

THE ROLE OF GUIDANCE AND COUNSELING TEACHERS IN THE IMPLEMENTATION OF RESPONSIVE SERVICES IN JUNIOR HIGH SCHOOLS

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Abstract

There are guidance and counseling services that can be used by students/counselors in solving their problems. The service that can be used by students when experiencing issues is responsive, a responsive service is a service that is provided to students as soon as possible, so that the process of completing their assignments is not disrupted. Responsive services have several types of implementations used depending on the issues the students are experiencing. These types of services are individual counseling, collaboration with related parties, referrals (case-hand experts), consultation, and case conferences. Responsive services are provided with a purpose to help students/counselors who are experiencing certain problems related to personal, social, learning, and career development.

Keywords: Guidance and Counseling Services, Responsive Services, Types of Responsive Services

Abstrak

Terdapat layanan bimbingan dan konseling yang bisa digunakan siswa/ konseli dalam menyelesaikan masalahnya. Layanan yang bisa digunakan oleh siswa ketika mengalami adalah layanan responsif, layanan responsif merupakan layanan yang diberikan kepada siswa sesegera mungkin agar proses pencapaian tugasnya tidak terganggu. Layanan responsif memiliki beberapa jenis implementasi yang digunakan tergantung pada masalah yang dialami siswa. Jenis-jenis layanan tersebut adalah konseling individu, kolaborasi dengan pihak terkait, referral (ahli tangan kasus), konsultasi, dan konfrensi kasus. Layanan responsif diberikan dengan tdujuan untuk membantu siswa/konseli yang sedang mengalami masalah tertentu menyangkut dalam perkembangan pribadi, sosial, belajar, dan kairer.

Kata kunci: Layanan Bimbingan dan Konseling, Layanan BK, Layanan Responsif

INTRODUCTION

In the school environment, sometimes students have different problems. However, at some time students may be affected by these problems, which must be immediately overcome by the Guidance and Counseling (BK) teacher. In these conditions, BK teachers can use responsive services to solve these problems. Responsive services in guidance and counseling are the provision of assistance to students/counselors who are experiencing

problems or need help immediately, because if assistance is given immediately, it will cause disturbances or problems in the process of achieving their developmental tasks (Ulfah & Arifudin, 2020). The strategy of providing responsive services can be carried out by consulting between guidance and counseling teachers, homeroom teachers, and subject teachers. This strategy is intended to monitor and explore information about student development in class, learning achievement, attendance, and the personality of students. Thus, it is hoped that guidance and counseling teachers can more easily find out the cause of the student's problems (Suhartoni dkk., 2024). Responsive services are an important component of school guidance and counseling programs that aim to address student issues directly and on time. This service is not merely a platform for addressing urgent student issues but also a manifestation of the school's commitment to creating a psychologically, socially, and emotionally healthy learning environment. As the dynamics of students' lives evolve both within and outside the school environment, the complexity of the issues they face becomes increasingly diverse, necessitating a comprehensive, collaborative, and professional approach in responsive services.

As explained by Vernon & Schimmel, (2024) Responsive services include various approaches, such as individual counseling, referral services to experts, collaboration with subject teachers and homeroom teachers, collaboration with parents, collaboration with relevant parties outside the school, case conferences, consultations, and peer counseling. All of these services are not independent but complement each other in the process of addressing student problems. Through individual counseling, for example, guidance and counseling teachers can provide special attention to students experiencing emotional distress, family problems, or behavioral disorders. Individual counseling allows students to openly express their feelings and thoughts to guidance and counseling teachers in a safe and confidential environment, enabling solutions to be sought together.

However, not all student problems can be resolved by guidance and counseling teachers alone. In certain cases that require handling beyond the capacity and expertise of guidance and counseling teachers, referral to other more competent parties is necessary. As explained Atmaja dkk., (2022) When a student experiences drug abuse, guidance and counseling teachers can refer them to the police, the National Narcotics Agency (BNN), or relevant rehabilitation institutions, considering that the problem has entered the realm of law and health. This referral is not a form of failure on the part of the guidance and counseling teacher, but rather a manifestation of professionalism in recognizing the limits of their authority and responsibilities, as well as a form of concern for the safety and future of students.

