

THE ROLE OF STAKEHOLDERS IN OPTIMIZING RESPONSIVE SERVICES THROUGH COOPERATION WITH GUIDANCE AND COUNSELING TEACHERS

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Abstract

The guidance and counseling program is a design carried out over some time, it is divided into annual programs and semester programs. In this program, there is one service called responsive service, this service must be provided immediately to students to avoid any difficulties in achieving their developmental tasks. The study is based on the limited number of stakeholders in schools who rarely play an active role in performing the programs, which causes the service implementation not to work effectively, including the implementation of responsive services to students. This study aims to determine the role of each stakeholder at the school in optimizing responsive services through collaboration with counseling teachers. This research uses a qualitative method with library research which is used for collecting the data and information through a wide range of literature related to the research. The results of the research are (1) the Definition, objectives, and principles of guidance and counseling; (2) the Definition and objectives of the guidance and counseling program; (3) the Definition, objectives, focus, and responsive service strategy; (4) The role of stakeholders in optimizing responsive services through collaboration with guidance and counseling teachers.

Keywords: Guidance and Counseling, Responsive Services, Stakeholders, Role of Stakeholders

Abstrak

Program bimbingan dan konseling merupakan suatu rancangan yang dilaksanakan dalam kurun waktu tertentu, dengan pembagian program tahunan dan program semesteran. Dalam program bimbingan dan konseling terdapat salah satu layanan yaitu layanan responsif yang bersifat harus segera diberikan kepada siswa agar tidak mengalami kesulitan dalam keberhasilan pencapaian tugas perkembangannya. Penelitian ini didasari atas terbatasnya stakeholder di sekolah yang jarang berperan aktif dalam pelaksanaan program layanan bimbingan dan konseling sehingga, mengakibatkan implementasi layanan tidak berjalan secara efektif termasuk pemberian layanan responsif kepada siswa. Penelitian ini bertujuan untuk mengetahui peranan dari setiap stakeholder yang ada di sekolah dalam mengoptimalkan layanan responsif melalui kerjasama dengan guru bimbingan konseling. Penelitian ini menggunakan metode kualitatif dengan studi pustaka (library research) yaitu mengumpulkan informasi

dan data melalui berbagai macam literatur yang berhubungan dengan penelitian yang akan dilakukan. Hasil penelitian ini adalah: (1) Definisi, tujuan, dan prinsip bimbingan dan konseling; (2) Definisi dan tujuan program bimbingan dan konseling; (3) Definisi, tujuan, fokus, dan strategi layanan responsif; (4) Peran stakeholder dalam optimalisasi layanan responsif melalui kerjasama dengan guru bimbingan konseling.

Kata kunci: *Bimbingan dan Konseling, Layanan Responsif, Stakeholder, Peran Stakeholder*

INTRODUCTION

Education plays a very important role in producing quality students by developing their potential to influence future development. Education not only helps students academically but also develops good morals and personality based on the norms of society, especially in the social field which includes the family environment, social sphere, and community life. Through education, students can realize their potential, develop their interests and talents, and become the main medium for shaping students who are responsible in every way (Lee & Lemberger-Truelove, 2024). In this case, schools need a guidance and counseling service program to help students achieve their maximum potential and provide strengthening of character education (Majjate dkk., 2024). The guidance and counseling program is provided to students through various types of services and support activities to minimize things that hinder and give students the ability to advance their lives (Baharun dkk., 2022).

Andra dkk., (2023) states that guidance and counseling programs are made by regulations governing formal education and are based on the developmental needs of students and advances in science and technology (IPTEK). A comprehensive guidance and counseling program is a program designed as part of the formal education pathway. Specifically, the four service components of the guidance and counseling program are as follows: (1) basic services; (2) responsive services; (3) individualized planning; and (4) system support. In getting an education and living their lives, every student certainly has problems that must be faced, both problems that feel mild to severe. Each student has different problems experienced and certain methods are used as alternative problem-solving based on their respective mindsets. Divinubun et al. (2021) concluded that the problems experienced by students are usually related to personal, learning, social, and career problems. Of these problems, there must be students who immediately need help from counseling guidance teachers to overcome their problems which have an impact on the pattern of achievement of their developmental tasks.

