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Personal Social Guidance and Counseling Services n Increasing the Resilience of Fatherless Students

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Abstract. *This study aims to describe the resilience levels of fatherless students and to examine the implementation of social-personal guidance and counseling services provided to support their personal and social development in senior high schools in Pontianak City, West Kalimantan. The study employed a descriptive mixed-methods approach, combining quantitative data from a resilience questionnaire with qualitative data obtained through interviews with school counselors and documentation of counseling programs. The participants consisted of 75 students identified as experiencing the absence of paternal involvement from three public senior high schools in Pontianak City. The quantitative data were analyzed using descriptive statistics in the form of frequency and percentage distributions, while qualitative data were analyzed thematically. The results showed that 33 students (44.0%) reported a moderate level of resilience, 26 students (34.7%) reported a high level, and 16 students (21.3%) reported a low level. Interviews and documentation indicated that social-personal support was provided through individual counseling, group counseling, and classical guidance. Counselors reported that individual and group counseling provided opportunities for students to express personal concerns, manage emotional difficulties, develop self-understanding, and obtain social support. These findings describe the coexistence of varying resilience levels among fatherless students and the provision of social-personal guidance and counseling services within the school context. The findings do not establish a causal or statistical relationship between counseling services and resilience. The study highlights the importance of documenting and strengthening responsive social-personal guidance and counseling services for students experiencing limited paternal involvement.*

Keywords: *counseling services; fatherless students; resilience; social-personal guidance*

Abstrak. Penelitian ini bertujuan untuk mendeskripsikan tingkat resiliensi siswa fatherless serta menggambarkan pelaksanaan layanan bimbingan dan konseling sosial-pribadi yang diberikan untuk mendukung perkembangan pribadi dan sosial siswa di SMA Negeri Kota Pontianak, Kalimantan Barat. Penelitian menggunakan pendekatan *mixed methods* deskriptif dengan memadukan data kuantitatif melalui angket resiliensi dan data kualitatif melalui wawancara dengan guru bimbingan dan konseling serta studi dokumentasi program layanan BK. Subjek penelitian berjumlah 75 siswa yang teridentifikasi mengalami keterbatasan keterlibatan ayah dari tiga SMA Negeri di Kota Pontianak. Data

kuantitatif dianalisis menggunakan statistik deskriptif berupa distribusi frekuensi dan persentase, sedangkan data kualitatif dianalisis secara tematik. Hasil penelitian menunjukkan bahwa 33 siswa (44,0%) berada pada kategori resiliensi sedang, 26 siswa (34,7%) berada pada kategori tinggi, dan 16 siswa (21,3%) berada pada kategori rendah. Hasil wawancara dan dokumentasi menunjukkan bahwa dukungan sosial-pribadi diberikan melalui konseling individual, konseling kelompok, dan bimbingan klasikal. Konselor melaporkan bahwa konseling individual dan kelompok memberikan ruang bagi siswa untuk menyampaikan persoalan pribadi, mengelola kesulitan emosional, mengembangkan pemahaman diri, dan memperoleh dukungan sosial. Temuan tersebut menggambarkan adanya variasi tingkat resiliensi siswa fatherless sekaligus pelaksanaan layanan bimbingan dan konseling sosial-pribadi dalam konteks sekolah. Penelitian ini tidak dimaksudkan untuk membuktikan hubungan statistik maupun hubungan sebab-akibat antara layanan BK dan resiliensi. Temuan penelitian menegaskan pentingnya penguatan dan dokumentasi layanan bimbingan dan konseling sosial-pribadi yang responsif bagi siswa dengan keterbatasan keterlibatan ayah.

Kata kunci: Fatherless; layanan BK; resiliensi; sosial-pribadi

A. INTRODUCTION

Fatherlessness refers not only to the physical absence of a father but also to limited emotional involvement, communication, and participation in child-rearing. During adolescence, a developmental period characterized by changes in emotional regulation, identity formation, and social relationships, limited paternal involvement may present challenges to psychological adjustment (Santrock, 2024). However, adolescents' responses to adversity vary, making resilience an important capacity for understanding how they adapt to difficult circumstances.

