
Implementation of Guidance and Counseling at schools

Rosmawati, Donal

Guidance and Counseling FKIP University of Riau

Email: rosandi5658@gmail.com

Abstract: The purpose of this study was: a) implementation of guidance and counseling at schools, b) Suitability between workload and implementation, c) Barriers encountered by guidance and counseling teachers in the implementation of services, d) Changes and progress of students after being given guidance and counseling services. This research was descriptive qualitative research. The population of this study were the teachers of guidance and counseling at junior high schools, boarding school, senior high schools and vocational schools in Pekanbaru. This research used random sampling. This research was concluded that counselor or guidance and counseling teachers at the schools had implemented, among others: a) preparing guidance and counseling programs, b) Implementing guidance and counseling programs, c) Carry out evaluations, and follow-up. Implementation of guidance and counseling at schools was not appropriate between workload and implementation. This is reflected in the performance of the guidance and counseling teachers in carrying out 16 hours a week or 66% of the workload of carrying out the guidance and counseling supposed. Lack of time providing basic services, responsive services, specialization services and system support so that occurred the implementation of guidance and counseling services at schools. The implementation of guidance and counseling at school helps the students in solving their problems and develops themselves according to their talents and interests. It was a changed and progress obtained by students after being given guidance and counseling services at school.

Keyword: Implementation, Counseling Guidance

1. Introduction

Education is a conscious and planned effort to realize the learning process of studying to improve the students actively and developed their potential to have religious spiritual strength, self-control, personality, intelligence, character and skills that needed by themselves, society, nation and State (Law No 20/2003 Article 1 point 1).

In order to have religious spiritual strength, self-control, personality, intelligence, character and skills that needed by themselves, society, nation and State, so that guidance and counseling teachers needed at schools. Guidance and counseling services at schools help students to improve the personal life, social life, learning activities, and improving the career planning. Guidance and counseling services facilitate the development of students individually, in groups, and classically, according to their needs, potential, talents, interests, developments, conditions, and opportunities. This service also helps their obstacles and problems.

Ideally the implementation of guidance and counseling at schools must be the same between programs and practices, but in reality the implementation of guidance at schools is not

appropriate between the program and practice in the field. The aims of Guidance and counseling implementation is to help students to improving the learning process that have difficulties and obstacles. To carry out guidance and counseling programs, and needed an active teachers of guidance and counseling. But in implementation there was still many fault carried out by the guidance and counseling teachers.

Implementation of guidance and counseling at schools includes activities to achieve goals, carried out by individuals who contribute their efforts to achieve the best through actions that have been determined previously. Guidance and counseling services carried out need cooperation to determine, interpret and achieve the objectives of guidance and counseling services with the implementation of planning, organizing, staffing, directing and leading and supervision functions (controlling).

The process of planning, implementing, monitoring and evaluating an organization, program, doing to achieve the goals. Guidance and counseling as an organization, as a process of service providers will achieve goals if supported by management.

Guidance is the process of assisting individuals to achieve self-control and self-direction that needed to adaptation to schools, family, and the Miller community (in Jones, 1987). According to Tohirin (2007), Syamsu Yusuf L.N. (2005), Prayitno & Erman Amti. (2004), Dewa Ketut Sukardi and Desakan P.E. Nila Kusmawati (2008) the functions of guidance and counseling at schools as follows; a) Understanding function, b) Preventive function, c) Development Function, d) Healing function. e) Distribution function, f) Adaptation function, g) Adjustment function. h) Repair function, i) Facilitation function, j) Maintenance function, which is a function of guidance and counseling to help counselees to be able to maintain themselves and maintain a conducive situation that has been created in themselves.

Guidance and counseling services at boarding school have a considerable scope and show from various aspects of Dewa Ketut Sukardi and Desakan P.E. Nila Kusmawati (2008), and Tohirin (2007), namely: from the function, the scope of guidance and counseling services at boarding school includes functions of prevention, understanding, alleviation, maintenance, distribution, adjustment, development and improvement. The scope of guidance and counseling services at boarding school was intended for all students with the aim of students individually achieve optimal development through the ability: self-disclosure-recognition, environmental recognition, decision making, self-direction and self-realization. In certain cases, in accordance with the problems faced by students, there will be priorities in the goals of guidance and counseling. The scope of guidance and counseling services at boarding school was included: data collection, information provision, placement, counseling, raferal, assessment and follow-up. In terms of problems, the scope of guidance and counseling services at boarding school was included: educational guidance, career guidance, and personal-social guidance.

