

ANSWERING STUDENTS' SOCIAL CHALLENGES: IMPLEMENTING ADAPTIVE AND RESPONSIVE GUIDANCE AND COUNSELING SERVICES

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Abstract

The purpose of this study is to determine the implementation, supporting, and inhibiting factors of guidance and counseling services in the personal-social field at SMP Muhammadiyah 2 Banjarmasin. This research method uses a qualitative approach with a descriptive type. The subjects of this study are guidance and counseling teachers, academic teachers, and grade VIII students at SMP Muhammadiyah 2 Banjarmasin. Data collection techniques through observation, interviews, and documentation. The results of this study show that the implementation of personal-social guidance and counseling services at SMP Muhammadiyah 2 Banjarmasin uses classical guidance services, group counseling, and individual counseling. The supporting factors are (1) facilities and infrastructure, (2) support for the principal, and (3) cooperation with academic teachers. The inhibiting factor is that students/counselors do not want to tell the problem to the guidance and counseling teacher.

Keywords: Guidance and Counseling Services, Personal Social, Adaptive, Responsive

Abstrak

Tujuan penelitian ini adalah untuk mengetahui pelaksanaan, faktor pendukung dan penghambat layanan bimbingan dan konseling dalam bidang pribadi-sosial di SMP Muhammadiyah 2 Banjarmasin. Metode penelitian ini menggunakan pendekatan kualitatif dengan jenis deskriptif. Subyek penelitian ini yaitu guru bimbingan dan konseling, guru akademik, dan peserta didik kelas VIII di SMP Muhammadiyah 2 Banjarmasin. Teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil Penelitian ini menunjukkan bahwa pelaksanaan layanan bimbingan dan konseling pribadi-sosial di SMP Muhammadiyah 2 Banjarmasin menggunakan layanan bimbingan klasikal, konseling kelompok, dan konseling individual. Faktor pendukung yaitu (1) fasilitas sarana dan prasarana, (2) dukungan kepala sekolah, (3) serta kerja sama dengan guru akademik. Faktor penghambat yaitu peserta didik/konseli tidak mau menceritakan permasalahan kepada guru bimbingan dan konseling.

Kata kunci: Layanan Bimbingan dan Konseling, Pribadi Sosial, Adaptif, Responsif

INTRODUCTION

Guidance and counseling (BK) is the process of providing services carried out by an expert, commonly called a counselor, to students or counselors who have a problem. The problem is solved with the counselor until it is completed, and the counselor also provides

input and advice to the student so that the student and counselor understand how to solve the problem. In essence, guidance and counseling is the process of facilitating or providing assistance to counselors to achieve optimal development so that the individual or counselor can understand themselves to achieve emotional and behavioral development, can live independently, and make their choices for the future.

Guidance and counseling is an educational process that has a role in improving human resources, potential, interests, talents, personalities, and achievements of a student. In addition, guidance and counseling also play a role in developing students' academic abilities and skills. Guidance and counseling come from two words, namely guidance and counseling. Guidance is a translation of *guidance*, which contains several meanings. According to B. Prayitno & Supanto, (2022) Guidance is the process of providing assistance carried out by an expert person to one or several individuals, both children, adolescents, and adults, so that the person being guided can develop his or her abilities and prosper, by utilizing individual strengths and existing and developmental means, based on applicable norms. According to Afriani dkk., (2022) Guidance is the assistance provided by a counselor so that those who are given guidance become more directed and can make appropriate decisions for themselves and their environment for today, and the future to come. Based on some of the explanations above, it can be concluded that guidance and counseling efforts empower individuals through a process of personal interaction between counselors and clients, so that clients can understand themselves and their environment. Able to make decisions and determine goals based on the values they believe in, so that counseling feels happy and effective in their behavior.

