

Students' Perceptions of Guidance and Counseling Management System Implementation

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Abstract. The research aims to analyze students' perception of the implementation of the Guidance and Counseling (GC) management system in schools, identify managerial gaps, and formulate recommendations for developing a digital-based system. Comprehensive GC services require systematic management, regulated through the integrated POAC (Planning, Organizing, Actuating, Controlling) functions. The method used is descriptive qualitative through a Focus Group Discussion (FGD) with 10 high school students. The results showed significant success in the Actuating (Implementation) function (high interaction comfort and quality of interpersonal relationships). However, a critical communication gap was found in the Planning function, where the majority of students (9 out of 10) were unaware that the need assessment was used as the basis for program development. Furthermore, a strong aspiration from students was found towards the digitalization of GC services to increase accessibility and transparency, especially in scheduling and online need assessment. The implication is that the GC management system needs to be enhanced by strengthening two-way communication and integrating digital technology as part of the System Support to achieve accountability and effectiveness.

Keywords: Counseling management, Digital integration, Guidance and Counseling, Student's perceptions

Abstract. Penelitian ini bertujuan untuk menganalisis persepsi siswa terhadap implementasi sistem manajemen Bimbingan dan Konseling (BK) di sekolah, mengidentifikasi kesenjangan manajerial, serta merumuskan rekomendasi pengembangan sistem berbasis digital. Layanan BK yang komprehensif memerlukan manajemen yang sistematis melalui integrasi fungsi POAC (Perencanaan, Pengorganisasian, Pelaksanaan, dan Pengawasan). Metode yang digunakan adalah kualitatif deskriptif melalui Focus Group Discussion (FGD) dengan 10 siswa sekolah menengah atas.

Hasil penelitian menunjukkan keberhasilan yang signifikan pada fungsi pelaksanaan (Actuating), yang ditandai dengan kenyamanan interaksi dan kualitas hubungan interpersonal yang baik. Namun demikian, ditemukan kesenjangan komunikasi yang

cukup krusial pada fungsi perencanaan (Planning), di mana sebagian besar siswa (9 dari 10) tidak mengetahui bahwa asesmen kebutuhan digunakan sebagai dasar penyusunan program. Selain itu, ditemukan adanya aspirasi yang kuat dari siswa terhadap digitalisasi layanan BK untuk meningkatkan aksesibilitas dan transparansi, khususnya dalam penjadwalan layanan dan asesmen kebutuhan secara daring. Implikasinya, sistem manajemen BK perlu ditingkatkan melalui penguatan komunikasi dua arah serta integrasi teknologi digital sebagai bagian dari system support guna mencapai akuntabilitas dan efektivitas layanan.

Kata kunci: manajemen konseling, integrasi digital, bimbingan dan konseling, persepsi siswa

A. INTRODUCTION

The implementation of GC services in schools demands a management system that is planned, measurable, and sustainable. The GC management system is a service management process that includes planning, implementation, evaluation, and follow-up of counseling activities to ensure the services run effectively (Sumarto & Harahap, 2020). Effective GC management is not only oriented toward activity implementation but also emphasizes the involvement of all parties, especially students as the primary beneficiaries of the services.

The implementation of GC services is structured based on four main management functions known as POAC: Planning, Organizing, Actuating (Implementation), and Controlling (Supervision/Monitoring). This POAC framework explains the necessity for every service activity to be systematically designed, starting from the planning stage up to evaluation and follow-up (Sugiyono, 2018; Sumarto, 2022). Furthermore, the success of the GC program is heavily influenced by student perception. Perception is one of the individual factors that influences student engagement and participation in learning and counseling services (Pohan, Daharnis, & Bentri, 2024). Positive perception is expected to encourage verbal activeness and active student involvement.

Although the GC service planning function has been carried out through need assessment, this research found a significant communication gap. Most students were unaware that the data collection activity at the beginning of the school year was used

as the basis for developing the GC program. This condition indicates that the transparency and shared understanding of the service planning process are not yet optimal. In fact, the effectiveness of GC services is highly determined by the active involvement of students at every stage, including planning and evaluation (Sugiyono, 2018).

