

MANAGEMENT OF GUIDANCE AND COUNSELING ADMINISTRATION IN STRENGTHENING THE PROFESSIONAL COMPETENCE OF GUIDANCE AND COUNSELING TEACHERS AT GEMBALA BAIK SENIOR HIGH SCHOOL, PONTIANAK

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ABSTRACT

This study examines how the management of guidance and counseling (GC) administrative practices strengthens the professional competence of school counselors at SMA Gembala Baik Pontianak. A qualitative descriptive approach was employed using in-depth interviews, observations, and document analysis involving counselors, the principal, vice principals, students, and parents. Data were analyzed through the Miles and Huberman interactive model, including data reduction, data display, and conclusion drawing. The results reveal that administrative management is systematically carried out through planning, organizing, implementation, and evaluation; however, its effectiveness is constrained by incomplete service documentation and inconsistent scheduling of face-to-face counseling sessions. Analytically, well-structured administrative practices function as a managerial instrument that enhances counselors' program mastery, ethical practice, and service evaluation capacity. Nevertheless, structural challenges—such as limited counselor availability, high administrative workload, and restricted service time—reduce implementation quality. Strengthening institutional coordination, optimizing digital administrative systems, and increasing managerial support are therefore critical to improving administrative effectiveness and sustaining counselors' professional competence.

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INTRODUCTION

Education plays a strategic role in shaping human quality and life opportunities, making the improvement of educational services a collective responsibility. Within the school system, guidance and counseling (GC) services function as a systematic and continuous effort to facilitate students' personal, social, academic, and career development toward independence (Rahman & Jambi, 2023). GC is not merely a supportive service but an integral educational component delivered across all levels of schooling through structured and ongoing assistance processes (Fwafu, 2022). In this context, the field of guidance and counseling encompasses professional procedures for helping individuals develop their potential, overcome problems, and achieve developmental goals (Hariko, 2016).

In Indonesia, the professionalization of education increasingly emphasizes the development of competent educators, including guidance and counseling teachers, to maintain educational quality and human resource development (Lubis & Aulia, 2023). At the secondary education level (SMA/MA and SMK/MAK), GC services are designed to assist students in academic specialization, vocational planning, and personal decision-making processes (Husna, 2014). Consequently, GC services must be implemented through well-organized management and administrative systems that are aligned with school management, curriculum, and learning processes to support students' holistic development and well-being.

Professional competence of guidance and counseling teachers is reflected in their ability to assess students' needs comprehensively, design and implement counseling programs, apply theoretical frameworks in practice, and evaluate service outcomes (Lubis, 2023). Effective counselors are also required to communicate empathetically, build rapport, create supportive counseling environments, and act as facilitators of student development. Thus, the quality of GC services is not only determined by counselors' personal skills but also by the effectiveness of managerial and administrative support systems within the school context. Administrative management, including program planning, documentation, scheduling, and evaluation, becomes a critical instrument that structures service delivery and ensures accountability and continuity of counseling programs.

Previous studies have widely discussed counselor competence and the importance of counseling services in improving student outcomes and school climate (Rintaugu & Ngalamu, 2021; Kurtulus & Sahin, 2022). However, most of these studies focus predominantly on counseling practices, service effectiveness, or counselor skills, while paying limited attention to how the management of GC administrative processes contributes to strengthening counselors' professional competence, particularly at the institutional level. In addition, empirical research examining the integration of administrative management functions such as planning, organizing, documentation, and evaluation within school counseling systems in Indonesian senior high schools remains relatively scarce. This indicates a research gap concerning the analytical linkage between administrative management of GC services and the development of counselors' professional competence in real school settings.

Regulation of the Minister of National Education (Permendiknas) Number 27 of 2008 emphasizes that counselors must master four core competencies: pedagogical, personal, social, and professional competencies, which collectively form the basis for evaluating counselor performance. The fulfillment of these competencies requires not only individual capability but also structured institutional support, including effective administrative management of counseling services. Without systematic administration, counseling programs risk becoming reactive, undocumented, and less sustainable, which may weaken service quality and professional practice.

Preliminary observations at SMA Gembala Baik Pontianak indicate several practical issues in the implementation of GC services. Students generally visit the counseling room based on referrals from homeroom or subject teachers, and some students tend to repeat similar problems, suggesting limited follow-up documentation and evaluation. Moreover, the school has only two guidance and counseling teachers serving approximately 700 students, and the absence of scheduled face-to-face counseling sessions reduces the effectiveness and continuity of services. These conditions highlight the importance of strengthening administrative management as a structural mechanism to support counselors' professional performance and service quality.

Based on these considerations and the identified research gap, this study focuses on analyzing the management of guidance and counseling administration as a strategic factor in strengthening the professional competence of guidance and counseling teachers at SMA Gembala Baik Pontianak.