In addition, cooperation with subject teachers and homeroom teachers is very important because they are the ones who interact most frequently with students in the context of teaching and learning activities. These teachers can provide initial information about changes in student behavior, declining academic performance, or indications of emotional disturbances that may not be recognized by the students themselves. With open communication between guidance and counseling teachers, subject teachers, and homeroom teachers, the process of identifying and addressing student problems can be carried out more quickly and effectively. Collaboration with parents is also an integral

part of responsive services. Parents are the people who know their children best in the family environment, so their involvement in the counseling process is essential, especially in cases related to family conditions, parenting styles, or disciplinary issues at home. Through open and collaborative communication between guidance and counseling teachers and parents, the best approach can be found to help students overcome the problems they are facing.

Responsive services require cooperation not only with internal school parties and parents, but also with external parties such as psychological institutions, hospitals, rehabilitation centers, social institutions, education agencies, and legal institutions. This cross-sectoral relationship is important to provide comprehensive and sustainable assistance to students, following the type and level of problems they are experiencing (Habsy dkk., 2024). For example, in cases of sexual violence or domestic violence experienced by students, schools need to work with child protection agencies and the police so that students receive appropriate legal protection and psychological counseling. Case conferences are another strategy that can be used in responsive services. A case conference is a meeting between various parties involved in addressing student issues, such as guidance and counseling teachers, homeroom teachers, subject teachers, parents, and relevant external parties. The aim is to thoroughly discuss student issues and find appropriate solutions or interventions. This conference allows for synergy between various parties, so that issues are not addressed partially, but in an integrated and coordinated manner.

Consultation is also one of the responsive services provided by guidance counselors. Consultations can be conducted by students who feel confused about the problems they are facing, or by teachers and parents who want to seek advice on how to handle students who show signs of problems (Gysbers, 2001). In this consultation process, guidance counselors act as consultants who provide professional perspectives and recommendations for solutions, while still considering the conditions and situations of each party. Meanwhile, peer counseling is an innovative approach in responsive services, where students who have received basic training in counseling and empathy are given the responsibility to become peers who can listen to and help other students who are experiencing minor problems. Although it does not replace the role of guidance counselors, peer counseling is effective in preventing small problems from developing into larger ones, while also fostering a culture of care among students. Responsive services must be flexible and adaptable to students' needs. In other words, the approach used should not be rigid or uniform, as each student has a different background, personality, and context (Gysbers & Henderson, 2001). Therefore, guidance counselors must have sharp assessment skills, high empathy, and good interpersonal communication skills to establish effective relationships with students and other relevant parties.

Furthermore, the implementation of responsive services also requires support from school policies and leadership that prioritizes student welfare. Schools that have a vision of the importance of students' mental and emotional health will provide adequate space and budget for the implementation of these services. For example, by providing a comfortable counseling room, conducting ongoing training for guidance counselors, and establishing formal cooperation with relevant external institutions. In the context of 21st-century

education, which is fraught with digital challenges, social changes, and competitive pressures, responsive services are becoming increasingly important. Students today face not only academic problems but also psychological challenges such as anxiety, stress, identity crises, and digital addiction. Therefore, responsive services cannot be considered as additional or secondary services but as core services that support the holistic success of the teaching and learning process. In other words, it is briefly said that responsive services are indeed intended for counseling/counseling, which if mentioned in schools, is for students. A service that aims to alleviate a problem that exists in a person. Where the problem is very urgent and must be accelerated to alleviate the problem. Therefore, this research is written so that readers better understand the focus and what examples can be applied to response services. Both technically and the material provided.

METHOD

Types of Research

The research method used in this study is library studies or literature studies. Where data is taken by collecting information and references from several books or previous research that are relevant according to the topic and data needed. The analysis of this literature aims to obtain a scientific idea with an overview of responsive services in Junior High School. Includes techniques used in providing responsive services, materials loaded, success. The term "literature study" refers to the use of theoretical studies and other sources to better understand the objects, values, cultures, and norms that arise in the setting to be studied. The researcher in this article seeks to collect data on responsive services in guidance and counseling in the educational environment, especially in junior high schools (SMP). In this situation, the researcher tried to gather various information to strengthen this research by looking through some of the literature that was covered with the research title and the focus of the problem. The literature collected is a study on responsive services that have been implemented in Junior High School (SMP).