One of the guidance and counseling service programs that can alleviate student problems and be immediately addressed is using responsive services (Johnson dkk., 2021). Broadly speaking, the purpose of responsive services is to intervene in problems and prevent students from making wrong decisions. There are various strategies for implementing responsive services, as follows: (1) Individual counseling; (2) Group counseling; (3) Consultation; (4) Referral; (5) Collaboration with other parties; (6) Collaboration with parents; (7) Peer facilitator services. The guidance and counseling service program is based on the idea that service accountability with centralized coordination must be implemented by all stakeholders in the school, including the students themselves, the

principal, the vice principal, the homeroom teacher, subject teachers, and parents. Thus, the counseling guidance teacher cannot walk alone without the help of stakeholders when providing responsive services to students.

The cooperation between stakeholders and counseling guidance teachers is expected to open up opportunities to develop responsive service strategies and more effective support to students, facilitate a better understanding of student needs, and create an inclusive learning environment (Kurniawan, 2020). Responsive services that are immediately provided to students by counseling guidance teachers must require assistance and a large role from stakeholders in schools to play an active role and be able to optimize responsive services by involving all relevant parties to develop long-term responsive service results. If there is no good cooperation between counseling guidance teachers and stakeholders then, responsive services will not run properly which results in students being isolated in the world of theory without being able to take actual action. For counseling guidance teachers to provide high-quality and relevant responsive services to students, the most important key is closer cooperation with stakeholders in schools so that they become an inseparable unit (Indreswari & Ediyanto, 2024).

Several studies have relevance to this research, including research by Adegboyega, (2020) and by Setiowati & Nuryanto, (2022) from both studies focusing on the active role played by stakeholders to help make the guidance and counseling service program provided by counseling guidance teachers to students successful. In addition, both studies also state that counseling guidance teachers can improve their strategies to the maximum before providing guidance and counseling service programs to students, the cooperation that exists with stakeholders can help the performance of counseling guidance teachers so that they, provide effective results.

This research is of course different from previous research, where in this study researchers focused more on knowing how the roles and activities that should be carried out by stakeholders in collaborating with counseling guidance teachers to optimize the provision of responsive services to students. There are still many assumptions that are too low and lack of awareness of stakeholders regarding the identification of the role of counseling guidance teachers in schools, giving rise to the perception that all guidance and counseling service programs including responsive services are not so important, it is from this background that researchers research so that the main point of the research focus can be answered and can be useful in the world of education, especially in the guidance and counseling service program.

METHOD

This research uses a qualitative research method of library *research*. Library study is a research activity used by collecting information and data through various kinds of literature related to the research to be carried out. There are four stages in library study research, namely preparing the tools and equipment to be used, assembling a working bibliography, organizing time, reading, and compiling research (Hermawan, 2019). The data collected comes from searching various literature sources, such as books, journals,

and research that has been done before. The results obtained from various kinds of literature will be critically analyzed and presented in this article.