In the implementation of guidance and counseling services the rules has known as the principles of guidance and counseling, according to (Prayitno, 1987), Prayitno & Erman Amti. (2004), Syamsu Yusuf L.N. (2006), Dewa Ketut Sukardi and Desakan P.E. Nila Kusmawati (2008), Juntika Nurihsan. (2006). a) The principle of confidentiality. b) The principle of volunteerism. c) Openness principle, d) Current Principle, e) Independence Principle. f) The principle of activity. g) The principle of dynamism. h) Principle of Integration, i) The normative principle, j) The principle of expertise. k) Hand dub Principle,. l) Tut Wuri Handayani's principle, namely the principle of guidance and counseling that wishes that the guidance and counseling service as a whole created an atmosphere of nurturing (giving a sense of security), developing

exemplary example, providing stimulation and encouragement as much as possible to students improved.

School is a formal education institutions that are specifically formed to provide education for the community. The implementation of guidance and counseling in senior high schools based on the objectives, principles, functions and principles of guidance and counseling. The activities includes all components and service areas through direct services, media, administrative activities, as well as additional activities and professional development of teacher guidance and counseling. Direct services include (1) individual counseling, (2) group counseling, (2) group guidance, (4) classical guidance, (5) large class, (6) consultation, (7) collaboration, (8) hand over cases , (9) case conferences, (10) advocacy services, and (11) specialization services.

Guidance and counseling services through the media include (1) guidance boards, (2) problem boxes, (3) leaflets, and (4) development of guidance and counseling media. Administrative activities include (1) implementation and follow-up of needs assessments, (2) preparation and reporting of work programs, (3) evaluation of guidance and counseling, (4) administration and management of guidance and counseling, and (5) home visited. Additional activities included (1) activities as Principal, Student Council Trustees, Extracurricular Trustees, Scout adviser, and guidance counseling Coordinators and professional development (1) seminars, (2) workshops, (3) training, and (4) studies continued this matter contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning Guidance and Counseling at the Elementary and Secondary Education Levels.

The implementation of guidance and counseling is the implementation of guidance and counseling at schools seen from; Counselors make guidance and counseling programs, implement guidance and counseling programs, and carry out evaluation and follow-up. Therefore, the management of it services is very important. The management of guidance and counseling services will be increasingly important in implementing guidance and counseling programs in educational institutions. Because of this, the author wrote the title Implementation of Guidance and Counseling at Schools in this paper.

The purpose of this study was: a) implementation of guidance and counseling at schools, b) Suitability between workload and implementation, c) Barriers encountered by guidance and counseling teachers in the implementation of services, d) Changes and progress of students after being given guidance and counseling services.

2. Methodology

This study was included a qualitative descriptive study. This study aims to explore the implementation of guidance and counseling at schools. The population of this study were teachers of guidance and counseling in junior high schools, boarding school, senior high schools and vocational school in Pekanbaru. The typewas used random sampling.

3. Results and Discussion

3.1. Results

Accomplishment of guidance and counseling at school is the Counselors arrange guidance and counseling programs first. The types of programs compiled are annual programs, semester programs, monthly programs and daily programs. The annual program is prepared for one school year. Before preparing the program, the guidance and counseling teacher also assesses the need to find out the real conditions of students who will be used as a basis for planning guidance and counseling programs. After knowing the situation of students based on assessment, the school made a counseling and guidance program to be developed. This annual program includes basic services, responsive services, specialization and individual planning services, system support, additional activities of teacher guidance and counseling and development of professional skills of teachers.

In addition to the annual program, the guidance and counseling teacher also compiled a semester program, in which the semester program was a guidance and counseling service program that includes all activities during one semester which is a description of the annual program. The semester program prepared by the guidance and counseling teacher is in the form of a semester program of classical service material, guidance and counseling. This semester program consists of odd semester programs (I) and even semester programs (II).