The issue of fatherlessness has received increasing attention in Indonesia. Based on the 2025 Family Data Updating results (PK-25), 25.8% of children nationally and 26.6% in West Kalimantan were reported to experience fatherlessness (Kemendukbangga/BKKBN Perwakilan Provinsi Kalimantan Barat, 2026). This condition includes not only the absence of a father due to family circumstances but also limited involvement in children's emotional and everyday

lives. These figures highlight the relevance of examining the psychological adjustment of adolescents in the local context.

Resilience refers to the capacity to adapt to adversity through the interaction of personal and environmental resources (Ungar et al., 2023). Previous studies have examined associations between father presence and adolescent resilience, including the potential role of psychological and interpersonal factors (Yu et al., 2022; Zhou et al., 2024). These findings provide a basis for considering resilience when understanding the experiences of adolescents with limited paternal involvement. Nevertheless, resilience should not be understood solely as an individual characteristic, because supportive relationships and school environments may also provide resources for adaptation.

Schools therefore have an important role in identifying students' needs and providing appropriate guidance and counseling support. Personal-social guidance and counseling can help students understand their experiences, manage emotions, develop positive perspectives, and identify available sources of support. Previous intervention studies have examined narrative group counseling for resilience among fatherless students (Nofriyanti et al., 2026) and Solution Focused Brief Counseling for self-confidence among students without an active father figure (Ramadhani et al., 2026). These studies illustrate the potential contribution of counseling interventions, but their intervention-focused findings differ from the descriptive focus of the present study.

Despite growing attention to fatherlessness, adolescent resilience, and counseling interventions, limited contextual evidence describes resilience levels among fatherless students alongside the forms of personal-social guidance and counseling services provided in senior high schools in Pontianak City. Previous studies have examined specific counseling interventions or the association between father presence and resilience, whereas the present study focuses descriptively on resilience profiles and existing school-based counseling services. The novelty of this study lies in integrating these two descriptive perspectives

within the local context of senior high schools in Pontianak City, thereby providing contextual information that may inform the identification of students' counseling needs and the planning of personal-social guidance and counseling services. The study does not aim to establish a causal relationship between counseling services and students' resilience.

B. THEORETICAL FOUNDATION

This study draws on four interconnected perspectives: resilience, fatherlessness, the ecological role of the school environment, and social-personal guidance and counseling. These perspectives provide a conceptual basis for describing the resilience of students experiencing limited paternal involvement and the counseling services available in their schools.

1. Resilience in Developmental Psychology

Resilience refers to the dynamic process through which individuals adapt to adversity through interactions between personal capacities and environmental resources. It is not a fixed trait but a developmental process shaped by individual and contextual factors (Llistosella et al., 2022). In this study, resilience was operationalized through three dimensions: emotional regulation, optimism, and social support. Emotional regulation concerns managing emotional responses, optimism involves maintaining positive expectations when facing difficulties, and social support refers to perceived or available supportive relationships. These dimensions are consistent with factors associated with resilience in children and adolescents, including self-regulation, optimism, and perceived support (Llistosella et al., 2022). The three dimensions were assessed using a 15-item questionnaire developed by the researchers. Accordingly, the findings represent resilience as operationalized in this study rather than an exhaustive assessment of all dimensions of resilience.

2. Fatherlessness and Adolescent Adjustment

Fatherlessness involves not only the physical absence of a father but also limited functional involvement in communication, emotional support, guidance, and everyday parenting. Conversely, a father who does not reside with the child may remain actively involved in the child's development. Therefore, the quality and extent of paternal involvement are important when understanding adolescents' family experiences (Diniz et al., 2021).

Father involvement has been associated with adolescents' psychological adjustment, with family conditions potentially shaping this relationship (Ramzan et al., 2023). In the present study, fatherlessness was defined as physical paternal absence or limited functional involvement. A 12-item questionnaire developed by the researchers was used to describe participants' experiences. The resulting categories are interpreted according to the study's own operationalization and are not treated as scores from a standardized measure of paternal involvement.