Table. Research Findings

No	Research Findings	Research Source
1.	Definition, Purpose, and Principles of Guidance and Counseling.	<p>Adegboyega, L. O. (2020). History and Placement of Guidance and Counselling in Contemporary World: Perspectives of Counsellors in Nigeria. <i>SUSURGALUR</i>, 8(1), Article 1. https://doi.org/10.2121/susurgalur.v8i1.1289</p> <p>Andra, A., Dylan, M., & Alon, F. (2023). Efforts of Guidance Counseling Teachers in Handling Students: High School Level. <i>International Journal of Educational Narratives</i>, 1(1), Article 1. https://doi.org/10.55849/ijen.v1i1.242</p> <p>Asbi, A., Hasibuan, M. F., & Sari, M. (2022). Efektivitas Layanan Bimbingan Kelompok dengan Menggunakan Teknik Acceptance and Commitment untuk Mengurangi Gaya Hidup Konsumtif. <i>Biblio Couns : Jurnal Kajian Konseling dan Pendidikan</i>, 5(2), Article 2. https://doi.org/10.30596/bibliocouns.v5i2.11658</p> <p>Azad, G. F., Marcus, S. C., & Mandell, D. S. (2021). Partners in School: Optimizing Communication between Parents and Teachers of Children with Autism Spectrum Disorder. <i>Journal of Educational and Psychological Consultation</i>, 31(4), 438–462. https://doi.org/10.1080/10474412.2020.1830100</p> <p>Baharudin, Y. H. (2021). PROFESI BIMBINGAN DAN KONSELING DALAM MASYARAKAT. <i>Jurnal Tawadhu</i>, 5(1), Article 1. https://doi.org/10.52802/twd.v5i1.160</p> <p>Baharun, H., Wahid, A. H., Muali, C., Rozi, F., & Fajry, M. W. (2022). Building Public Trust in Islamic School through Adaptive Curriculum. <i>Jurnal Pendidikan Islam</i>, 8(1), 1–14. https://doi.org/10.15575/jpi.v8i1.17163</p> <p>Bakti, C. P., & Safitri, N. E. (2017). PERAN BIMBINGAN DAN KONSELING UNTUK MENGHADAPI GENERASI Z DALAM PERSPEKTIF BIMBINGAN DAN KONSELING PERKEMBANGAN. <i>JURNAL KONSELING GUSJIGANG</i>, 3(1), Article 1. https://doi.org/10.24176/jkg.v3i1.1602</p>
2.	Definition and Purpose of Guidance Counseling	<p>Creative Biblio-Counseling to Enhance Adversity Quotient of Juvenile Prisoners. <i>ENLIGHTEN: Jurnal Bimbingan Konseling Islam</i>, 6(1), 1–11.</p>

	Program.	<p>https://doi.org/10.32505/enlighten.v6i1.6152</p> <p>Hermawan, I. (2019). <i>Metodologi Penelitian Pendidikan (Kualitatif, Kuantitatif dan Mixed Method)</i>. Hidayatul Quran.</p> <p>Indreswari, H., & Ediyanto, E. (2024). Guidance and Counseling Teachers in Inclusive Education: A Literature Review. <i>Pegem Journal of Education and Instruction</i>, 14(4), 325–330. https://doi.org/10.47750/pegegog.14.04.29</p> <p>Johnson, R., Payne, L., Ley, C., Grady, C. A., Domenech, J., Evich, C. D., Kanach, A., Koeppen, A., Roe, K., Caprio, A., Puente Castro, J., LeMaster, P., Blatchley, E. R., & Hawes, J. K. (2021). <i>Global Service-Learning: A Systematic Review of Principles and Practices</i>. https://doi.org/10.7302/3780</p> <p>Kasmawati, K., & Alam, F. A. (2021). PENERAPAN KONSELING KELOMPOK DALAM MENINGKATKAN SELF-ESTEEM SISWA. <i>Jurnal Bimbingan Konseling Dan Psikologi</i>, 1(1), Article 1.</p> <p>Kim, J. (2024). Leading teachers’ perspective on teacher-AI collaboration in education. <i>Education and Information Technologies</i>, 29(7), 8693–8724. https://doi.org/10.1007/s10639-023-12109-5</p> <p>Krishna, D., Muthukaruppan, S. S., Bharathwaj, A., Ponnusamy, R., Poomariappan, B. M., Mariappan, S., Beevi, A., MacLachlan, J., Campbell, Z., Anthonypillai, C., Brien, M., Cameron, C., Flatman, M., Perlman, L., Seilman, S., Jeyapragash, A., van der Haar, L., Krapels, J., & Srinivasan, S. R. (2020). Rapid-Cycle Evaluation in an Early Intervention Program for Children With Developmental Disabilities in South India: Optimizing Service Providers’ Quality of Work-Life, Family Program Engagement, and School Enrollment. <i>Frontiers in Public Health</i>, 8. https://doi.org/10.3389/fpubh.2020.567907</p> <p>Kurniawan, N. A. (2020). <i>Guidance and Counseling Problems in Indonesia: A Critical Review</i>. 255–258. https://doi.org/10.2991/assehr.k.201204.048</p>
3.	Definition, Purpose, Focus, and Strategies of Responsive Services.	<p>Lee, Y.-Y., & Lemberger-Truelove, M. (2024). A Phenomenological Study of Federally Funded School Counselor Educators’ Non-Dual Educator-Counselor and Antiracist School Counselor Identity. <i>Teaching and Supervision in Counseling</i>,</p>