The term guidance comes from the English language, namely "*guidance*". *Guidance* can be interpreted as guidance, help, leadership, direction, guidelines, or instructions. *Guidance* itself comes from the word "(to) *guide*," which means to guide, guide, be a guide, and drive. In general, guidance can be interpreted as a process of assisting individuals or groups that is carried out continuously so that the individual or group can understand themselves, so that they can direct themselves and can act reasonably, following the guidance and circumstances of their school, family, community, and life (Aisah & Herawati, 2021). Guidance is not only oriented towards healing but rather on the process of development, prevention, and adjustment. This is in line with the explanation of Syamsu Yusuf and A. Juntika Nurihsan that the vision of guidance is educational, developmental, and *outreach*. (Yusuf & Nurihsan, 2010). Educational, meaning that the concern for guidance lies in prevention and development efforts, and not in corrective and therapeutic efforts.

Development, meaning that the central point of the goal of guidance lies in efforts to empower all human potential through environmental engineering of development. Meanwhile, outreach, because the target of guidance is not limited to problematic individuals but all individuals concerning aspects of their personality in all contexts of their lives, covering various dimensions of problems, intervention targets, settings, methods, and service times. Guidance is emphasized on preventive actions, namely maintenance and development to acquire skills so that a person is able to overcome problems related to maintenance, planning, adjustment, and achievement in the fields of

education, work, career, personal, and social. Guidance is the process of providing assistance carried out by an expert person to a person or several individuals, both children, adolescents, and adults, so that the person being guided can develop his or her abilities and be independent by utilizing individual strengths and existing means, and can be developed based on applicable norms. In Regulation No. 29 of 1990 concerning Secondary Education, it is stated that guidance is assistance provided to students in order to find their own, recognize the environment, and plan for the future.

Guidance can be interpreted as assistance services for students, both individually and in groups, to be independent and develop optimally in personal, social, learning, and career relationships through various types of services and supporting activities on the basis of applicable norms. According to Gordon, social personal guidance is the process of helping individuals understand their strengths and weaknesses. Social personal guidance is directed so that individuals can understand and solve their problems, so that they have a strong personality. Through social personal guidance services, it helps individuals to gain self-understanding, including identifying and expressing their feelings.

Meanwhile, according to Tohirin, (2015) Social personal guidance is assistance provided by the supervisor to individuals so that the individual being guided achieves independence by using various materials, through interaction, and providing advice and ideas in a foster environment, based on applicable norms. According to Bimo Walgito, social personal guidance is an effort to help students develop personal attitudes, souls and behaviors in the social life of the large environment (the state and the world community), based on the provisions that are the basis of guidance and counseling, namely the basis of the state, the purpose of the state and the purpose of national education (Baharudin, 2021). Meanwhile, according to Abu Ahmadi, social personal guidance is a set of assistance to students so that they can face personal and social problems on their own, choose social groups and useful recreational activities, and make their efforts in solving personal, recreational, and social problems that they experience (Bakti & Safitri, 2017). Social personal guidance, on the other hand, is nothing but a set of efforts to help students to be able to face their social problems, make personal social adjustments, choose social groups, choose types of social and recreational activities that are useful, and make their efforts in solving personal, recreational and social problems that they experience.

Social personal guidance means guidance in dealing with one's inner state and overcoming various difficulties in one's inner self in regulating oneself in the field of spirituality, physical nursing, filling free time, channeling sexual desires and so on, as well as guidance in fostering relationships in humanity with others in various social environments. Based on some of the explanations above, it can be concluded that what is meant by social personal guidance is an effort to provide assistance carried out by an expert or supervisor to students to overcome social problems and develop their personalities to become optimal individuals. The purpose of personal-social guidance and counseling, according Dodd dkk., (2022), formulates several goals and guidance and counseling related to the personal-social aspect as follows:

A strong commitment to practicing the values of faith and piety toward God Almighty is an essential foundation for shaping a person's character. This commitment can be realized through concrete actions such as holding regular religious activities like a pious Friday gathering every fifth week, and implementing spiritual values consistently in various aspects of life, whether in personal, family, school, workplace, or broader social environments. Alongside this spiritual commitment, individuals are also expected to develop a tolerant attitude toward people of different religions by respecting each other's beliefs and maintaining the balance between their rights and obligations. This mutual respect helps create harmonious coexistence in a pluralistic society.