METHOD

This study employed a qualitative descriptive design to examine the implementation of guidance and counseling (GC) administration in strengthening the professional competence of school counselors. The qualitative approach was selected to enable an in-depth exploration of administrative practices, processes, and contextual dynamics within a natural school setting. Through this approach, the researcher sought to capture participants' perspectives and meanings regarding how administrative management supports counselors' professional roles and service delivery.

The research was conducted at SMA Gembala Baik Pontianak during the early odd semester over a three-month period (July–September), a phase considered relevant because it coincides with the initial planning and organization of GC administrative programs. Participants were selected purposively based on their relevance to the research focus and included guidance and counseling teachers, the principal, vice principals, students, and parents. The researcher acted as the primary instrument, directly engaging with the field through sustained interaction to obtain comprehensive and contextual data.

Data sources consisted of primary and secondary data. Primary data were obtained through direct observation, in-depth interviews, and field interactions with key informants, while secondary data were derived from school documents, GC administrative records, institutional policies, and relevant literature. Data collection techniques included systematic observation of administrative processes (planning, implementation, and evaluation), semi-structured interviews with stakeholders, and documentation studies to support and validate findings that could not be fully captured through observation and interviews alone.

Data were analyzed using the interactive model of Miles and Huberman, involving data reduction, data display, and conclusion drawing conducted iteratively throughout the research process. Important and relevant data were selected, organized in narrative form, and interpreted to identify patterns related to administrative management and counselor competence. To ensure the trustworthiness of the findings, credibility was established through triangulation of sources, techniques, and time, allowing cross-verification of data and enhancing the validity and scientific rigor of the study.

RESULTS AND DISCUSSION

RESULTS

Administration Management of Guidance and Counseling at SMA Gembala Baik

a. Observation Results

Based on observations conducted at SMA Gembala Baik Pontianak, the management of guidance and counseling (GC) administration has been implemented as part of the delivery of guidance and counseling services in the school. GC administration is managed by the guidance and counseling teacher, referring to the GC work program prepared at the beginning of the academic year.

Guidance and counseling administration includes the planning, implementation, evaluation, and reporting of GC services. At the planning stage, the GC teacher prepares an annual program, a semester program, and service implementation plans that are tailored to students' needs and the school's conditions. These planning documents are available in written form and are stored in the GC administrative archives. At the implementation stage, the GC teacher provides guidance and counseling services both individually and in groups. Each service activity is recorded in the service administration, such as daily activity journals, individual counseling service records, and data on students who receive services. However, based on observations, administrative recording is still carried out in a simple manner and has not yet fully utilized digital systems.

The evaluation and reporting stages of GC services have also been conducted, although they have not yet been optimal. Service evaluation is mostly carried out descriptively based on the GC teacher's experience, while documentation of evaluation results has not been systematically and continuously organized. GC activity reports are prepared periodically as a form of accountability to the school. Overall, the observation results indicate that the management of guidance and counseling administration at SMA Gembala Baik has been implemented; however, it

still requires strengthening in terms of document completeness, orderly record-keeping, and the utilization of administration as a basis for developing the professional competence of guidance and counseling teachers.

b. Interview Results

The interview findings indicate that guidance and counseling (GC) administration has been planned but has not yet been fully documented or optimally integrated into the school's academic system. The guidance and counseling teacher (GCT) explained that although service planning exists, not all plans are formally written because implementation is often adjusted to students' emerging needs. The preparation of annual programs, semester programs, and service administrative instruments is carried out by referring to students' needs and GC service guidelines; however, not all service plans are described in detail at the beginning of the academic year. The principal emphasized that the school has granted authority to GC teachers to prepare service administration, but supervision of the completeness of GC documents remains general rather than detailed.

In line with this, the Vice Principal for Curriculum Affairs stated that GC administrative planning has not been fully integrated into the school's curriculum structure, particularly regarding the allocation of service time, as GC services do not yet have scheduled class periods and therefore adjust to field conditions. From the parents' perspective, most are not fully aware of GC administrative planning but place their trust entirely in the school. Meanwhile, students reported that although they are aware of the presence of a GC teacher, they do not know the service schedule or the planned GC programs. Overall, these findings suggest that GC administration is in place but has not yet been optimally integrated into the school's academic and curricular system.