Research Procedure

This library strategy is used to uncover the implementation of responsive services in junior high schools (SMP). According to Juniarmoko, (2019) the stages in literature research are as follows:

1. Determine general ideas about topics to be carried out in the research
2. Find information that can contribute according to the subject of research before starting scientific activities
3. Clarify the emphasis of research to make it easier to find literature sources
4. Search and find reading materials in the form of books, journals, theses, or magazines related to research, then classify the reading materials according to the research focus that has been set.
5. Read, understand, and prepare notes as a source of research reference.
6. Review and reveal reading materials again using language that is easier for yourself to understand.

7. Compiling the results of research reports, which have been obtained from the reading literature

Data Source

A list used as a reference for the implementation of responsive services in Junior High School (SMP) as many including 10 studies with the keywords responsive services and Junior High School. It was found that the material needed for this study was in the form of a description of the research topic, namely, how this responsive service was implemented in a Junior High School. The data of this research was obtained from the appropriate literature, such as journals, and also from theses:

Table 1. Research Data Scripts

Yes	Heading	Year	Writer
1.	Implementation of Guidance and Counseling in SD Negeri 16 Bengkulu City.	2024	(Distria dkk., 2024)
2.	Implementasi Layanan Bimbingan dan Konseling dalam Penguatan Profil Pelajar Pancasila	2022	(Cahyono, 2022)
3.	Implementasi Program Layanan Bimbingan Dan Konseling Di SMAN 1 Luragung	2021	(Aisah & Herawati, 2021)
4.	Pelaksanaan Layanan Bimbingan dan Konseling dalam Mengatasi Masalah Disiplin Belajar Siswa dari Keluarga Broken home di Madrasah Aliyah Negeri Kota Pariaman	2022	(Afriani dkk., 2022)
5.	Peran Bimbingan dan Konseling Dalam Pendidikan Serta Implementasi Bimbingan dan Konseling Di SDN 32 Kota Bengkulu	2023	(Futri dkk., 2023)
6.	Peran Guru Bimbingan dan Konseling dalam Meningkatkan Motivasi Belajar pada Siswa Kelas X KKO di SMA Negeri 1 Sewon	2022	(Putri dkk., 2022)
7.	Peran Guru Kelas Dalam Pelaksanaan Bimbingan Dan	2023	(Mustika & Neviyarni, 2023)

	Konseling Dalam Pembentukan Karakter Pada Anak Berkebutuhan Khusus		
8.	Peran Kepala Sekolah Dalam Implementasi Program Bimbingan Dan Konseling di Sekolah	2021	(Putranti dkk., 2021)
9.	Strategi Layanan Bimbingan Dan Konseling Di Sekolah Dasar Untuk Mengatasi Perilaku Bullying	2020	(Setiowati & Astuti Dwiningrum, 2020)

The research methods used in problem solving include analysis methods. The image caption is placed as part of the image title (*figure caption*) instead of being part of the image. The methods used in the completion of the research are written in this section. In the Research Method, small and non-main tools (common in the lab, such as: scissors, measuring cups, pencils) do not need to be written, but just write down the main set of equipment, or the main tools used for analysis and/or characterization, even need to get to the type and accuracy; Write in full the location of the research, the number of respondents, how to process the results of observations or interviews or questionnaires, how to measure performance benchmarks; The common method does not need to be written in detail, but it is enough to refer to the reference book. The trial procedure should be written in the form of a news sentence, not a command sentence

RESULT AND DISCUSSION

A. Responsive Service

Responsive services are designed to meet the needs of learners who need urgent and immediate treatment. Responsive services are provided to solve problems experienced by students. This service can be carried out in the form of individual counseling, group counseling, and crisis counseling, which can be supported at any time by expert referral actions or mediation involving parents. In providing responsive services, education units need to do several things as follows: a. Mapping the needs of students by classifying problems, including academic areas, social areas, and personality areas; b. Analysis of the need for appropriate treatment by sorting out problems according to their type and cooperation with third parties, such as psychologists, therapy institutions, to overcome the problem; c. The implementation of services is carried out in several forms, namely: individual counseling, group counseling, and referral services; d. Reflection is achieved by inviting students to reflect on the problems faced and find solutions.