3. School as a Supportive Environment

Ecological theory explains development through interactions between individuals and their surrounding environments, including family, school, peers, and broader sociocultural contexts. Family and school are important immediate developmental settings, while the interactions between them form part of the broader ecological system (Tong & An, 2024). Although limited paternal involvement may restrict some sources of family support, it does not inevitably result in maladaptation. Schools may offer additional developmental resources through relationships with teachers, peers, and counselors. Research on school-based resilience interventions has also examined the potential of structured programs to support adolescents experiencing adversity (Llistosella et al., 2023). However, the availability of school support does not by itself establish an effect on resilience. In this study, the ecological perspective serves as a conceptual framework for understanding the potential relevance of school-based support; school climate and the effects of such support were not directly measured.

4. Social-Personal Guidance and Counseling

Social-personal guidance and counseling addresses students' personal development, emotional adjustment, interpersonal relationships, and social functioning. It may be delivered through individual counseling, group counseling, and classical guidance, each serving a different purpose. Individual counseling provides a setting for exploring personal concerns, group counseling facilitates interpersonal learning and shared experiences, and classical guidance addresses common developmental needs among students.

Indonesian studies have discussed the relevance of personal-social guidance and counseling to student resilience and social adjustment (Fahriza et al., 2021; Setiana, 2023). For students experiencing limited paternal involvement, these services may provide opportunities to express personal concerns, develop self-understanding, and access support within the school environment. Nevertheless, the possible relevance of these services should be distinguished from demonstrated effectiveness. The present study describes the resilience levels of participating students and the counseling practices reported by school counselors; it does not test whether counseling participation increases resilience. Taken together, these perspectives position fatherlessness as a family-related context, resilience as a dynamic adaptive process, and social-personal guidance and counseling as a potential source of school-based support. This framework guides the descriptive examination of students' resilience and the counseling services identified in the participating schools.

C. RESEARCH METHODS

This study study employed a descriptive squantial explanatory mixed-methods design to examine the resilience of fatherless students and the implementation of social-personal guidance and counseling services. Quantitative data were collected to describe students resilience levels, followed by qualitative data collection to explore counseling practices and provide contextual

explanations for the quantitative findings.

The participants comparised 75 fatherless students from three public senior high schools in Pontianak City, west Kalimantan, selected through purposive sampling. Eligibility was based on experiences of paternal absence, either physical or functional, including limited paternal involvement in students lives. School counselors from the participating schools served as key informants to provide information about counseling practices and school based support.

Data were collected using questionnaires, semi-structured interviews, and document review. The resilience questionnaire consisted of 15 items addressing emotional regulation, optimism, and social support and was developed by the researchers for this study. A 12-item questionnaire on fatherless conditions was also used to described participants experiences of paternal absence or limited paternal involvement. Semi-structured interviews explored school counselors experiences and practices in providing social personal guidance and counseling services, while a documentation checklist was used to examine relevant counseling programs and school records. Information regarding instrumen validity, reliability, response scales, and scoring procedures should be reported according to the available research documentation.

Quantitative data were analyzed using descriptive statistic, particularly frequencies and percentages, to summarize the distribution of students resilience levels. Qualitative data from interviews and document review were analyzed thematically through data organization, coding, categorization, and interpretation of reccurring patterns. The findings were integrated by comparing students resilience profiles with qualitative themes concerning counseling practices and school-basedd support. This integration provided a contextual understanding of the findings without establishing a casual relationship between counseling

services and students resilience.

D. RESEARCH RESULTS

This section presents the descriptive findings on resilience among fatherless students and the social-personal guidance and counseling services described by school counselors in three public senior high schools in Pontianak City. The findings are based on questionnaire data, interviews with school counselors, and relevant school documentation. Quantitative results are presented using frequencies and percentages, while qualitative findings describe the counseling practices reported by the participating counselors.

1. Description of Students Resilience Level

Students resilience was assessed using a 15-item questionnaire. Based on the scoring and classification applied in the study, students were grouped into high, moderate, and low resilience categories. The distribution of these categories is presented in table 1.

Table 1. Distribution of Students Resilience Levels

Resilience Level	Frequency (n)	Percentage (%)
High	26	34.7
Moderate	33	44.0
Low	16	21.3
Total	75	100.0

As shown in Table 1, the largest proportion of students was classified as having moderate resilience (44.0%), followed by high resilience (34.7%) and low resilience (21.3%). Overall, 78.7% of the participants were classified in the moderate-to-high resilience categories. These findings describe the distribution of reported resilience scores among the participants; they do not, by themselves, establish specific coping mechanisms or demonstrate that counseling services increased students' resilience.

