

ARKA IN PHASE OJL 7 GREAT BK MOVES: A PORTRAIT OF THE INITIAL SHIFT OF BK SERVICES FROM REACTIVE TO PARTICIPATORY

Putra Asga Elevri^{1a*}, Yadi Ruyadi^{2b}, Encep Syarief Nurdin^{3c}, Asep Dahliana^{4d}, Juntika Nurihsan^{5e}, Ace Suryadi^{6f}

¹²³⁴⁵⁶ Universitas Pendidikan Indonesia, Indonesia

^aE-mail: putraasga@upi.edu

^bE-mail: yadiruyadi016@upi.edu

^cE-mail: encep.sn@upi.edu

^dE-mail: asep_dahly@upi.edu

^eE-mail: juntikanurihsan@upi.edu

^fE-mail: acesuryadi@upi.edu

(*) Corresponding Author

putraasga@upi.edu

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ABSTRACT

This article analyzes the application of the ARKA framework—Activities, Reflection, Conceptualization, and Application—in the on-the-job learning (OJL) phase of the 7 Great BK Jurus Program as a micro-pedagogical mechanism for guidance and counseling (BK) services. The focus of the article is directed at how the implementation of ARKA is represented in the PSKP report on the initial implementation of the 7 Great BK Skills and Guardian Teacher Program, as well as how these representations can be read as an early indication of the shift of BK services from a reactive approach to a more participatory service. This article uses a qualitative approach with a secondary document analysis design. The main source of analysis is the published PSKP report, supported by literature on BK services development, experiential learning, professional reflection, and program implementation. This article does not use raw data in the form of interview transcripts, FGDs, or internal field notes as a corpus of analysis. The results of the analysis show that ARKA can be understood as a service flow that connects activities, reflection, conceptualization, and application in BK practice. The PSKP report indicates that there are service practices that are more interactive, needs-based, reflective, and applicative, although these changes are still preliminary and uneven. Obstacles such as limited service time, infrastructure, monitoring, and legitimacy of regional facilitators continue to limit the sustainability of ARKA implementation. This article concludes that ARKA has the potential to strengthen BK development services if supported by the reflective capacity of implementers and school institutional support.

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INTRODUCTION

Guidance and counseling (BK) services in schools have a strategic position in helping students understand and accept themselves and their environment, develop potential, plan for the future, and solve problems to achieve independence. Within the national framework, the Guidance and Counseling Implementation Guide for Primary and Secondary Education Levels places BK services as a comprehensive, student-centered service, and an integral part of the educational process. The guidelines also affirm that BK services include basic services, individualized specialization and planning, responsive services, and system support. (Muharleni et al., 2025)

However, in the daily practice of schools, BK services are still often perceived narrowly as a space for handling problematic students, disciplinary violations, or a place to provide advice after problems have occurred. It is noted that BK services in education units are still often perceived as "fire brigade" or "school police" for students who are considered deviant or have disciplinary problems. This perception is not entirely in line with the mandate of BK services as a holistic service that includes the functions of prevention, development, and management of problems in a proportionate manner. Nasrudin et al. (2025)

The gap between the ideal function of BK and the reactive perception of BK indicates the need for a renewal of service practices. The update is not only about the material provided to students, but also about the way the service is delivered. It is not enough for students to be placed as recipients of advice, but rather to be involved as subjects who experience, reflect, understand, and apply the results of service in school life. Thus, the shift from reactive BK services to more participatory services can be read as an effort to re-strengthen the mandate of BK service development, not as a disconnection from the existing BK foundation.