After the semester program is organized, the next step in preparing the monthly program is arranged in the form of a schedule of guidance and counseling services. In this monthly program contains classical guidance materials.

The daily program is a description of the weekly program in the form of service units or service program or supporting activities of guidance and counseling services. The guidance and counseling teacher also prepares a daily program in the form of a Service Implementation Plan (RPL) for each service carried out then makes a Service Implementation Report after the service is implemented.

The guidance and counseling teacher made a program at school the next step the guidance and counseling teacher conducted a guidance and counseling program. The services that have been carried out are guidance and counseling services as follows: first Basic Services, (a) Student Needs Assessment is carried out with instruments that have been tested in the form of problematic tools (GENERAL AUM) and specialization and cross-interest questionnaires. at the beginning of the school year and implemented twice with a time allocation of 1x45 minutes. (b) Classical guidance is carried out by the guidance and counseling teacher. The forms of classical guidance are carried out namely discussion, brainstorming, and material delivery directly by guidance and counseling teachers. Classical guidance is carried out on a schedule that is 1 x 45 minutes in one week for one class. The material provided varies by using media that supports the implementation of classical guidance that is fun for students. (c) Group guidance is carried out by guidance and counseling teachers. Topics discussed in group guidance are task topics, such as social ethics with peers, advanced career planning, and wise use of gadgets and social media. In one year group guidance can be carried out 3 times in each class with the time used to do one group guidance session which is 45-60 minutes. One group consisted of 6-9 students. (d) Management of information media, available information media in the form of college guidance boards, secondary school information and leaflets. The information available on the guidance and leaflet boards more focuses on career information such as information and profiles of universities, college entrance paths, education scholarships, majors in secondary schools and career prospects.

The second service of Responsive Services includes: (a) Individual counseling services are carried out by guidance and counseling teachers, while many problems are encountered in students, namely personal problems, learning problems, social problems and career problems. For one individual counseling session, it takes 30-60 minutes to do in an individual counseling room. There were 51 people who had done individual counseling, 43 students stated that there were changes towards a better direction and helped students grow into more independent individuals and 8 students who stated there had been no changed after counseling with the guidance and counseling teacher. (b) Group Counseling is carried out at schools. Problems often found in counseling groups, namely learning, social and career problems. In one year group counseling can be done 3 times in each classes with the time used to do one group guidance session which is 60-90 minutes. For one counseling group the group consisted of 5-6 students. (c) Consultation services are carried out by guidance and counseling teachers. Various problems that students often consult with counselors are personal problems, learning problems, social problems, and career problems. There were 64 students who had consulted with guidance and counseling teachers. (d) Collaboration, In addition to guidance and counseling teachers, other parties involved in the implementation of guidance and counseling programs are school principals, vice principals, homeroom teachers, subject teachers, parents of students, stakeholders in other schools and parties outside the school such as universities, institutions tutoring and experts. As for collaboration with teachers as many as 5 teachers, collaboration with parents as many as 32 parents, collaboration with experts 3 times, and collaboration with other institutions as much as 7 times a year. (e) Case Handover Services are carried out by guidance and counseling teachers. This service can be implemented 3 times with a conditional time allocation. This hand over case service is carried out to an expert, a psychologist. The problems that have been handed over are cases of students' personal problems and advanced education career problems. (f) Services for home visits are carried out by guidance and counseling teachers. This service is carried out 2 times with a conditional time allocation. The other parties involved in making a home visited the homeroom teacher.