Furthermore, individuals need to have a deep understanding of life's rhythm, which constantly fluctuates between pleasant and unpleasant situations. With a grounding in their religious teachings, they should be able to respond positively and constructively to these changes. This resilience is supported by the ability to accept oneself objectively, recognizing both strengths and weaknesses, whether physical or psychological, thereby cultivating self-awareness and humility. This self-acceptance should be complemented by a positive attitude, manifested in respect for oneself and for others, which fosters dignity and mutual appreciation in interpersonal relationships. In addition, individuals must be equipped with the ability to make healthy choices, guided by clear ethical and moral standards. They should also embody respect toward others, never demeaning or violating another person's dignity or self-worth. A sense of responsibility becomes evident through their strong commitment to fulfill duties and obligations in various roles they play in life. Social interaction skills are also vital; these are expressed through genuine friendships, a spirit of brotherhood, and harmonious relationships with fellow humans.

When facing conflicts, whether internal struggles or interpersonal disagreements, they should possess the ability to manage and resolve problems constructively. Lastly, having effective decision-making skills ensures that individuals can navigate life's complexities with wisdom and sound judgment, enabling them to contribute positively to their personal development and the well-being of those around them. Fuentes dkk., (2021) stated that the purpose of guidance ultimately helps individuals in achieving personal happiness as God's creatures, a productive and effective life in society, living together with other individuals, and harmony between their ideals and their abilities. It can be concluded that the purpose of personal-social guidance that must be developed in the guidance and counseling service program is to facilitate students in directing personality consolidation and developing the ability to overcome students' personal and social problems.

METHOD

This type of field research is descriptive. The research is intended to describe systematically and accurately a situation or a certain population area that is factual. Descriptive research aims to describe (explain) important events that occur in the present. (Mulyadi, 2012) The description of events is carried out systematically, emphasizing more on factual data than inference. The approach used in this study is a qualitative approach aimed at managing and selecting all the data that has been collected (Mustafa

dkk., 2022) In this case, the writing describes the implementation of guidance and counseling services in the personal-social field at SMP Muhammadiyah 2 Banjarmasin. Researchers go into the field, study a process that occurs naturally, record, analyze, interpret, report, and draw conclusions from the process. The data collection technique in this study is by using interviews, observations, and documentation. The research subjects were 1 (one) BK teacher, 1 (one) subject teacher, and 2 (two) grade VIII students.

RESULT AND DISCUSSION

The implementation of guidance and counseling services in the personal-social field at SMP Muhammadiyah 2 Banjarmasin is an integral part of the educational process designed to help students grow and develop into individuals who are personally and socially mature. This service is carried out by guidance and counseling teachers in direct collaboration with various school elements, including school principals, academic teachers, and other stakeholders. The objective of this collaboration is to support the comprehensive development of students by addressing their personal and social challenges through structured guidance and counseling programs. These services play a vital role in forming the students' character and behavior, especially in responding to the dynamic challenges they face both internally and in their interactions with the surrounding environment. Garritty dkk., (2021) defines personal-social guidance as assistance aimed at helping individuals understand and deal with their internal conditions while overcoming emotional conflicts that may hinder their social interactions. It also involves equipping individuals with the ability to adapt and regulate themselves in various social settings. This guidance is essential in the context of adolescence, where students are at a critical stage of forming their identity, understanding their roles in society, and developing the skills needed to establish healthy interpersonal relationships.

At SMP Muhammadiyah 2 Banjarmasin, there are several types of services provided in the implementation of personal-social guidance. First, the Individual Counseling Service. This type of service involves a direct and confidential interaction between the counselor and the student (counselee) in a private setting. The student typically seeks help when experiencing personal difficulties that are difficult to resolve independently. In this process, the counselor acts as a professional equipped with the psychological knowledge and skills to guide the student toward understanding and managing the problem. This service is especially beneficial for students who have already realized the existence of a problem in their personal life and are actively seeking support to find solutions. Individual counseling focuses not only on problem resolution but also on helping students understand themselves better, identify their strengths and weaknesses, and make constructive life decisions.