OJL 7 Great BK Moves as a Space for Practice Renewal

The 7 Great BK Skills program can be placed in the context of the need to strengthen BK services to be more concise, relevant, and close to the student experience. In the PSKP report, the 7 Great BK Skills Program is portrayed as part of efforts to foster a mentoring culture in schools, especially through the initial implementation in the *on-the-job learning* (OJL) phase. The report was compiled to capture the readiness and initial evaluation of the implementation of the 7 Great BK Moves Program and the role of Guardian Teachers in the OJL phase in a number of educational units (Rozy et al., 2025). The report said that the PSKP study was carried out in five locations, namely Mataram, Pekanbaru, Banjarmasin, Manado, and Bandung Regency, with data collected by the PSKP team through interviews and observations at the junior high, high school, and vocational school levels. (Maharani et al., 2025)

In the context of this article, OJL is not understood as a post-training administrative stage, but as a translation space from training to school practice. In this phase, Fasda tries to apply training materials, choose relevant moves, organize activities, adjust services to school conditions, and document initial practices. OJL is important because the quality of BK service updates is not only determined by the training design, but also by the ability of the implementer to translate the design in the real context of the educational unit.

However, the implementation of the OJL does not take place in an empty space. It shows that the implementation of OJL faces a number of obstacles, including the absence of official classical sessions in some schools, the implementation of OJL which depends on "empty hours", the limited capacity of the Fasda compared to the number of students, narrow service times, infrastructure constraints, uneven monitoring, and the weak legitimacy of Fasda when it comes to socializing the practice to other teachers. These findings show that the renewal of BK practices through OJL is still in its early stages and is greatly influenced by institutional support in schools. Hasrul & Habsyi (2024)

ARKA as the Focus of Article Analysis

One of the important elements in the implementation of OJL 7 Great BK Moves is the ARKA framework, namely Activities, Reflection, Conceptualization, and Application. This article positions ARKA as a micro-pedagogical mechanism in BK services. This means that ARKA is not read just as a technical sequence of activities, but as a flow that connects student experience, the meaning of experience, conceptual structuring, and application in school life. With these limitations, ARKA becomes relevant to read how BK services can move from a one-way lecture or advice pattern to a more active, reflective, conceptual, and applicative service. (Megawati et al., 2025)

Theoretically, ARKA has a close relationship with *the experiential learning cycle* that places experience as a source of learning. Kolb (1984) explained that learning takes place through experiential transformation, which moves from concrete experience, reflective observation, abstract conceptualization, to active experimentation. Within the framework of ARKA, Activities can be read as concrete experiences; Reflection as a space of meaning; Conceptualization as the process of compiling understanding; and Application as the application of understanding in action. Thus, ARKA's strength is not only in the interesting activities, but in the pedagogical sequence that makes BK services more meaningful. (Soliha et al., 2025)

Reflections in ARKA are also important to read in two layers. First, student reflection as part of service, which is when students are invited to interpret experiences and recognize themselves. Second, the professional reflection of BK or Fasda teachers as implementers of OJL, namely when they assess student responses, adjust strategies, and improve service practices. The notion of *reflective practitioner* from Schön (1983) and the understanding of the quality of teacher reflection from Larrivee (2008) can be used to explain that the renewal of practice occurs not only in the student as the recipient of the service, but also in the teacher/Fasda as the actor who learns through practice. (Sainuddin et al., 2022)

Focusing on ARKA is important so that this article does not expand into a general evaluation of the 7 Great BK Moves, a study of SELL material, or claims of the impact on students' mental health. SEL, mindfulness, growth mindset, or resilience are only positioned as examples of content or activities that may appear in the service. The main focus of the article remains on how ARKA works as a service delivery mechanism in the OJL phase. Therefore, this article deliberately limits the focus to ARKA as a service delivery mechanism in the OJL phase, rather than on evaluating program impact or assessing the effectiveness of psychological interventions.

Research Objectives and Questions

Based on this background, this article aims to analyze how the ARKA framework is represented in the PSKP report regarding the initial implementation of OJL 7 Jurus BK Hebat. The focus of the analysis is directed at the way the report describes service practices that show indications of a shift from a reactive approach to a more participatory, reflective, and applicative approach. This article also reads students' perceptions of BK services as presented in the PSKP report as an indicator of initial experience of services, not as evidence of psychological impact or mental health. (Darling-Hammond et al., 2024)

Thus, the research questions in this article are: (1) how the PSKP report represents the application of ARKA in the implementation of OJL 7 Great BK Moves; (2) what practices are reported as early indications of the shift of BK services from a reactive to a participatory approach; (3) how students' perception of BK services is represented in the PSKP report; and (4) what obstacles are reported to limit the sustainability of ARKA implementation in the OJL phase.