The third service of Specialization and Individual Planning services includes: (a) Specialization information services carried out by guidance and counseling teachers. Specialization information is carried out according to the predetermined classical guidance material schedule, which is 6 times. The time allocation for this service is 1 x 45 minutes or 2 x 45 minutes if needed for some specialization materials. (b) mapping and interest services carried out by guidance and counseling teachers. This service is done 3 times. In mapping students' interests, there are supporting instruments in the form of specialization and cross-interest questionnaires. (c) Cross Interest Services are implemented in schools. This service was carried out 1 time for one school year. This service was carried out at the beginning of the school year with supporting instruments in the form of cross-interest questionnaires and collaboration with curriculum representatives. In this service time allocation is conditional. The form of cross-interest services implemented is cross-interest of subjects. (d) Interest Deepening Service is carried out by guidance and counseling teachers. Deepening the interests of students chosen such as take extracurricular activities in accordance with students' interests and talents in order to support the development of students' self-potential so that they can achieve optimal development. (e) Moving service interests have been implemented, namely in the form of moving program interests. This service has been implemented once. Time allocation is conditional. (f) Placement and Distribution Services are carried out by guidance and counseling teachers. This service is carried out 6 times with a time allocation that is conditional. The form of this service is placement in the classroom, this is the guidance counseling teacher collaborating with the

homeroom teacher and the subject matter teacher. Other placements are extracurricular majors and placement programs that work with curriculum representatives.

Fourth System Support, among others: (a) guidance and counseling Management and Administration carried out by the guidance and counseling teacher has been carried out. This is supported by the availability of adequate administrative facilities and infrastructure, the guidance and counseling teacher understands the importance of implementing guidance and counseling management and administration as well as the ability of guidance and counseling teachers in preparing administration. (b) Professionalism development of guidance and counseling teachers, guidance and counseling teachers in schools had participated in activities that support guidance and counseling teacher professional development such as participating in education and training for guidance and counseling teachers, attending seminars or workshops, active in guidance and counseling professional organizations. (c) Infrastructure. The facilities and infrastructure available to support the implementation of the Counseling Guidance program include guidance and counseling Workspaces (work desks, computers, printers, cabinets, books, etc.), guidance and counseling Administration (format of letters, guest books, incoming and outgoing mail books), Counseling Room Individuals, bibliography rooms (bookshelves, book / reference lists (catalogs), reading rooms), living rooms (guest chairs, wall clocks, air conditioning / AC), data storage devices (personal books, folders and files on a computer). Technical supplement (consultation cards, case cards, blank case conferences, guidebooks, advanced education information books, counseling guidance modules, students attendance, etc.). (d) Budget, the budget provided by the school to carry out counseling guidance services is adequate and routine.

The guidance counseling teacher has carried out the evaluation and follow-up at the school. The form of evaluation and follow-up is to collaborate with other parties, provide assistance and development and monitoring student activities and provide guidance counseling services if needed. Evaluation and follow-up was carried out for each specialization service and individual planning. The results of the evaluation and follow-up of students.

Evaluation was carried out every time that the service has been provided. The follow-up form provided to students who receive guidance counseling services that their were followed up immediately, monitoring student activities after being given guidance counseling services and planning for the provision of further services needed by students

Suitability between work hours and the implementation of the guidance counseling program in schools is not as planned. This is because of the school policies that cannot be predicted by guidance counseling teachers. The guidance counseling teacher has planned activities to be carried out but because of the activities of the school that cannot be abandoned so that guidance counseling activities was postponed at other times. The implementation of Basic Services that have been carried out by guidance counseling teachers was 25% or 6 working hours a week. This was not enough for the standard time allocation based on Permendikbud No. 111 of 2014 that basic services calculation of time and guidance counseling allocation was 35% or 8-14 hours a week. The allocation of time for the implementation of Responsive Services that has been carried out by the guidance counseling teacher has enough for the standard of time allocation based on Permendikbud No. 111 of 2014 which is 25% or 6-10 working hours a week. The implementation of individualization and planning services that have been carried out by guidance counseling teachers was 8% or 2 hours a week. This is not enough for the standard of time allocation based on Permendikbud No. 111 of 2014 that specialization and individual

planning services that meet the calculation of the time allocation for guidance and counseling was 30% or 7-12 hours a week.

Based on the data collection above, basic services was carried out as much as 6 hours a week or 25%, 6 hours a week responsive service 25%, Specialization Services and Individual Planning 2 hours a week 8% and 8 hours a week 2% system support. it was concluded that the implementation of the guidance counseling program was carried out as much as 16 hours a week or 66%.