		<p>6(2). https://doi.org/10.7290/tsc06laaw</p> <p>Majjate, H., Bellarhmouch, Y., Jeghal, A., Yahyaouy, A., Tairi, H., & Zidani, K. A. (2024). AI-Powered Academic Guidance and Counseling System Based on Student Profile and Interests. <i>Applied System Innovation</i>, 7(1), Article 1. https://doi.org/10.3390/asi7010006</p> <p>Mustikaningrum, G., Raharjo, T. J., & Prihatin, T. (2021). Implementation of Character Education Empowerment Thematically, with Literacy Movement, and with Counseling Guidance at Public Preliminary School. <i>Journal of Primary Education</i>, 10(2), Article 2. https://doi.org/10.15294/jpe.v10i1.46002</p> <p>Nenda, N., Muktiali, S., Juariah, S., & Setyowati, R. (2022). THE CONCEPT OF EDUCATIONAL GUIDANCE AND COUNSELING IN ISLAM. <i>Jurnal Scientia</i>, 11(02), Article 02.</p> <p>Petrus, J., & Sudibyo, H. (2017). Kajian Konseptual Layanan Cyberconseling. <i>Konselor</i>, 6(1), 6. https://doi.org/10.24036/02017616724-0-00</p>
4.	The Role of Stakeholders in Optimizing Responsive Services through Cooperation with Counseling Guidance Teachers.	<p>Handayani, P. G., Hidayat, H., Febriani, R. D., Adlya, S. I., & Shahabuddin, S. B. (2023). Creative Biblio-Counseling to Enhance Adversity Quotient of Juvenile Prisoners. <i>ENLIGHTEN: Jurnal Bimbingan Konseling Islam</i>, 6(1), 1–11. https://doi.org/10.32505/enlighten.v6i1.6152</p> <p>Hermawan, I. (2019). <i>Metodologi Penelitian Pendidikan (Kualitatif, Kuantitatif dan Mixed Method)</i>. Hidayatul Quran.</p> <p>Indreswari, H., & Ediyanto, E. (2024). Guidance and Counseling Teachers in Inclusive Education: A Literature Review. <i>Pegem Journal of Education and Instruction</i>, 14(4), 325–330. https://doi.org/10.47750/pegegog.14.04.29</p> <p>Johnson, R., Payne, L., Ley, C., Grady, C. A., Domenech, J., Evich, C. D., Kanach, A., Koeppen, A., Roe, K., Caprio, A., Puente Castro, J., LeMaster, P., Blatchley, E. R., & Hawes, J. K. (2021). <i>Global Service-Learning: A Systematic Review of Principles and Practices</i>. https://doi.org/10.7302/3780</p> <p>Kasmawati, K., & Alam, F. A. (2021). PENERAPAN KONSELING KELOMPOK DALAM MENINGKATKAN SELF-ESTEEM SISWA. <i>Jurnal Bimbingan Konseling Dan</i></p>