This article is expected to contribute to the study of BK by showing that service updates are determined not only by the content of the program, but also by pedagogical mechanisms, teachers' professional learning, and implementation support at the school level. The article's claims are limited to early indications of changes in service practices and perceptions, not to measures of impact on students' mental health. With these restrictions, this article seeks to maintain a balance between appreciation of practice innovation and academic prudence in reading initial implementation data.

Literature Review

Development BK Services in a National and Comprehensive Framework

Guidance and counseling services in schools cannot be narrowed down as services for handling cases or disciplinary violations. Within the national framework, the Guidance and Counseling Implementation Guide for Primary and Secondary Education Levels places BK services as a comprehensive service that supports the optimal development and independence of students in personal, learning, social, and career aspects. This service is also affirmed as an integral part of the educational process, intended for all students, and run in an inclusive and non-discriminatory manner. This framework provides the basis that the renewal of BK services through ARKA is not

intended to replace existing BK service components, but rather to strengthen the way services are delivered to be more active, reflective, and oriented to the needs of students. (Supriadin & Maghfirah , 2026)

The guide outlines the four components of BK services, namely basic services, individualized specialization and planning services, responsive services, and system support. Basic services are preventive and developmental, specialization services and individualized planning help students recognize interests, talents, abilities, and plan for the future, while responsive services are directed to help students who need immediate treatment. System support includes management, work procedures, infrastructure, and professional development of BK teachers on an ongoing basis. Thus, BK services cannot be narrowed down as a purely casuistic or disciplinary service, but are part of the student assistance system at school. (Muharleni et al., 2025)

Thus, BK development services have two main pressures. First, BK is universal because all students have the right to receive services to develop their potential. Second, BK is responsive because it remains present when students face personal, social, learning, or career problems. This perspective is in line with the *comprehensive school counseling* approach that places the BK program as a planned, systematic, preventive, developmental, and needs-based service for students. In the context of this article, the framework is important to show that the shift from reactive services to participatory services is not a deviation from the mandate of BK, but rather a re-strengthening of the development and preventive function of BK services. (Rusticus et al., 2023; Totino & Kessler, 2024)

However, the mandate of these developments is often faced with a reactive perception of BK. BK services are still often understood by students as a space for students with problems, an advisory room, or even a sanction room. Therefore, the update of the BK service is not enough to be done through the addition of materials, but also through the update of the way the service is delivered. It is at this point that ARKA becomes relevant, as it offers a flow of services that engages the student as a subject who experiences, reflects, understands, and applies the results of the service.

ARKA as an Experience-Based Micro-Pedagogical Mechanism

ARKA—Activities, Reflection, Conceptualization, and Application—can be understood as a micro-pedagogical mechanism in BK services. It is called micro-pedagogical because ARKA works at the level of service interaction: how BK or Fasda teachers open sessions, engage students, build reflection, affirm concepts, and direct implementation. Thus, ARKA is not just a technical acronym or a variation of activities, but a flow that organizes the service experience to be more active, reflective, conceptual, and applicative.

Theoretically, ARKA has a strong affinity with *experiential learning*. explains that learning takes place through experiential transformation in cycles that include concrete experiences, reflective observations, abstract conceptualization, and active experimentation. Within the framework of ARKA, Activities can be read as concrete experiences; Reflection as the meaning of experience; Conceptualization as the process of compiling definitions; and Applications as an application in action. Graham (2022)

ARKA's strength lies in the interconnection between stages. Activities without reflection risk stopping as games or atmosphere enhancers. Reflection without conceptualization can be a conversation that doesn't lead to understanding. Conceptualization without application can return to normative discourse. Conversely, when the four stages are fully connected, BK services have the potential to move from information transfer to a more participatory learning-counseling experience. also emphasized that ARKA organizes the sessions in a concise, focused, and interactive manner; shifting practices from information transfer to participatory learning experiences; and provide space for teachers/Fasda to experiment, modify, and replicate strategies according to the characteristics of schools and students. Maharani et al. (2025)