The obstacles of encountered by guidance counseling teachers in the implementation of Guidance and Counseling services at schools included: (a) Lack of time available to carry out group guidance was an obstacle in the implementation of group guidance. The implementation of group counseling is usually carried out during the classical face-to-face guidance schedule or during Friday prayers for female students and non-Muslims. (b) Lack of time to add other information related to counseling guidance was an obstacle in the management of this information media. Follow-up management of this information media in the form of students asked directly to the guidance counseling teacher if there was information that students want to know more about. (d) Obstacles in the implementation of group counseling was the unavailability of special time for group counseling. (e) Barriers to collaboration was difficulties in arranging schedules for meeting and discussing. Monitoring student activities, further collaboration was needed and providing guidance counseling services according to student needs is a follow-up to collaboration. (f) In conducting an obstacle case conference, there was difficulties in setting time with experts. (g) Difficulties in home visited determining the time and communicated to the relevant parties was obstacles to the implementation of home visited. (h) Barriers to mapping and determination of interest was difficulties in determining placement quotas. (i) obstacles to evaluated and following up was difficulties in managing time.

Changed that occur to students, namely (a) This change in the form of increasing student knowledge about the material that has been given, and students better understand the material and could be apply in daily life. In learning tips material, the results seen the students was begin to follow tutoring outside of school and have learning groups to support learning at the school. (b) Students begin to maintain ethics with peers after being given friends tips and ethics of peer interaction. (c) Students were able to choose and follow organizations or extracurricular activities according to their talents and interests. (d) Students were able to schedule daily activities so that they will determine the hours to study after being given material on how to organize study time. (e) With the implementation of classical guidance, it is easier for guidance counseling teachers to monitoring student activities directly, which also from the way of students attend learning in the classroom. (f) If there were students who do not understand the information provided, they asked the guidance counseling teacher directly or conduct individual counseling if students needed. (f) students were able to express opinions in front of others and students realize the importance of the topics discussed and increase knowledge and insight. (g) students happy and relieved after counseling. Some other benefits was felt by students after counseling with guidance counseling teachers that students find problem solving faced, more independent, able to make decisions and get direction to do the next step. (h) Changes to students and benefits after group counseling that students practice how to communicate well and dare to express opinions in front of group members and to increase students' self-confidence. (i) By consulting with the guidance counseling teacher, students feel the results and benefits of students finding solutions and directions for the issues being consulted. (j) By doing collaboration with other parties, it was easier for students to solve their own problems. (k) After transferring the case to the expert, students feel the result there was

changed felt by students. Results from experts will be discussed with the guidance counseling teacher through individual counseling or consulting services. (l) The results of the home visited was the establishment of good relations between the teacher and the student's guardian, the identification of the source of the student's problem and the problem can be solved by the cooperation of the parents. (n) Benefits of information in specialization students are able to plan career choices according to their talents and interests. (m) The guidance counseling teacher understands the importance of implementing guidance counseling management and administration as well as the ability of the guidance counseling teacher in arranging the administration well, so that students are fulfilled the needs of students.

3.2. Discussion

The types of programs compiled are annual programs, semester programs, monthly programs and daily programs. The contents or structure of the program that was compiled includes 4 components of comprehensive guidance counseling namely Basic services, Responsive Services, Specialization Services and Individual Planning and System Support.

The calculation of the guidance counseling service implementation time allocation as a whole has been 66%, this is because of the guidance counseling class attendance at school available, but even so, other counseling and guidance services provided still reach the entire students population and not limited to student groups or to a certain level. The implementation of the school program is in accordance with the planned program or the program prepared based on the circumstances and needs of students in the school. Of all the programs compiled there was programs that cannot be implemented, namely large class guidance and procurement of student problem boxes, this is due to the difficulty of managing the time to implement the program.

The workload of guidance counseling teachers in carrying out counseling and guidance services is 16 working hours a week, although they still do not meet the guidance counseling teacher's workload in accordance with Ministry of Education and Culture No.111 of 2014 which is 24 working hours a week, but the guidance counseling teacher has implemented services according to the program. The workload of guidance counseling teachers was not fulfilled due to the lack of time available to run guidance counseling services at school, so that they able to divide and manage time to carry out all services needed by students.