One strategy that can be applied is to recognize students and pay attention. It is done with empathetic communication and being open. Provide services to students who have problems that need to be handled specifically. By conducting in-depth identification, providing treatment, and evaluation. The second strategy is to listen actively and be fully present when learners speak. Active listening helps the counselor in giving the right response. The third strategy invites discussion among students to help understand their

potential and understand their strengths and weaknesses, both psychological and physical. The fourth strategy provides support to students in developing the potential to achieve success in their lives (Indreswari & Ediyanto, 2024). The types of responsive services in are as follows:

1. Individual counseling and group counseling: provided to help counselors who experience difficulties and obstacles in their developmental tasks.
2. Referral (Referral or transfer of hands): if the counselor feels that he lacks the ability to handle the problem, it is better to be referred or transfer the counseling to more authorized parties such as psychologists, psychiatrists, doctors, and the police.
3. Collaboration with subject teachers and homeroom teachers: the goal is for guidance and counseling teachers to better understand student information (learning, attendance, and personal),
4. Collaboration with parents: this collaboration is important because it does not only take place at school but at home through cooperation with parents as an effort to develop the potential of counselors or students
5. Collaboration with related parties: an effort to establish cooperation with elements of society that are considered relevant and can improve the quality of services
6. Consultation: counselors receive counseling services not only for students but also for teachers, parents, or school administrators related to efforts to build perceptions and provide guidance to students.
7. Peer guidance: intended so that students who become supervisors function to help as mentors or tutors for other students in academic, as well as non-academic.
8. Case conference: discussing student problems in a meeting that has been attended by several parties who can provide information, convenience, and is limited-closed (Skivington dkk., 2021).

B. Implementation of Responsive Services

The Attachment to Ministry of Education and Culture Regulation Number 111 in which it is explained that responsive services are "assisting with students or counselors who / face problems and need help immediately, so that students or counselors do not experience obstacles in the process of achieving their developmental tasks" it can be concluded that responsive services are services provided to counselors or students who have problems and need immediate help Perhaps, because if help is not given as soon as possible, it can disrupt the process of achieving developmental tasks in him. The purpose of responsive services is "to assist learners or counselors who are experiencing certain problems related to personal, social, learning and career development". The assistance provided is immediate, in the sense that the help is given to students or counselors in a short time because it is feared that it can hinder their development and continue to a more serious level. It can be concluded that the purpose of responsive services is to help students who experience problems in learning, whether personal, academic, or career, as

soon as possible, so that problems and obstacles can be solved immediately. The explanation in the Appendix to Minister of Education and Culture Regulation No. 111 emphasizes the importance of responsive services as an integral part of guidance and counseling services in educational units. These services are not only reactive to obvious problems, but also preventive and anticipatory of potential problems that are not yet recognized by students. In this context, the role of guidance and counseling teachers (BK) becomes vital because they are required to be highly sensitive to changes in students' behavior, emotions, and interaction patterns that may indicate hidden problems.

The problems faced by students during their growth and development are not limited to learning difficulties or academic pressure alone, but also include social, personal, and career issues. For example, a student experiencing pressure from a dysfunctional family environment may show a decline in academic performance, withdraw from social interactions, or even experience anxiety disorders. If these issues are not identified and addressed promptly, their effects can persist into adulthood, hindering the individual's ability to achieve their developmental goals. Responsive services are available to help students overcome these obstacles with the right approach. These services can take the form of individual counseling, group counseling, referrals to other parties (such as psychologists, medical personnel, or social institutions), home visits, mediation, and collaboration with schools and parents. The goal is to create conditions that enable students to resume their education and personal development in an optimal manner.

Kurniawan, (2020) emphasizes that failure to provide responsive services can lead to more serious disruptions in the development process of students. This is because unmet psychological needs or developmental tasks that are not completed on time can have a domino effect on various aspects of students' lives. For example, students who do not receive support when facing social pressure may become victims of bullying or even perpetrators of violence. Similarly, students who experience career identity confusion due to inadequate career counseling services may lose direction in planning their future.

Therefore, guidance counselors must have good assessment skills to identify potential problems, even if students have not explicitly expressed them. They must be able to build empathetic, safe, and trusting relationships so that students feel comfortable sharing and open to help. Additionally, guidance counselors are required to have adequate knowledge of child and adolescent psychological development, counseling techniques, and an understanding of students' social and cultural backgrounds. The implementation of effective responsive services must also take into account the principles of confidentiality, professionalism, and student-centeredness. In practice, guidance counselors cannot work alone. Close collaboration with various parties, such as homeroom teachers, subject teachers, principals, parents, and other external parties, is necessary. This collaboration is important so that student issues can be addressed comprehensively and sustainably.