2. Description of Fatherless Condition Levels

The level of fatherless condition was measured using a questionnaire consisting of 12 items. Students scores were categorized into high, moderate, and low levels of fatherless condition.

Table 2. distribution of Fatherless Condition Levels

Fatherless Condition Level	Frequency (n)	Percentage (%)
High	28	37.3
Moderate	31	41.3
Low	16	21.3
Total	75	100.0

As shown in Table 2, the results show that most students are in the moderate fatherless condition category (41,3%), followed by the high category (37,3 %). This indicates that a substantial proportion of students experience limited father involvement.

3. Description of Social Personal Guidance and Counseling Services

Interview and documentation findings identified three types of social-personal guidance and counseling services provided in the participating schools: individual counseling, group counseling, and classical guidance

Individual counseling provided opportunities for students to discuss personal concerns and emotional difficulties. Group counseling offered opportunities for students to share experiences, express feelings, and receive peer support. Classical guidance addressed broader personal and social topics, including self-awareness, emotional management, and social adjustment.These findings describe the forms of counseling services identified through interviews and documentation. However, the available results do not provide numerical frequencies for each service. Therefore, it is not possible to determine which service was implemented most frequently based on the reported findings.

4. Personal social Guidance and Counseling Services in the Context of

Students Resilience

The findings showed that 33 students (44.0%) had moderate resilience, 26 (34.7%) had high resilience, and 16 (21.3%) had low resilience. Interviews and document reviews identified individual counseling, group counseling, and classical guidance as services provided in the participating schools. These findings describe students' resilience levels and the personal-social guidance and counseling services reported by school counselors. However, the study did not examine whether participation in these services was associated with resilience scores or changes in resilience. Therefore, the findings provide a descriptive overview of resilience and counseling services in the participating schools but do not establish the effectiveness of counseling services in increasing students' resilience.

E. DISCUSSION

The findings showed that 44.0% of fatherless students had moderate resilience, 34.7% had high resilience, and 21.3% had low resilience. This variation indicates that students experiencing fatherless conditions do not share the same resilience profile. Consistent with Ungar (2023), resilience can be understood as a dynamic process shaped by interactions between individuals and their environments. However, because this study did not directly measure coping strategies or social and environmental support, these factors cannot be identified as explanations for the observed resilience levels.

The study also identified individual counseling, group counseling, and classical guidance as personal-social guidance and counseling services provided in the participating schools. These services offer formats for addressing students' personal and social concerns, consistent with the general role of school counseling described by Prayitno and Amti (2018). Nevertheless, the findings describe the services reported by counselors rather than their effectiveness. The study did not compare resilience scores according to service participation or measure changes

following counseling; therefore, it cannot establish that these services increased students' resilience.

Practically, the findings provide an overview of resilience levels and existing counseling services that may inform the assessment of students' needs and the planning of school-based support. However, the study has limitations. Its descriptive design and sample of students from three public senior high schools in Pontianak City limit causal interpretation and generalizability. School climate and the quality, frequency, and outcomes of counseling services were also not directly measured. Future research could use broader samples and correlational, longitudinal, or intervention designs to examine factors associated with resilience and evaluate the potential effectiveness of counseling services among fatherless students.

F. CONCLUSION

This study found that the largest proportion of fatherless students in Pontianak City had a moderate level of resilience (44.0%), followed by those with high resilience (34.7%) and low resilience (21.3%). Overall, 78.7% of the students were classified as having moderate to high resilience. These findings describe the distribution of students' resilience levels but do not establish their emotional, social, or academic adaptation.

The interview and documentation findings identified individual counseling, group counseling, and classical guidance as social-personal guidance and counseling services provided in the participating schools. Counselors described individual and group counseling as providing opportunities for students to discuss personal concerns, express emotions, share experiences, and receive support when facing personal and social difficulties. However, this study did not evaluate the effectiveness of these services or establish that they increased students' resilience.

Further research using appropriate correlational, longitudinal, or intervention designs is needed to examine the possible relationship between participation in social-personal guidance and counseling services and students' resilience. Such research could provide a stronger basis for evaluating the contribution of school counseling services to the well-being of fatherless students.

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