c. Data Triangulation

Table 1. Data Source Triangulation

Aspect	School Counselor	Vice Principal for Student Affairs (WKS)	Principal	Students	Parents	Conclusion
Counseling Planning	Independently designed based on students' needs	Not involved in counseling planning	Has general knowledge	Feel that the services meet their needs	Support the services	Counseling planning is independent and professional
Counseling Implementation	Flexible and responsive	School counselor handles cases directly	Supports policies	Experience benefits from counseling	Involved when necessary	Counseling services run although not yet scheduled
Administrative Management	Counseling reports are available	Counseling and student affairs reports are still combined	Approves reports	Not aware of administrative details	Not involved	Counseling administration has not been separated
Supervision & Evaluation	Internal reflection	Administrative in nature	General evaluation	Not involved	Not involved	Evaluation is not yet systematic
Professional Competence	Mastery of assessment and counseling techniques	Considered professional and independent	Supports counseling performance	Feel comfortable receiving services	Trust the school counselor	Professional competence is good

Professional Competence of the School Counselor at SMA Gembala Baik

a. Observation Results

Based on the observation conducted at SMA Gembala Baik Pontianak, the school counselor on duty is a graduate of Psychology and has approximately ten years of work experience. This educational background supports mastery of developmental psychology concepts, understanding of students' characteristics, and the ability to provide individual counseling services.

In carrying out professional duties, the school counselor demonstrates professional competence in understanding students' problems and applying counseling techniques that are appropriate to students' needs. The counselor is able to establish effective counseling relationships, uphold professional ethics, and demonstrate empathy and openness in delivering services.

However, based on the observation results, the school counselor does not have a structured schedule for classroom-based counseling services. The absence of a scheduled classical counseling program has resulted in incomplete counseling administration, such as the lack of a classical counseling service schedule, Service Implementation Plans (RPL), and documentation of classroom counseling activities. Counseling services are predominantly conducted on an incidental basis and according to emerging student needs, particularly through individual counseling services.

This condition indicates that although the school counselor possesses professional competence derived from educational background and extensive work experience, the strengthening of professional competence is not yet fully supported by systematic counseling administration, especially in the planning and implementation of scheduled counseling services.

b) Interview Results

The findings show that the development of the school counselor's professional competence is largely planned and implemented independently through work experience, self-directed learning, and participation in training programs. The school counselor explained that competence development is mainly achieved through experience and independent learning, while the principal emphasized that the counselor's educational background and work experience serve as the primary foundation for professional development planning. However, the Vice Principal for Student Affairs indicated that the school does not yet have a structured or formal program for developing counseling competencies. In practice, students perceived that the school counselor demonstrates strong communication skills, empathy, and a good understanding of students' problems, and parents likewise expressed trust in the counselor's professionalism in handling their children's issues.

Nevertheless, from the principal's perspective, the professional competence of the school counselor has not been fully supported by a strong administrative and regulatory system. Furthermore, the evaluation of the school counselor's professional competence has not been conducted formally; assessment tends to be informal and based on performance observation and feedback from students and parents rather than systematic or standardized evaluation procedures.

Management of Guidance and Counseling Administration in Strengthening the Professional Competence of Guidance and Counseling Teachers at SMA Gembala Baik

a. Observation Results

Based on observations conducted at SMA Gembala Baik Pontianak, the management of guidance and counseling (GC) administration has been implemented by the guidance and counseling teacher as part of the delivery of GC services in the school. GC administration includes the planning, implementation, evaluation, and reporting of services, which are prepared with reference to the guidance and counseling work program. Administrative documents such as annual and semester programs are available; however, they have not yet been organized in a systematic and continuous manner.

The guidance and counseling teacher is a Psychology graduate with approximately ten years of work experience. This educational background and professional experience support the mastery of professional competence, particularly in understanding students' characteristics and conducting individual counseling services. The GC teacher demonstrates the ability to build effective counseling relationships, apply appropriate counseling techniques, and uphold professional ethics.

However, the observation results indicate that the GC teacher does not have a scheduled classical guidance and counseling service conducted in classrooms. The absence of a structured service schedule has an impact on the suboptimal management of GC administration, such as the unavailability of GC service schedules, Service Implementation Plans (Rencana Pelaksanaan Layanan/RPL), and documentation of classical services. As a result, GC services tend to be incidental and responsive to emerging student problems.

This condition indicates that the management of guidance and counseling administration plays an important role in strengthening the professional competence of GC teachers. Although the GC teacher possesses adequate professional competence in terms of educational background and work experience, the suboptimal management of GC administration particularly in service planning and scheduling has resulted in professional competence not being fully actualized in the comprehensive implementation of guidance and counseling services.

b. Interview Results

The principal and vice principal for curriculum stated that guidance and counseling administration should function as a supporting instrument for the professionalism of GC teachers; however, its planning has not yet been strategically directed toward that purpose. The GC teacher acknowledged that administration is perceived more as a complementary requirement rather than as a tool for professional reflection.

The unsystematic implementation of GC administration has an impact on the limited space for reflection and professional development of the GC teacher. Parents expressed that well-organized documentation would increase their trust in guidance and counseling services. The main findings indicate that the management of GC administration has great potential in strengthening the professional competence of GC teachers, yet it has not been maximized structurally and systematically.