RESULT AND DISCUSSION

Guidance and Counseling

Guidance is a form of assistance carried out by an expert to individuals or groups with the intention and purpose that the individual can understand themselves, recognize the environment, and plan for the future. Guidance can be used to deal with difficulties and problems that are being experienced by individuals (Mustikaningrum dkk., 2021). Meanwhile, according to Handaka dkk., (2022) guidance is a form of field and program from education, this program is implemented to help and optimize student development. Counseling is a form of assistance process carried out through counseling interviews with counseling guidance teachers to students who are facing problems with the aim that these students can gain a better understanding of themselves and successfully overcome the problems they face (Petrus & Sudibyo, 2017). Meanwhile, according to Kim, (2024), counseling is a relationship that occurs between counseling guidance teachers and students to assist in solving problems faced by students. From this explanation, it can be concluded that guidance and counseling is a form of assistance service carried out by counseling guidance teachers to students to optimize student development including self-understanding, environmental recognition, future planning, understanding how to develop their potential, and, having responsibility for the decisions that have been taken.

Purpose of Guidance and Counseling

According to Sivan dkk., (2022) the purpose of guidance and counseling services is used as an effort to help students in terms of (1) Designing study completion activities, career development, and life in the future; (2) Developing the potential and *skills* possessed as optimally as possible; (3) Aligning themselves and the educational environment, society and work environment; (4) Overcoming obstacles and problems experienced in study, adjustment to the educational environment, society, and work. Meanwhile, according to Ramlah (2018), the purpose of guidance and counseling specifically is so that students can: (1) Develop their potential optimally; (2) Overcome problems in understanding themselves; (3) Overcome problems in understanding the environment, school, family, socio-economic and, culture; (4) Overcoming problems in identifying and solving problems; (5) Overcoming problems in channeling skills, interests and talents both in education and work; (6) Getting appropriate assistance from outside the school in overcoming problems that cannot be solved within the school environment.

Guidance and Counseling Principles

The principles of guidance and counseling according to Stanelyte dkk., (2022) are divided into 2, namely general principles and specific principles (Specific principles related to students, specific principles related to educational goals. specific principles related to problems, and specific principles related to organization). General principles of guidance and counseling include: (1) Guidance is centered on the individual being guided; (2) Guidance is given in order to provide assistance with the aim that the individual being guided can direct himself and be able to face the difficulties that occur in life; (3)

Providing assistance is aligned with the needs of the individual being guided; (4) Guidance is related to the attitudes and behavior of the individual; (5) The implementation of guidance and counseling begins with the identification of the needs of the individual being guided; (5) Efforts to provide assistance or guidance are carried out flexibly; (6) The guidance and counseling program formulated must be in accordance with the education and learning programs implemented by the school concerned; (7) The implementation of the guidance and counseling program can be led by someone with expertise in the field of guidance and counseling and in collaboration with various related parties such as doctors, psychiatrists and other parties in its implementation; (8) To determine the results of the implementation of guidance and counseling, equivalence (assessment) must be carried out regularly and continuously.

Specific principles of guidance and counseling related to students include: (1) Guidance and counseling services are provided equally to all students; (2) There are criteria in setting the priority of providing guidance and counseling services to students; (3) The guidance and counseling program is centered on students; (4) The provision of school guidance and counseling services must be used to meet the needs of students diversely and broadly; (5) The final decision at the end of the guidance and counseling process is determined by the student concerned; (6) Students who have received guidance are expected to slowly be able to help themselves.