In BK services, activities such as card games, group discussions, simple assessments, emotional reflection, or the use of digital media should not be read as the end goal. This is in line with the 2022 BK Implementation Guide which emphasizes that the implementation of services can utilize various methods and media, and it is important for students to reflect at the end of the activity so that their understanding of service topics is stronger. These activities are only meaningful if they lead students to self-understanding, recognition of choices, and the application of concrete steps. Therefore, this article does not place ARKA as an entertainment method or technique to make the classroom

more crowded, but as a pedagogical flow that helps BK services become more dialogical and meaningful. (Supriadin & Maghfirah, 2026)

Professional Reflection in the Practice of ARKA and OJL

Reflection is a key element in ARKA. At the student level, reflection helps students interpret the experience they have just had, recognize their mindset or behavior, and relate the experience to their own problems. At the BK or Fasda teacher level, reflection is part of professional learning: the service implementer reads student responses, assesses the adequacy of the strategy, and adjusts actions in the next session.

The idea of a *reflective practitioner* is relevant to explain this process. Schön distinguishes Durlak & DuPre (2008) *reflection-in-action*, which is the ability to think and adjust actions as practice progresses, and *reflection-on-action*, which is the process of reviewing practice after an action is completed. In OJL, both are important. Fasda not only runs service scenarios, but also responds to class dynamics, time constraints, student readiness, facilities, and school culture. Thus, ARKA's practice is not mechanical, but rather demands a reflective ability that continues to move during and after the service.

Chatzipanagiotou & Katsarou (2023) helps to make it clear that teachers' reflections are not only technical, but also concern awareness of the assumptions, pedagogical decisions, and values underlying practice. This is important because the shift from reactive to participatory services does not sufficiently occur at the method level. The shift also concerns the way BK or Fasda teachers view students: not as objects to be advised, but as subjects that need to be facilitated to understand themselves. Thus, the reflections in this article have a dual function. First, as part of the student learning experience in BK services. Second, as a mechanism for professional development of teachers/Fasda during the OJL. This distinction is important so that ARKA is not reduced to a series of student activities alone, but is also read as a professional learning space for service implementers.

OJL, Communities of Practice, and Initial Implementation

On the job learning (OJL) in the context of the 7 Great BK Skills needs to be understood as a translation space from training to school practice. OJL is not only a post-training stage to fulfill administrative obligations, but a space when Fasda tries to apply materials, adjust methods, manage limitations, and build acceptance in the school environment. Within this framework, the OJL serves as a bridge between the design of training and the reality of BK service practices.

The concept of *communities of practice* can be used to read OJL as a collegial learning process. In the national framework, system support is also understood as part of BK services related to management, work procedures, infrastructure, and sustainable development of BK teachers' professionalism. Therefore, OJL can be read as part of the need to strengthen system support, especially when BK and Fasda teachers need space for reflection, collaboration, documentation, and follow-up practice (Education Standards, Curriculum, and Assessment Agency, 2022). Professional learning occurs not only through formal instruction, but also through participation in community, exchanging experiences, and forming a shared meaning. In the context of schools, the community can be in the form of BK teams, other teachers, school principals, or professional forums such as MGBK. If OJL is connected to a strong community of practice, ARKA has the opportunity to become a joint practice. On the other hand, if the OJL relies only on the individual initiatives of the Fasda, the practice of ARKA is at risk of stopping at the initial few sessions and is difficult to replicate. Sadrizadeh et al. (2022)

Durlak & DuPre (2008) It is also relevant to read the initial implementation of ARKA/OJL. In *the study of implementation science*, the quality of implementation is influenced by the characteristics of the implementer, organizational support, the suitability of the program with the context, and the quality of monitoring. This is important because the implementation of ARKA in schools does not always take place uniformly. Rozy et al. (2025) show that the rhythm of ARKA can be disrupted by technical obstacles such as electricity and projectors, limited service time, the absence of institutionalized classical sessions, and the weak positioning of Fasda when it comes to socializing material to other teachers. The report also emphasizes the need to establish the establishment of classical sessions of BK, socialization task letters for Fasda, and OJL SOPs to strengthen legitimacy and work rhythm.