A concrete example of responsive services is when a student shows signs of severe stress due to academic pressure. The guidance counselor can conduct individual counseling to explore the source of the pressure. If it is found that the pressure comes from parental demands, the guidance counselor can invite the parents to discuss and find a solution

together. If necessary, the student can also be referred to a professional psychologist for further treatment. In other cases, when students are found to be involved in promiscuity or substance abuse, guidance counselors can work with the police or rehabilitation centers. These actions are not intended as punishment, but to save the students' future and guide them toward a healthier lifestyle. This is also part of a restorative approach in education, which emphasizes recovery and learning rather than punishment.

Furthermore, responsive services are closely related to career development services. Students often face confusion in determining their future majors or careers due to a lack of information or adequate guidance. In this case, guidance counselors must provide career counseling and information services that are appropriate to the interests, talents, and potential of students. This will help students plan their future with more confidence and direction. It is also important to note that responsive services do not always wait for students to come to the guidance counseling room, but must be proactive. Guidance counselors need to observe students in class, in the school environment, and pay close attention to reports from other teachers to identify students who need services. This approach requires guidance counselors to be active in the field, not just waiting behind their desks. Guidance counselors must also be responsive to school dynamics, including changes in regulations, policies, and social changes that affect student behavior.

In implementing responsive services, technology-based approaches can also be utilized. In this digital age, guidance counselors can use online platforms to reach students who are reluctant to communicate directly. For example, online counseling services, consultations via chat, or providing digital forms for students to fill out their problems. However, the use of technology must still adhere to counseling ethics, such as maintaining student privacy and data security. Equally important, evaluations of responsive services must be conducted regularly. Guidance counselors need to record, document, and analyze every service process to assess the effectiveness of interventions implemented. The results of these evaluations can serve as a basis for improving future guidance and counseling programs, as well as for reporting to school principals and other relevant parties.

Finally, responsive services must be an integral part of comprehensive guidance and counseling programs. Schools with good responsive service systems will be better able to create a safe, comfortable, and supportive learning environment for students. Guidance counselors, as the frontline providers of these services, are required to continuously improve their competencies, build extensive networks, and prioritize a humanistic and professional approach in all their actions. Thus, responsive services are not merely an additional service but the heart of the school's psychosocial support system. Through these services, schools can become healthy environments for students to grow and develop as they face various life challenges, both now and in the future. Therefore, all stakeholders must support the strengthening of responsive services to achieve the goals of holistic and sustainable education.

Discussion

By examining various findings from research journals and theses related to the implementation of responsive services in schools, particularly at the junior high school level (SMP), it can be concluded that the role of guidance and counseling teachers (BK) is vital in creating a conducive school climate that supports the overall development of students. Responsive services, which include individual counseling, group counseling, collaborative services, home visits, and other forms of intervention, serve as the main pillars in addressing students' immediate issues that require prompt attention. In general, responsive services have been successfully implemented with satisfactory results. Many schools have adopted appropriate counseling techniques, such as cognitive-behavioral techniques, humanistic approaches, and solution-focused approaches. Additionally, some schools have begun implementing collaborative service models, which involve collaborating with other parties such as subject teachers, homeroom teachers, parents, psychologists, or external agencies like social welfare institutions and law enforcement agencies.

However, based on a review of several studies, it was found that there are still a number of challenges in the implementation of these services. Some guidance counselors face obstacles due to a lack of direct involvement in the field to monitor the overall progress of the services. This results in suboptimal handling of student issues due to the absence of updated data or comprehensive information from guidance counselors regarding the progress of students undergoing counseling. Another challenge is related to time constraints. Administrative burdens, busy teaching schedules, and the number of students that is not proportional to the number of guidance counselors have resulted in very limited time available to provide responsive services. In this context, guidance counselors have a role that is not merely to “put out fires” when problems arise, but also to be a strategic source of information within the school environment. Guidance counselors must have a thorough understanding of the psychological, social, and academic conditions of students, both individually and collectively. Thus, they can take preventive and curative measures that are appropriate to the characteristics and needs of students. In addition, guidance counselors also play an important role in maintaining balanced relationships among school members, educating students about life values, and instilling the importance of openness and communication in resolving problems.