DISCUSSION

Guidance and Counseling Administration at SMA Gembala Baik

The findings indicate that the management of guidance and counseling (GC) administration at SMA Gembala Baik Pontianak has been implemented through planning, implementation, evaluation, and reporting stages, yet it has not functioned optimally in a systematic and comprehensive manner. The availability of annual and semester programs reflects an institutional effort to organize GC services; however, the completeness, organization, and consistency of administrative documentation remain limited. This condition shows that administrative practices are still procedural rather than fully managerial, resulting in services that tend to be reactive and incidental. In comparison with ideal GC administrative standards emphasized in previous studies, which highlight systematic documentation, structured scheduling, and continuous evaluation as indicators of effective counseling management, the administrative practices at SMA Gembala Baik are relatively less structured. While prior research underscores that well-organized administration contributes to program continuity and service measurability, the present findings reveal gaps in documentation and service programming that reduce the overall effectiveness of GC service delivery.

Professional Competence of Guidance and Counseling Teachers at SMA Gembala Baik

The GC teacher at SMA Gembala Baik possesses a relevant academic background in Psychology and approximately ten years of professional experience, indicating adequate foundational competence in understanding student characteristics and conducting individual counseling services. This aligns with earlier literature stating that professional competence is reflected in mastery of theoretical knowledge, counseling skills, and ethical practice. However, the absence of scheduled classical guidance sessions suggests that the implementation of preventive and developmental services has not been maximized. Compared to findings from previous studies that report competent counselors actively implementing comprehensive and structured service programs (including classical, group, and individual services), the competence observed in this study appears more concentrated on curative and responsive services. Thus, although the counselor demonstrates strong interpersonal and clinical competence, the lack of systematic service programming indicates that professional competence has not been fully actualized in a holistic and program-based counseling framework.

Management of GC Administration in Strengthening Professional Competence

The results demonstrate that GC administrative management significantly influences the strengthening of counselors' professional competence. In theory, structured administration through systematic planning, service implementation plans (RPL), documentation, and evaluation serves as a reflective and developmental tool that supports professional growth. This is consistent with previous research which argues that administrative systems function as a professional control mechanism that enhances accountability and service quality. However, in contrast to studies conducted in schools with well-established GC administrative systems, where structured scheduling and documentation directly support comprehensive counseling services, the administrative management at SMA Gembala Baik is still partially implemented, particularly in service scheduling and documentation.

Consequently, the counselor's professional competence, although adequate in terms of knowledge and experience, is not fully supported by an institutional administrative structure that enables systematic practice. Unlike findings in other studies where strong administrative management leads to more proactive, preventive, and development-oriented counseling services, the current context shows that GC services are predominantly responsive to emerging student problems. This comparison highlights that professional competence is not solely determined by individual qualifications and experience but is also shaped by organizational and administrative support systems. Therefore, strengthening GC teachers' professional competence requires not only individual capacity building but also the optimization of administrative management that is systematic, planned, and sustainable within the school environment.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the management of guidance and counseling (GC) administration at SMA Gembala Baik Pontianak has been implemented through planning, implementation, evaluation, and reporting; however, it has not yet been carried out in a systematic, integrated, and sustainable manner. Administrative practices are still partially organized, particularly in service scheduling, documentation, and the preparation of structured service implementation plans, which limits the effectiveness and continuity of GC services. Although the GC teacher possesses adequate professional competence, as indicated by a relevant academic background in Psychology and extensive professional experience, the absence of structured classical guidance schedules and incomplete administrative organization has resulted in the professional competence not being fully actualized in comprehensive, preventive, and developmental counseling services.

Furthermore, the study confirms that the management of GC administration functions as a strategic managerial instrument in strengthening the professional competence of GC teachers. Suboptimal administrative management, especially in systematic planning, documentation, and evaluation, tends to shift counseling services toward reactive problem-solving rather than program-based and developmental approaches. This finding implies that professional competence is not only shaped by individual qualifications and experience but is also strongly influenced by the institutional administrative system that supports professional practice.

Practically, this study implies that schools need to strengthen the structuring of GC administrative systems through the development of regular service schedules, complete documentation, and systematic evaluation mechanisms to support more comprehensive and measurable counseling services. Strengthening coordination among school leaders, counselors, and teachers, as well as the utilization of digital administrative tools, can enhance efficiency and accountability in service management. From a policy perspective, the findings suggest the need for institutional and managerial policies that provide clearer standards for GC administrative management, adequate counselor workload distribution, and sufficient allocation of counseling service time. In addition, education stakeholders and school management should formulate policies that integrate administrative management with counselor professional development programs, so that the strengthening of professional competence can occur in a structured, sustainable, and contextually relevant manner within the school system.

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