

"Organization and administration, implementing officers, service management facilities and infrastructure, and most importantly the activity budget in implementing guidance and counseling service management are activities and processes that are evaluated at SMA Negeri 1 Tanjung Tiram. Counseling and guidance services were also examined. Therefore, an evaluation of the results can be carried out to find out whether the management of school guidance and counseling services has been successful and whether these services have contributed to the growth of students who use them. "Student achievements in various areas such as problem solving and counseling development, as measured by the results of guidance and counseling services at SMA Negeri 1 Tanjung Tiram, were used to evaluate these findings."

Based on interviews, it can be seen that SMA Negeri 1 Tanjung Tiram pays serious attention to the guidance and counseling management assessment system. Includes evaluation of processes and results in assessment operations. Teenagers at SMA Negeri 1 Tanjung Tiram have access to counseling and guidance programs. The purpose of this assessment is to find out whether the newly established guidance and

counseling service management system has been beneficial for the growth of students who use it.

The effectiveness of tutors should be assessed regularly by school administrators. Methods such as regular meetings between the principal and supervising teachers, studying student test or assessment scores, and direct observation can all contribute to this goal. School administrators can learn a lot about their mentors' strengths and areas for improvement by conducting regular evaluations and monitoring. Teamwork and assistance: Collaboration and assistance are important components of principle supervision, in addition to providing feedback and assessment. As a leader, the principal must encourage and improve the ability of guidance teachers to share their knowledge and expertise. Meeting regularly, having group conversations, or even just having tutors give each other advice are great ways to do this.

Results of Guidance and Counseling Management Strategy

Depending on the school environment, goals, and circumstances of students and teachers, the results of a well-managed counseling and guidance program may vary substantially. The results that can be achieved at SMAN 1 Tanjung Tiram through the use of counseling and guidance management techniques include student welfare. Effective Guidance and Counseling Management Strategies Have the Potential to Significantly Improve Students' Social, Emotional and Academic Well-Being. Motivated, resilient, and ready to learn, students can experience positive change. With the support of qualified counselors, students can identify the obstacles they face in the classroom and create plans to overcome them, ultimately leading to higher academic achievement. Overall academic performance may improve as a result of this.

Reducing School Dropout Rates By establishing efficient methods for

administering advising and counseling, schools can help students overcome challenges that may interfere with their academic performance. The lower and higher graduation rates may be due to this. Increased Parental Participation Parents have the opportunity to play a more active role in their children's education through counseling and honest dialogue. Thanks to this, students' mental and intellectual health can improve. Creating a Supportive Environment in the Classroom An inclusive, caring, and supportive school atmosphere can be achieved through effective guidance and counseling management practices. Students are more motivated and achieve better academic results when they feel supported and valued in the classroom.

Success in one's personal and professional life depends on one's social and emotional abilities, which students can hone through counseling and mentorship programs. Reducing Undesirable Behavior: Support and Advice Together with their students, teachers can help identify the causes of undesirable behavior, such as peer pressure or bullying, and create a plan to combat it. Mentoring and Career Plan Development By guiding students in the process of self-reflection and identifying their unique set of skills, interests, and aspirations, teachers can play an important role in the career planning process.

Counseling and guidance are examples of professional and functional service activities. Those who work as counselors have a responsibility to fulfill their primary role of providing advice and counselling. Advances in science and technology that support counseling and guidance services require continuous refinement and development of functional and professional activities of counselors to ensure successful implementation and a high level of success.

So that the entire process of managing the guidance and counseling function can run smoothly, system support is very necessary for this service. Helping the guidance and counseling service delivery system make maximum use of all its parts and resources is the essence of this service management system. The objectives of guidance and

counseling services, including their effectiveness and efficiency in achieving these objectives, require the assistance of a management system in order to be achieved. The organizational context in which guidance and counseling services will be implemented develops system support patterns for the management system. Among the tasks involved are the development, implementation, and evaluation of counseling and guidance programs.

In order to improve the quality of counseling and guidance services, it is important to support the system that manages these services. This can be done by increasing the number of counselors, increasing the capabilities of counselors, improving the facilities where services are provided, increasing collaboration between teachers, and increasing service utilization.

The service management system is supported by a number of initiatives aimed at improving the quality of counseling and guidance programs. These initiatives include teacher training and development, responsible program development, creation and utilization of physical space, policies regarding leadership and program management, consultation and collaboration services, coordination of service activities, and supervision in the field of counseling and guidance.

Conclusion

It can be concluded that SMA Negeri 1 Tanjung Tiram has implemented development for counseling guidance teachers very well, as can be seen from the planning of the school principal and the counseling guidance coordinator who have planned training programs at the school. For implementation, the researcher also concluded that the implementation of the development of counseling guidance went smoothly, which can be seen from the participants who attended each training and were enthusiastic when

attending the training wherever the training location was.

For supervision, the researcher concluded that the principal and coordinator always supervised every activity carried out both in the school and outside the school. It can be seen that the principal always asked questions and gave directions before and after the training. Meanwhile, for evaluation, the guidance counselor and school principal always provide support and also evaluate the guidance and counseling teachers who have undertaken training.

The results of the guidance and counseling development management can be seen from the guidance and counseling teachers who are professional and can provide both group and individual guidance to students at the school, and minimize the problems faced by students.

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