Second, Group Counseling Service is also implemented at SMP Muhammadiyah 2 Banjarmasin. This service is a form of assistance provided by a counselor to a group of students facing similar issues. It is carried out in a group setting that emphasizes mutual trust, understanding, acceptance, and support among participants. Group counseling allows students to share experiences, gain different perspectives, and learn from each other under the guidance of a professional counselor. It also encourages the development

of empathy and social skills as students realize that they are not alone in their struggles. The shared experience in group counseling can significantly reduce feelings of isolation and helplessness that often accompany personal and social problems in adolescence. Third, Classical Tutoring Services is also an important part of the guidance and counseling program. These services are conducted in classroom settings and are often referred to as basic guidance services because they reach the majority of students. According to Gysbers, (2001), classical guidance is directed toward a group of students who are part of a teaching unit. The primary objective of classical guidance is to strengthen personality development and equip students with the necessary skills to address personal and social challenges effectively. This service is particularly valuable for preventive measures, helping students build a strong personal foundation before serious issues arise. It is also used to disseminate general information about self-awareness, social relationships, and strategies for dealing with common adolescent problems.

Personal-social guidance, in its broader definition, is the school's effort to assist students in understanding and managing their emotional and social conditions. It addresses issues such as identity crises, peer pressure, social anxiety, conflict resolution, and emotional regulation. The aim is to help students become well-adjusted individuals capable of maintaining harmonious relationships in their various social environments, including school, family, and the wider community. Effective personal-social guidance encourages students to develop positive self-concepts, understand their rights and responsibilities, and practice appropriate social behaviors. These efforts are carried out by creating a conducive school environment, fostering warm and educative interactions, and building a system that supports self-understanding and positive attitudes.

The primary goals of providing personal-social guidance services include enabling students to plan their academic journey, future careers, and personal development effectively. It also aims to help students realize and maximize their potential, talents, and strengths. Additionally, students are guided to adapt well to the academic environment, social settings, and future workplaces. Another important goal is to help students overcome obstacles and challenges they may face in school, social life, or personal development. This holistic approach ensures that students are not only academically successful but also emotionally and socially competent.

In practice, the implementation of personal-social guidance and counseling services at SMP Muhammadiyah 2 Banjarmasin is supported by several facilitating factors. One of the most crucial supports is the emotional or moral encouragement provided by the school leadership and teaching staff. There is a strong commitment from the school to make guidance and counseling a key part of the educational experience. Material support is also evident in the form of adequate funding to run programs, acquire counseling resources, and support ongoing counselor training. The infrastructure provided includes a private consultation room that ensures confidentiality, LCD projectors for delivering classical guidance materials, and a public address system to make announcements or provide information about guidance activities.

Despite the various supports in place, the implementation of personal-social guidance services also faces several challenges. One of the main obstacles is the students' reluctance to open up about their problems. Many students feel afraid, embarrassed, or ashamed to discuss the issues they are experiencing, especially those related to family conflict, emotional turmoil, or peer problems. This reluctance can hinder the effectiveness of counseling services, as open communication is a vital component of the counseling process. Counselors at SMP Muhammadiyah 2 Banjarmasin continually work to build trust with students and create a safe, non-judgmental environment that encourages openness. To address this issue, counselors often conduct outreach activities that promote the importance of counseling services. These include guidance-themed school events, mental health awareness campaigns, and peer mentoring programs. By normalizing the idea of seeking help and involving student organizations, the school creates a culture where guidance and counseling are seen as supportive and positive resources rather than as services for troubled students. Another strategy involves integrating counseling themes into regular classroom discussions or extracurricular activities, allowing students to engage with these topics in a less formal and more comfortable context.

In addition, continuous professional development for counselors is emphasized. Counselors are encouraged to attend workshops, seminars, and training sessions that enhance their skills in handling complex student issues, understanding adolescent psychology, and using innovative counseling techniques. By improving their competence, counselors become more adept at identifying subtle signs of distress in students and addressing problems proactively. Parental involvement is another critical aspect that supports the success of personal-social guidance. SMP Muhammadiyah 2 Banjarmasin strives to maintain effective communication with parents through regular meetings, reports, and collaboration on addressing student problems. Parents are informed about the goals and methods of guidance services and are encouraged to support their children emotionally and morally. This collaboration strengthens the support system available to students and ensures that guidance efforts at school are complemented by a nurturing home environment.