Specific principles of guidance and counseling related to organization and administration in the service delivery process include: (1) Guidance and counseling are carried out systematically and continuously; (2) The program for providing guidance and counseling services is prepared by adjusting the needs of the school concerned; (3) There is a division of time between mentors with the aim that each mentor gets the same opportunity in terms of providing guidance and counseling; (4) Guidance and counseling is carried out in individual and group situations with problems to be solved and methods used in solving related problems; (5) In the implementation of guidance and counseling services, schools can cooperate with various related parties; (6) The principal is the main responsible party in terms of implementing guidance and counseling in the school environment. Specific principles of guidance and counseling related to student problems include (1) The limits of guidance concern the influence of mental and physical conditions on students' adjustment to the environment, social contacts, work, and vice versa; (2) Social, economic and cultural conditions are one of the factors in the emergence of student problems and are a major concern in providing services in guidance and counseling.

Definition of Guidance and Counseling Program

In conducting guidance and counseling activities, counseling guidance teachers must be guided by the guidance and counseling program that has been prepared. The counseling guidance program is a design of the overall guidance and counseling carried out within a certain period, with the division of annual programs and semester programs which are translated into monthly programs, weekly programs, and daily programs (Nenda dkk., 2022). The guidance and counseling program is a design of activities that will be carried out within a certain period (Kurniawan, 2020). The design that will be made in these

activities is systematic, organized, and coordinated within a certain period. From the above understanding, it can be concluded that the guidance and counseling program is a series of activities organized as guidelines for providing guidance and counseling services within a specified period. The guidance and counseling program is an integral part of the education system in schools. The preparation of guidance and counseling programs in schools plays an important role in the successful implementation of guidance and counseling activities. A successful guidance and counseling program is made through an assessment of the problems faced by students so that the implementation of the guidance and counseling program runs efficiently and purposefully.

Purpose of the Guidance and Counseling Program

The guidance and counseling program is not only comprehensive but also preventive and developmental in purpose. The objectives of the guidance and counseling program in schools consist of general objectives and specific objectives. In general, the goals of the guidance and counseling program are in line with the goals of education because guidance and counseling are an integral part of education. The general purpose of the guidance and counseling program is to know and understand oneself, and the surrounding environment positively, and make decisions about the desired future (Azad dkk., 2021). According to Baharudin, (2021), the specific objectives of the guidance and counseling program include: (1) students can overcome difficulties in understanding themselves and their environment; (2) students can overcome difficulties in identifying problems that occur to them; and (3) students can channel their potential in the realm of education and the world of work. The objectives of the counseling guidance program cover various fields, namely the personal field, social field, learning field, and career field.

Definition of Responsive Service

The Krishna dkk., (2020) explains that responsive services are efforts to assist students with needs and problems that require immediate help. This is because if help is not provided immediately, it will interfere with the process of achieving developmental tasks. Assistance that can be used in responsive services includes individual counseling, crisis counseling, consultation with parents or guardians, and teachers, and, handover to experts or other parties. Responsive services are also defined as a form of service used to assist counselees in dealing with problems that occur at that time to intervene in problems or personal concerns of the counselee that are felt to arise and are felt at that time (Suliman dkk., 2023). From some of the explanations above, it can be concluded that responsive service is a service that assists students who have obstacles, problems, or urgent problems that immediately need help. This responsive service has preventive and remedial properties tailored to student needs.

Responsive Service Objectives

The purpose of responsive services is to intervene in students' problems or concerns that are felt to arise at that time related to personal, social, learning, and career problems. Responsive services use techniques in the form of individual counseling, small group

counseling, crisis counseling, and consultation (Bakti & Safitri, 2017). In addition, the purpose of responsive services is to help students meet their needs and help students solve the problems they face or help individuals or students solve their obstacles (Asbi dkk., 2022).

Focus of Responsive Services

The attachment to Permendikbud Number 111 explains that the focus of responsive services is on assisting students or counselors who are experiencing problems that can interfere with self-development and have the possibility of facing certain problems but the student or counselor does not realize that he has a problem. Problems faced by students or counselors can be in the form of personal, social, learning, and career problems and if they do not get serious services from guidance and counseling teachers, it will cause more serious disturbances that can hinder self-development because they cannot meet their needs and fail to carry out developmental tasks.