The implementation of guidance counseling programs in schools is also supported by a sufficient number of Guidance and Counseling personnel and supports the implementation of the guidance counseling program evenly. Very adequate facilities and infrastructure also support the implementation of guidance counseling programs in schools. Many infrastructures that support the implementation of guidance counseling in schools, such as the guidance counseling office which is very adequate, a special room for individual counseling, living room, guidance counseling supporting bookshelves and other technical complementary tools and good guidance counseling administrative preparation equipment.

In addition to parties within the school, parties from outside the school also helped achieve the objectives of guidance and counseling services. This party is like establishing good relations with parents, other experts such as psychologists and from higher education institutions and tutoring institutions that work together to meet the needs of students.

The implementation of the guidance counseling program is in accordance with the planned program concept. This is supported by the research of Agus Ria Kumara (2015) which states

that the understanding of guidance counseling teachers of vocational school in Bantul Regency to the concept of comprehensive counseling guidance program is included in the high category and understanding of guidance counseling of vocational school teachers in Bantul Regency towards comprehensive counseling guidance management was included in the medium category. Also supported by Eko research (2015) the implementation of guidance and counseling services in boarding school 2 Banjarnegara is in a good category. The results of this study are useful for teachers guidance and counseling as the basis for the development of effective guidance and counseling services in accordance with the needs and development of students. Another study conducted by Caraka Putra Bhakti (2015) whose results showed that comprehensive guidance and counseling was effective to be implemented and planned comprehensive follow-up was needed so that this approach could be implemented effectively.

Another study by Luky (2015) concluded that a comprehensive counseling and service program at Senior high school Negeri 1 Depok in the academic year 2011/2012 was good category with a score of 81.96%. The results of research by Edwindhana (2015) show that the evaluation of the implementation of guidance and counseling programs at vocational school 1 Blora with the CIPP evaluation model was a pretty good category. Evaluation results on the context, input and process components, was good enough category while the product components was good category.

In addition, management and administration have been carried out well, as the results of research by Asni (2017) stated that the design of data management in guidance counseling. The form of the results of the system design research is in the form of a chart and module on the implementation of BK data management. The products produced have been through 86% BK content experts and 80% design experts and 76% practitioners. Based on the hypothetical expert test, the guidance counseling management design products was categorized good.

Guidance and counseling services provide good results for students, this is also seen in the results of research by Masdudi (2012) which states that services guidance and counseling provide solutions to students in helping to direct, foster and familiarize students to behave obediently to religion and school rules.

The implementation of guidance counseling programs in schools is inseparable from collaboration and support from other parties and there are several obstacles such as those supported by Sulastri's research (2015) that the implementation of guidance and counseling programs in Palembang Muhammadiyah IV Middle School has been carried out according to the problems faced by students and received support from headmaster, vice principal, teacher and other parties.

Research Results by Hartono (2011) states that direct character education implemented in the components of guidance and counseling services, namely basic services, responsive service, individual planning services and system support while indirectly character education implemented through exemplary attitudes or behavior of guidance counseling teachers /or counselors along with the cultivation of creative, innovative, productive, collaborative, disciplined, ownership, and responsible cultures. This means that it is important to implement character education in the guidance and counseling program components that are also seen in the program prepared by the guidance counseling teacher namely character education material in the even semester.

Programs that are organized in schools based on the real needs and circumstances of students and help students solve their problems, namely personal problems, learning problems, social problems, and career problems. A similar thing is also found in research by Aulia Khofifah, et al (2013) which states that the problems presented by students of Padang City State High School include the areas of personal, learning, social, career problems. The most problems presented by the students to the counselor teacher were, career problems (52.6%) while the highest number did not convey problems (70.0%), namely social problems.

4. Conclusion

Counselors or guidance counseling teachers in schools had carried out, among others: a) arranging guidance and counseling programs, b) Implementing guidance and counseling programs, c) Carrying out evaluation, and follow-up. Implementation of guidance and counseling at schools was not appropriate between workload and implementation. This is reflected in the performance of the guidance counseling teacher in carrying out 16 hours a week tasks or 66% of the workload of carrying out the guidance counseling. Lack of time in providing basic, responsive, and specialization services and also system support in the implementation of guidance counseling services at schools. The implementation of guidance counseling at school helps the students in solving their problems and develops themselves according to their talents and interests. It was changed and progress obtained by students after being given guidance and counseling services at school.