DISCUSSION

The findings of the research on the implementation of personal-social guidance and counseling services at SMP Muhammadiyah 2 Banjarmasin reveal a comprehensive picture of how guidance programs contribute to students' holistic development. The guidance and counseling services provided at this school are not merely limited to reactive problem-solving efforts but rather serve as proactive developmental interventions that seek to cultivate students' personal and social competencies. The school demonstrates a strong commitment to positioning guidance and counseling as an essential component of the educational process, working collaboratively with principals, academic teachers, and various stakeholders to achieve its objectives. A notable aspect of the findings is the structured and systematic implementation of three core services: individual counseling, group counseling, and classical tutoring. Each service is tailored to address specific student needs and stages of development. Individual counseling stands out as a crucial intervention for students experiencing personal difficulties that they are unable to resolve

independently. The personal nature of this service allows students to receive focused attention and in-depth psychological support. Counselors at SMP Muhammadiyah 2 Banjarmasin apply their professional skills and knowledge to guide students through emotional or social challenges, helping them understand themselves better and empowering them to make healthy decisions.

Group counseling, as highlighted in the findings, functions as a medium for peer support and collective problem-solving. This service creates an atmosphere of mutual acceptance and emotional sharing, which is particularly important during adolescence when peer influence is strong. Students benefit from knowing that others face similar struggles and gain strength through shared experiences. The group setting allows counselors to facilitate discussions that not only address specific issues but also teach essential social skills such as empathy, active listening, and conflict resolution. Moreover, group counseling promotes a sense of belonging and reduces the stigma associated with seeking help, which can be a barrier for students in need of emotional support. The classical tutoring service, meanwhile, provides a foundational platform for delivering preventive and developmental guidance to all students. Through this mode, counselors are able to reach a broader student population and deliver essential life skills education. The topics addressed in classical tutoring sessions typically include self-awareness, effective communication, emotional regulation, and social adaptability. These sessions help lay the groundwork for students to understand the importance of personal responsibility, social interaction, and ethical behavior. The delivery of such content in a classroom setting reinforces the integration of guidance into the core educational process and aligns with the school's broader mission of character education.

The findings also reflect a strong theoretical foundation underpinning the implementation of guidance and counseling services. The definition provided by WS. Winkel, regarding personal-social guidance, supports the school's orientation towards fostering students' emotional intelligence and social harmony. The theoretical understanding of guidance as assistance in managing internal conflicts and external social relationships is evident in the way services are planned and executed at SMP Muhammadiyah 2 Banjarmasin. Counselors operate with a deep understanding of adolescent development and apply appropriate interventions that align with students' psychological and social needs. Another significant finding is the recognition of guidance and counseling services as instrumental in helping students adjust to various environments – educational, social, and future professional settings. The school's approach reflects the understanding that students need not only academic competence but also social and emotional readiness to succeed in life. Through personal-social guidance, students are trained to plan their academic and career pathways, develop their potential, and navigate challenges that arise in their interpersonal relationships. The emphasis on adjustment and adaptability prepares students for transitions and equips them with coping mechanisms necessary for real-world interactions.

The research also uncovers the multidimensional support system available at SMP Muhammadiyah 2 Banjarmasin. Emotional and moral support from the school leadership and teaching staff is pivotal in fostering a supportive environment for guidance services.

Financial and infrastructural support, such as the provision of private counseling rooms, audiovisual equipment, and public communication tools, enhances the effectiveness and reach of the services provided. This shows a clear institutional commitment to the guidance program and an understanding of its role in students' development. However, the findings also highlight key challenges that hinder the optimal implementation of guidance services. A primary obstacle is the students' reluctance to open up about their problems. Fear, embarrassment, and a lack of trust serve as significant barriers to engagement. Many students are still hesitant to seek counseling due to societal stigma or internalized beliefs that expressing vulnerability is a weakness. This reluctance limits the counselor's ability to fully address the needs of the students and undermines the potential benefits of the services.