Stakeholder

The term “stakeholder” was originally used in the business sector and comes from the English language which consists of two words namely “stake” and “holder”. Stake means providing support to related parties. Meanwhile, holder means holder. (Kasmawati & Alam, 2021) states that everyone with an interest in a company is a stakeholder. Stakeholders can also be interpreted as holders or stakeholders of certain individuals or groups who have any need for an object. Based on this understanding, stakeholders in educational institutions (schools) can be interpreted as those who have an interest in educational activities in schools, either directly or indirectly by becoming stakeholders and also assisting educational institutions (Handayani dkk., 2023).

The purpose of the role of stakeholders in schools is to include all community members or harmonious academic groups to improve the quality of education services and ensure good involvement from principals, deputy principals, homerooms, subject teachers, and parents. Stakeholder also refers to characteristics, individual behavior, influence on others, interaction patterns, cooperative role relationships, the status of a single administrative position, and the way others see the impact of legitimacy. Based on stakeholder theory, communities must provide benefits to their stakeholders other than themselves to function as an identity. The existence of stakeholders in schools is used as a facility to improve the quality of education and achieve educational goals. This is the task of all educators, including subject teachers, counseling guidance teachers, principals, and other staff.

The problem that often occurs in schools is the limited number of stakeholders in educational institutions that provide opportunities for stakeholders to provide counseling that is not by their level of ability, then it results in students not getting the best solution. Even if students are the target of education, they are still shaped by the supervision, example, support, training, and acquisition of information, skills, values, and positive attitudes from stakeholders. Then, this can only be fully achieved through collaboration

with stakeholders who will foster an environment that encourages understanding and seriousness in addressing all problems experienced by students.

Stakeholder assistance in implementing guidance and counseling as a step towards optimizing services by involving large numbers of students and linking their problems with school elements (Agustina, 2019). Increasing togetherness in education is the goal of cooperation in all aspects of education, and is the task of all school stakeholders, not just the principal (Sandra & Ifdil, 2015). If the school organization is structured and runs regularly, guidance and counseling activities at school can be carried out easily, effectively, and efficiently.

The Role of Stakeholders in Optimizing Responsive Services through Cooperation with Counseling Guidance Teachers

The role played by stakeholders in schools is very important for the effectiveness of the implementation of guidance and counseling service programs, including responsive services. As a counseling guidance teacher who plays a role and becomes the main implementer, of course, the principal, vice principal, homeroom teacher, subject teacher, and parents must be involved in the implementation of guidance and counseling services. The following are each stakeholder's role in optimizing the implementation of responsive services through cooperation with counseling guidance teachers, including:

1. School Principal

- a. Provide leadership, encouragement, and administrative support for all programs including responsive services that are to be addressed immediately.
- b. Select school employee staff who are by the needs in terms of quantity and competence in their respective fields to be able to be involved in the implementation of responsive services.
- c. Participate and take part in preparing and improving the facilities, materials, and resources needed when organizing responsive services.
- d. Entrust the responsibility to counseling guidance teachers and form structured cooperation in providing responsive services to students.
- e. Explain to all school staff, students, and parents the role that counseling guidance teachers have in conducting responsive services through the guidance and counseling bulletin at school.
- f. Make efforts to establish and maintain cooperative and mutually supportive working relationships between counseling guidance teachers and other stakeholders so that responsive services can be implemented effectively and efficiently.
- g. Support all responsive services that have been programmed by counseling guidance teachers and improve relationships between stakeholders to strengthen the responsive service process at school.
- h. Encourage and attract students to take advantage of their time in the guidance and counseling room when they encounter a problem that is immediately addressed to receive responsive services provided by the counseling guidance teacher.