References

- Agus Ria Kumara. 2015. Pemahaman Guru Bimbingan Konseling Terhadap Program Bimbingan Konseling Komprehensif Di SMK Se-Kabupaten Bantul. *Jurnal Konseling Komprehensif*. 2(1). Inderalaya.
- Asni. 2017. Model Dasar Manajemen Pengumpulan Data Bk Komprehensif Untuk Sma Muhammadiyah Di Dki Jakarta. *Jurnal Bimbingan Konseling*. 6(1). Jakarta
- Aulia Khofifah dkk. 2013. Permasalahan yang Disampaikan Siswa Kepada Guru BK/Konselor. *Jurnal Ilmiah Konseling*. 2(2). (Online). <http://ejournal.unp.ac.id/index.php/konselor>. (Diakses tanggal 25 Desember 2017).
- Caraka Putra Bhakti. 2015. Bimbingan Dan Konseling Komprehensif : Dari Paradigma Menuju Aksi. *Jurnal Fokus Konseling*. 1(2). (Online). <http://ejournal.stkipmpringsewu-lpg.ac.id/index.php/fokus>. (Diakses tanggal 25 Desember 2017).
- Edwindhana Mareza Putra. 2015. Evaluasi Pelaksanaan Program Bimbingan dan Konseling di SMK Negeri 1 Blora (Model Cipp). *Indonesian Journal of Guidance and Counseling: Theory and Application*. 4(1). (Online). https://journal.unnes.ac.id/artikel_sju/jbk/7497. (Diakses tanggal 10 Mei 2018).
- Eko Jati P. 2015. Pelaksanaan Layanan Bimbingan Dan Konseling Di Madrasah Aliyah Negeri 2 Banjarnegara. *Jurnal Psikopedagogia*. 4(2). Yogyakarta.
- Dewa Ketut Sukardi dan Desak P.E. Nila Kusmawati (2008). *Proses Bimbingan dan Konseling di Sekolah*. Jakarta: PT Rineka Cipta.
- Hartono. 2011. Implementasi Pendidikan Karakter Pada Layanan Bimbingan dan Konseling. *Jurnal Wahana*. 57(2). Surabaya.
- Juntika Nurihsan. (2006). *Bimbingan & Konseling dalam Berbagai Latar Kehidupan*.

- Bandung: Refika Aditama.
- Kementerian Pendidikan dan Kebudayaan Direktorat Jenderal Guru dan Tenaga Kependidikan. 2016. *Panduan Operasional Penyelenggaraan Bimbingan dan Konseling Sekolah Menengah Atas (SMA)*. Jakarta; kemendikbud
- Luky Kurniawan. 2015. Pengembangan Program Layanan Bimbingan dan Konseling Komprehensif di SMA. *Jurnal Psikologi Pendidikan & Konseling*. 1(1). Yogyakarta.
- Mamat Supriatna. (2011). *Bimbingan dan Konseling Berbasis Kompetensi; Orientasi Dasar pengembangan Profesi Konselor*. Jakarta: Rajawali Press.
- Masdudi. 2012. Implementasi Layanan Bimbingan Dan Konseling Dalam Proses Perkembangan Perilaku Sosial. *Jurnal Edueksos* . 1(1).
- Permendikbud No. 111 Tahun 2014 Tentang Bimbingan Dan Konseling Pada Pendidikan Dasar dan Pendidikan Menengah.
- Prayitno & Erman Amti. (2004). *Dasar-dasar Bimbingan dan Konseling*. Jakarta: PT Rineka Cipta.
- Syamsu Yusuf L.N. (2005). *Landasan Bimbingan dan Konseling*. Bandung: PT Remaja Rosdakarya.
- . (2006). *Bimbingan dan Konseling di Sekolah*. Bandung: Bani
- Tohirin. 2007. *Bimbingan dan Konseling di Sekolah dan Madrasah*. Jakarta : PT Raja Grafindo Persada.