To address this challenge, counselors have taken proactive measures, including outreach and educational campaigns to raise awareness about the value and confidentiality of counseling. By conducting guidance-themed activities and integrating guidance topics into broader school events, the counselors aim to destigmatize counseling and encourage students to view it as a normal and positive resource. These activities are strategically designed to be engaging and informative, using interactive formats and relatable themes to attract student interest and participation. Additionally, the research emphasizes the importance of professional development for counselors. Continuous training and skill enhancement enable counselors to stay updated with current best practices in adolescent psychology, crisis intervention, and counseling techniques. This ongoing learning process ensures that counselors are well-equipped to handle complex and evolving student issues. Moreover, it enhances the credibility and competence of the counseling services, thereby increasing student trust and willingness to participate.

The role of parents in supporting guidance and counseling efforts is another critical finding. Effective communication and collaboration between school counselors and parents ensure that students receive consistent support both at school and at home. Parents who are well-informed about the nature and purpose of guidance services are more likely to reinforce the messages conveyed at school and to provide a nurturing environment that complements the counselor's work. This partnership strengthens the overall support system for students and contributes to the success of personal-social guidance initiatives.

From a broader perspective, the findings indicate that personal-social guidance plays a transformative role in students' lives. Beyond academic achievement, the development of emotional resilience, interpersonal skills, and ethical behavior is essential for holistic education. The program at SMP Muhammadiyah 2 Banjarmasin exemplifies how schools can foster these attributes through well-structured, theory-based, and contextually relevant guidance services. The integration of guidance into the school culture and curriculum ensures that students view it as a valuable and indispensable aspect of their education. Furthermore, the research suggests that the success of personal-social guidance is not solely dependent on the counselor-student relationship but also on the wider school ecosystem. Supportive policies, teacher involvement, peer dynamics, and school climate all influence the effectiveness of guidance interventions. A culture of openness, respect, and empathy must be cultivated to encourage students to engage meaningfully with the

guidance process. Schools that invest in building such a culture are more likely to see positive outcomes in student behavior, mental health, and social adjustment. In summary, the research findings on the implementation of personal-social guidance at SMP Muhammadiyah 2 Banjarmasin highlight a comprehensive, collaborative, and student-centered approach. The combination of individual, group, and classical services provides a versatile platform for addressing diverse student needs. The alignment with theoretical frameworks, institutional support, proactive outreach, and parent involvement all contribute to the effectiveness of the program. While challenges remain, particularly in encouraging student participation, the strategies employed by the school demonstrate a commitment to continuous improvement. These findings underscore the vital role of guidance and counseling in shaping emotionally and socially competent individuals who are equipped to thrive in an increasingly complex world.

CONCLUSION

Based on the results of research that has been conducted by researchers regarding the implementation of guidance and counseling services in the personal-social field at SMP Muhammadiyah 2 Banjarmasin, conclusions can be drawn that the implementation of personal-social guidance and counseling services using classical guidance services, group counseling, and individual counseling can be drawn. And to add a strong commitment to practicing the values of faith and piety to students to God Almighty, Muhammadiyah 2 Banjarmasin Junior High School held a taqwa Friday in the fifth week. In the implementation of guidance and counseling services in the personal-social field, there are supporting factors in the form of moral support (enthusiasm), material (funds), and infrastructure facilities (individual counseling rooms, LCDs, sound systems, etc.). The factor inhibiting the implementation of guidance and counseling services in the field of personal and social is that students or counselors are still afraid and embarrassed to tell about the problems they are experiencing. As for guidance and counseling teachers in overcoming the problems of students who are still afraid and embarrassed to tell, namely by making the guidance and counseling room feel comfortable and safe, being a good listener when students are complaining about something at school or telling about the problems they face, treat students well when students start to tell their problems, Minimizing physical contact so that students still feel comfortable when communicating with guidance and counseling teachers, advising without patronizing One way to overcome students' problems is by giving good advice.

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