- i. Be in charge of school discipline enforcement that empowers counseling teachers to shape student behavior through responsive services rather than acting as strict disciplinarians.

2. Vice Principal

As the assistant principal, the vice principal supports the principal in carrying out his/her responsibilities, especially in coordinating the implementation of responsive services to other stakeholders.

3. Homeroom Teacher

- a. Assist the counseling guidance teacher in his work, especially in the class he is responsible for by looking at student attendance to problems in learning problems that can later be handled by the counseling guidance teacher using responsive services.
- b. Assist counseling teachers in fulfilling their responsibilities to provide brief knowledge related to the guidance and counseling service program at school.
- c. Helping to make it easier for students to participate in guidance and counseling activities, especially in the class they are responsible for.
- d. Be fully involved in special counseling and coaching sessions, such as case conferences and the implementation of responsive services.
- e. Handle students who need guidance and counseling services including responsive services and refer them immediately to the counseling guidance teacher.

4. Subject Teacher

- a. Assist the counseling guidance teacher in determining whether students need responsive services as well as helping to gather student information.
- b. Help make guidance and counseling services more accessible to students.
- c. Refer students who need immediate guidance and assistance to be provided with responsive services.
- d. Receive students handed over by the counseling teacher who requires special services from the counselor, including enrichment programs and enhanced training.
- e. Help create a classroom environment, student-teacher interaction, and student-student relationships that facilitate the use of guidance and counseling services including responsive services.
- f. Provide opportunities for students who require guidance and counseling services to be directly involved with completing relevant guidance and counseling services in their free time.
- g. Participate in activities that support responsive services, such as case conferences, designed to address immediate problems experienced by students.

- h. Assist in collecting data necessary for the evaluation of guidance and counseling services and subsequent follow-up initiatives.

5. Parents

- a. Parents should support and be able to understand and encourage the implementation of guidance and counseling services at school including responsive services.
- b. Parents can plan their children's activities at home to minimize problems that occur at school and have links to learning and other problems.
- c. For the success of responsive services at school, parents can expand their knowledge by attending regular meetings scheduled by the counseling guidance teacher at school.
- d. Parents can monitor the development of their children and assist counseling guidance teachers when their children have problems that must be addressed immediately.

In providing responsive services to students, counseling guidance teachers must collaborate with stakeholders in the school so that the implementation of responsive services can be carried out optimally and minimize obstacles that become obstacles in the implementation of responsive services. In this case, the counseling guidance teacher must also routinely hold meetings with stakeholders in the school to manage the implementation of responsive services so that it can run effectively and provide explanations to all stakeholders in the school that guidance and counseling services including responsive services signify services that must be implemented and become a top priority to be given to students with problems that are immediately addressed.

CONCLUSION

Guidance and counseling are important aspects in the scope of education, guidance and counseling programs are provided to students through various types of services and supporting activities to minimize things that hinder and give students the ability to advance their lives. One component of the guidance and counseling program is responsive services which are used as an effort to assist students with needs and problems that require immediate help. To optimize responsive services, guidance, and counseling teachers need cooperation with various parties, namely, stakeholders. As a counseling guidance teacher who plays a role and becomes the main implementer, of course, the principal, vice principal, homeroom teacher, subject teacher, and parents must be involved in the implementation of guidance and counseling services. Each stakeholder has a different role and complements each other with a crucial role in its implementation.

So, it can be concluded that in implementing responsive services, guidance, and counseling teachers must work together with stakeholders within the school. This is intended so that the implementation of responsive services can be carried out optimally and can minimize obstacles and obstacles in the application of services. Cooperation can be fostered by routinely holding meetings between counseling guidance teachers and stakeholders in the school to manage the implementation of responsive services so that

they can run effectively and efficiently. In addition, counseling guidance teachers can provide explanations to all stakeholders in the school that guidance and counseling services including responsive services signify services that must be implemented and are a top priority to be given to students with problems that are immediately addressed.

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