The development of ICT has become increasingly essential in educational service delivery, including school guidance and counseling. The effectiveness of GC management depends on the system's ability to adapt to the dynamics of student needs and the development of educational technology (Gysbers & Henderson, 2012). Therefore, this research urges the analysis of this gap and the formulation of recommendations for the development of a digital-based GC management system that is relevant to the needs of Generation Z.

This study aims to analyze students' perceptions of the GC management system, identify supporting and inhibiting factors, and formulate recommendations for a digital-based GC management system.

B. THEORETICAL FOUNDATION

1. GC Management System and POAC Management Functions

The GC management system is a process of management that includes planning, implementation, evaluation, and follow-up of counseling activities (Sumarto & Harahap, 2020). The GC management system ensures that counseling services are systematically planned, implemented, evaluated, and improved to meet students' developmental needs.

According to Sugiyono (2018), the management of GC services in schools is structured based on four main management functions, known as POAC: Planning, Organizing, Actuating, and Controlling (Supervision/Monitoring). These four functions must operate in an integrated and continuous manner to achieve the effectiveness of the GC management system (Sugiyono, 2018; Sumarto, 2022).

1.1. Planning

This is the initial stage that determines the steps to be taken, encompassing the formulation of goals and targets. Need assessment of students is the most fundamental aspect, and the data from the assessment must be integrated as a pattern for program planning.

1.2. Organizing

Efforts to regulate the tasks of individuals/groups and design working relationships between organizational units. This function involves setting and dividing tasks proportionally and evenly.

1.3. Actuating

The main activity that involves direct interaction with other people and is the realization of the established plan. Actuating in GC is related to direct services: Basic Services, Responsive Services, and Individual Planning. The success of this function heavily relies on the quality of interpersonal relationships created by the counselor.

1.4. Controlling

The final management function that includes monitoring, controlling, assessing, reporting, and following up on every plan (Sugiyono, 2018). This function aims to determine the success of the organization.

2. Student Perception

Students' perceptions reflect how they interpret and evaluate counseling services, which may influence their participation and responsiveness. Perception is the process of interpreting sensory information to give meaning to the environment. Positive perception is expected to encourage verbal activeness between students and the teacher (Pohan, Daharnis, & Bentri, 2024). Positive perceptions strengthen students' trust, engagement, and willingness to access GC services.

3. Digitalization and GC System Support

According to Sumartono & Harahap (2020), system support is a service component and management activity aimed at utilizing, maintaining, and improving the

guidance program. This component includes infrastructure (such as information and communication technology), work management structure, and continuous professional development for counselors (Sumartro & Harahap, 2020).

3.1. *The Role of ICT*

Information technology functions as a means to support GC services. The effectiveness of GC management depends on the system's ability to adapt to the development of educational technology.

3.2. *Digital Integration*

GC services require innovation in methods and media to address the challenges and needs of the digital generation. The development of content on the BKONLINE platform (digital-based services) is expected to increase the accessibility, effectiveness, and personalization of GC services. GC counselors are demanded to shift from traditional face-to-face methods to more dynamic and interactive digital approaches (Simon, Aryani, & Lestari, 2023).

3.3. *Data-Based Needs Analysis*

The use of ICT supports more accurate program planning because it is based on student assessment data collected efficiently. ICT integration supports the Planning and Controlling functions in GC management (Pohan, Daharnis, & Bentri, 2024).

C. RESEARCH METHOD

1. Type and Research Approach

This study employed a descriptive qualitative approach to explore students' perceptions of the GC management system in the school context. This approach was chosen with the aim of describing students' perceptions of the implementation of the GC management system at SMA Islam Al Azhar 8 Kota Bekasi. The qualitative approach was chosen because it is capable of deeply exploring students' views and experiences regarding the GC service practices they encounter in the daily school context. According to Creswell (2012), qualitative research aims to understand

phenomena holistically within their natural context, emphasizing descriptive data and focusing on the process rather than outcomes.