The role of guidance counselors also includes developing and evaluating guidance and counseling programs. In this case, guidance counselors are required to periodically review the implementation of responsive services that have been carried out. This evaluation is very important to determine the effectiveness of the program, the counseling techniques used, and the service approaches applied. Guidance counselors must also be able to innovate in creating new approaches that are more relevant to current developments and student needs, especially in facing the challenges of globalization, technology, and rapid socio-cultural changes. To optimize the implementation of responsive services, guidance counselors are also expected to utilize their time efficiently. Good time management will help guidance counselors divide their time between individual services, group services, administration, and collaboration with other parties. In this case, an appropriate work

schedule management strategy is needed, such as setting priorities, preparing weekly or monthly agendas, and delegating tasks as appropriate. The use of information technology can also help improve the efficiency of guidance counselors' work, for example, by using online counseling applications to reach students who cannot attend in person.

Intense interaction with students is also one of the keys to the success of responsive services. Guidance counselors must always be open and establish warm communication with students so that they feel comfortable sharing their problems and seeking help. Students' trust in guidance counselors is crucial to the success of the counseling process. Therefore, guidance counselors need to build empathetic, non-judgmental relationships and provide sincere support to students. In addition, guidance counselors also need to actively visit classrooms, rest areas, or other public areas in the school to reach students who may not have the courage to come to the counseling room. Student involvement in the service process can also be increased by involving them in peer counseling or peer guidance activities. In this activity, students who have been trained as peer counselors can help their friends deal with minor problems. In addition to reducing the workload of guidance counselors, this program also provides space for students to learn empathy, communication skills, and social responsibility. This program can also serve as a bridge for students who are reluctant to talk to guidance counselors directly.

Furthermore, the success of responsive service implementation depends heavily on structural support from the school. The principal and school administrators must pay serious attention to guidance and counseling programs, not just as a supplement to the curriculum, but as an integral part of the school's education system. This support can take the form of allocating specific time in the lesson schedule for guidance activities, providing a comfortable counseling room, providing facilities and infrastructure, and conducting regular training for guidance counselors. Cooperation with external parties is also very important in strengthening responsive services. Schools need to build partnerships with social services, health centers, the police, psychological institutions, NGOs, and others to expand the services that can be provided to students. With this network, guidance counselors no longer work alone but have professional support ready to assist if there are problems beyond their capacity and authority.

In today's digital age, guidance counselors also need adequate digital literacy to reach students through the media they use. The wise use of social media platforms, the formation of online discussion groups, or the provision of virtual counseling services are some forms of responsive service adaptation that are relevant to the characteristics of Generation Z and Alpha. However, this approach must still pay attention to counseling ethics, confidentiality of information, and student digital security. Overall, the role of guidance counselors in implementing responsive services is crucial in shaping the direction and quality of students' social and emotional well-being at school. Guidance counselors are not merely service providers but also change leaders, collaboration facilitators, and guardians of students' well-being. Therefore, guidance counselors must continuously enhance their capabilities, foster broad collaboration, and maintain a high level of commitment in delivering the best possible services to students.

With the description of responsive service implementation presented above, it is hoped that guidance counselors can continue to reflect on and evaluate the services they have provided. In this way, guidance counselors can identify the strengths and weaknesses of their services and make the necessary improvements and innovations. In addition, more effective use of time and increased interaction with students will help realize optimal, professional, and impactful responsive services for students' lives in the school environment. Ultimately, the primary goal of all guidance and counseling services is to create a healthy, comfortable, and supportive school environment that fosters the holistic development of students, both intellectually, emotionally, socially, and morally.

CONCLUSION

Guidance and counseling services are the basis for guidance and counseling programs to run appropriately. The appropriate guidance service program is one that suits the needs of the counselor and the professionalism of the counselor. One of the guidance and counseling service programs is responsive services, responsive services are providing assistance to students/counselors who are experiencing problems and affecting their personal development. The role of teachers is needed in running a responsive guidance and counseling program that can run according to the needs of students. Some of the things a counselor can do is to get to know the student, listen to the student when explaining, have discussions, and provide support to the student. Responsive services are not solely for personal services, but also to support learning, social, and even student careers. Some of those that have been packaged and conveyed in their implementation use a lot of techniques to solve various problems. With the results of the implementation that have been cited in several previous studies. As for criticism and suggestions for Guidance and Counseling teachers in the future, namely by paying more attention to the needs of students. Because this service is based on what is problematic and what is needed by the student. The advice given is that Guidance and Counseling teachers do not work alone and work more together, especially with parents, so that services are maximized and get satisfactory results.

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