2. Participants and Sampling Technique

The research participants consisted of ten students (five male and five female) from grades X and XII of SMA Islam Al Azhar 8 Kota Bekasi. The participants were selected using a purposive sampling technique based on specific criteria, including their activeness in school GC activities. The inclusion of students from grades X and XII was intended to represent experiences of GC services at both the initial and final stages of secondary education, allowing for a more comprehensive understanding of students' perceptions.

3. Data Collection Technique

The main data was collected through the Focus Group Discussion (FGD) technique. The FGD was conducted in the school GC room, involving open discussion about students' experiences, perceptions, and hopes regarding GC services.

4. Data Analysis Technique

Data analysis in this study followed the Miles and Huberman model, involving data reduction, data display, and conclusion drawing in an interactive process. Data reduction was conducted by selecting and categorizing relevant information from the FGD results, while data were presented in the form of organized narratives and thematic categories. Conclusions were drawn based on emerging patterns and continuously verified throughout the analysis process. To ensure data credibility, member checking was conducted by confirming the findings with participants, and peer debriefing was carried out through discussions with fellow researchers.

D. RESULTS

The results of this study were obtained through a Focus Group Discussion (FGD) involving ten students from grades X and XII at SMA Islam Al Azhar 8 Kota Bekasi. The discussion explored students' views and experiences regarding the

implementation of the Guidance and Counseling (GC) management system in the school.

A communication gap was identified in the planning function of GC services. Although the counselor conducted need assessments at the beginning of the school year, most students (9 out of 10) were unaware that the data collected were used as the basis for developing the GC program. Students tended to perceive the activity merely as an administrative routine. One student stated, "I thought the questionnaire was just a formality, not something that affects the program." This finding indicates that transparency and shared understanding in the planning process are still limited.

In terms of participation, all students (10 out of 10) reported that they had never been directly involved in the planning of GC programs. Their role was limited to participating in activities that had already been designed by the counselor. As expressed by one participant, "We just follow the program, we are never asked to be involved in planning it." This suggests that student involvement in the management process, particularly in the planning stage, remains minimal.

Regarding the implementation (Actuating) function, most students expressed positive experiences in interacting with the GC counselor. The counselor was perceived as friendly, patient, open, and non-judgmental, which contributed to a sense of comfort during counseling sessions. One student mentioned, "It feels comfortable to talk to the counselor because they listen and don't judge." However, technical constraints were identified, particularly limited consultation time that often overlapped with class hours, reducing students' access to services.

Students also showed positive perceptions toward certain GC programs, particularly career-related services such as Career Day. These programs were considered beneficial in helping students understand their future plans and career options. This positive perception is important as it supports students' responding activity and engagement in counseling services.

Furthermore, a strong aspiration toward the digitalization of GC services emerged from the discussion. Students expressed the need for digital platforms to support

online need assessments, consultation scheduling, and communication with counselors. Digitalization was perceived as a way to improve efficiency, accessibility, and transparency of services. One participant stated, "It would be easier if we could book counseling sessions online and fill out the assessment digitally." Additionally, digital platforms were expected to provide a more comfortable and private space for students to express their concerns.

E. DISCUSSION

This discussion interprets the key findings based on the POAC management framework.

1. Critical Gap in the Planning and Organizing Functions

The results show a significant gap in the Planning function. Although the GC counselor carried out the need assessment at the beginning of the school year, nine out of ten students were unaware that the data collection activity was used as the basis for developing the GC program. Students considered the activity merely an administrative routine. This condition indicates that the planning function being carried out is not yet fully transparent and participatory. In fact, need assessment does not only function as a data collection tool but must also serve as a communication medium that affirms that student voices are counted in every program planning. According to Sumarto (2022), the success of GC management is highly determined by the openness of information and shared understanding between the counselor and students regarding the service planning process. The lack of socialization of the assessment purpose results in students not seeing themselves as active subjects in the service management process.

Furthermore, this lack of transparency impacts the Organizing function, as students felt they had never been directly involved in GC activity planning; they only participated in programs that had already been designed. Student involvement is one of the pillars in student-centered counseling management. Gysbers and Henderson (2012) also emphasize that student participation is an important component in

comprehensive school GC management. Therefore, the solution lies in strengthening two-way communication so that the planning and organizing functions can operate collaboratively.

2. Success of Interpersonal Quality in Actuating (Implementation)

The Actuating function demonstrates strong success in fostering interpersonal relationships. Students reported feeling comfortable with the GC counselor, who was perceived as friendly and empathetic. This positive interpersonal quality enhances students' trust and openness during counseling sessions, which in turn improves the accessibility and effectiveness of GC services. The quality of this relationship is key to the success of GC services (Sumarto & Harahap, 2020). However, technical constraints (limited consultation time overlapping with class hours) are obstacles that need to be overcome with a more flexible scheduling system.

3. Urgency of Digitalization and Strengthening System Support

Students' aspirations for the digitalization of services indicate the need to strengthen the System Support component. This includes the development of digital features such as online scheduling, digital needs assessment, accessible service information, and initial consultation channels, which are expected to enhance efficiency, accessibility, and transparency of GC services. This digital integration is expected to support the paradigm shift towards data-driven counseling management that is more transparent and adaptive to Generation Z (Simon, Aryani, & Lestari, 2023). GC counselors are demanded to enhance their digital competency. Additionally, Naini et al. (2024) found that the results of the need assessment for online counseling services in schools show great potential for the application of an interactive and data-based digital GC model.

4. Comprehensive Analysis of POAC Management Functions

Based on the findings, the GC management system requires strengthening across the POAC functions. Weaknesses were identified in the planning and organizing

stages, particularly in limited student participation and ineffective two-way communication during program development. In contrast, the actuating function demonstrated strong performance, as reflected in positive interpersonal relationships and students' comfort in interacting with the counselor. To support these functions, the system support component needs to be enhanced through digital integration. The implementation of digital features is an important strategy to create a GC system that is more participatory, efficient, and responsive to students' needs.

F. CONCLUSION

The implementation of the GC management system demonstrates strong performance in the actuating function, particularly in building positive interpersonal relationships between students and the counselor. However, significant gaps remain in the planning and organizing functions, especially in terms of limited student participation and lack of transparency in the use of need assessment data. These findings highlight the need to strengthen two-way communication and integrate digital system support to enhance the effectiveness, accessibility, and student-centered orientation of GC services.

- 1. Planning Aspect:** The need assessment activity has been carried out at the beginning of the semester, but has not been fully understood by students as the basis for GC program planning. This indicates a communication gap that needs to be strengthened.
- 2. Actuating Aspect:** was perceived positively by most participants atau was consistently described as positive by students, showing success in the implementation of interpersonal services, aligning with the finding that the social relationship dynamic between the GC counselor and students is very good. However, there are technical constraints in the form of limited consultation time. The quality of service implementation must include the counselor's effort to reflect on every outcome and impact of their performance, so that the programs provided are always relevant.

3. Digitalization Aspirations: There is a strong aspiration from all students for the GC system to be developed in the form of a digital platform to increase efficiency, transparency, and accessibility of services. The opportunities of digitalization include increased access and effectiveness, but the challenges are the need for infrastructure, the digital divide, and data privacy risks.

Based on the conclusion and research findings above, the researcher provides the following recommendations:

- 1. For Students:** Students are encouraged to increase their active involvement and participation in GC service activities.
- 2. For GC Counselors:** GC counselors need to strengthen the POAC management functions, particularly by improving transparency and two-way communication in the planning process so that students understand the role of need assessment in program development. In addition, counselors are encouraged to enhance digital integration by developing systems such as online scheduling, digital needs assessment, and accessible service information to improve the efficiency, accessibility, and transparency of GC services.
- 3. For Future Researchers:** Future studies are recommended to focus on innovations in online counseling services, including the development of websites or platforms that integrate features such as video, articles, audio, and virtual reality to enhance student engagement in the counseling process.

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