With this perspective, the variation of ARKA implementation does not need to be immediately read as a failure. These variations can be understood as the result of a meeting between program design, implementation capacity, school support, facilities, schedules, and work culture. However, variation still needs to be managed so that the core of ARKA is not lost. Fidelity in this article means keeping the order of Activity–Reflection–Conceptualization–Application as the pedagogical core. Adaptation means adjusting the media, time, form of activity, and implementation strategy according to school conditions.

Students' Perception of BK Services as an Indicator of Service Experience

Students' perception of BK is important to read as an indicator of service experience. If students see BK as a punishment room, then services tend to be difficult to accept as a mentoring room. On the other hand, if students begin to view BK as a safe space, a place to tell stories, consult, and understand themselves, then it can indicate a relational change in the service experience. However, changes in perception should not be read as evidence of psychological impact or improvement in mental health, as perceptual data do not have the methodological capacity to prove causal relationships.

In the context of *school counseling*, trust, psychological security, and willingness to seek help are important prerequisites for BK services to be used by students. In the context of BK services, students' sense of security, openness, and trust in BK teachers can be read as part of the service experience. However, these perceptions still need to be positioned carefully because they cannot be used to infer psychological impacts.

Thus, information about student perceptions in the PSKP report should be placed as an indicator of service experience, not as a measure of psychological impact. Student perceptions are used to read whether BK services are beginning to be represented as more open, consultative, and supportive. The information is not used to state that ARKA has improved students' mental health, resilience, or emotional regulation. Concepts such as SEL, mindfulness, growth mindset, and resilience are also not the main theoretical frameworks. These concepts are simply positioned as examples of content or activities that appear in ARKA services, not as the focus of analysis. This restriction is necessary so that the article remains focused on ARKA as a service delivery mechanism and OJL as a practice translation space, instead of turning into an evaluation of the impact of psychosocial programs.

METHOD

This article uses a qualitative approach with a secondary document analysis design that focuses on reading the PSKP report on the initial implementation of the 7 Great BK and Guardian Teacher Skills Program. The focus of the study was not directed to measure the impact of the program on the psychological condition of students, but rather to interpret the representation of the implementation of ARKA in *the On-the-Job Learning (OJL)* phase as an early indication of the change in guidance and counseling services from a reactive pattern to a more participatory approach. The main source of research is in the form of published PSKP reports, supported by policy documents and academic literature related to comprehensive BK services, *experiential learning*, *reflective practitioners*, *communities of practice*, and *implementation science*. All information regarding interviews, observations, and FGDs is only used to the extent that it is presented in the report. (Chand, 2025; Ryser, 2021)

The PSKP report, which is the main source, contains the implementation of programs in Mataram, Pekanbaru, Banjarmasin, Manado, and Bandung Regency. The analysis is focused on aspects of the implementation of ARKA in OJL, the role of regional facilitators in translating training into school practice, the form of BK services that contain elements of activities, reflection, conceptualization, and application, students' perception of BK services, and various obstacles to implementation. Unit analysis is understood as a representation of published findings, not new primary data that is independently reanalyzed. This approach allows authors to read a variety of practices and implementation experiences without going beyond the data limits available in published documents.

The document reading was carried out thematically by grouping information into several analytical categories, namely activities, reflections, conceptualization, and applications within the framework of ARKA; the role of regional facilitators in the OJL; students' perception of BK; service patterns that are still reactive; as well as implementation barriers. The analysis was carried out through the identification of relevant sections, grouping of themes, interpretation

using appropriate theoretical frameworks, and the preparation of results by clearly distinguishing between the findings reported by PSKP, the author's interpretation, and conceptual support from the literature. The comparison is only intended to read the implementation variation as represented in the report, not to re-analyze the raw field data.

The ethical aspect of the research is maintained by using the PSKP report as the only main corpus of analysis, without displaying the identity of the informant, interview code, school name, or internal documents that are not published. The analysis is not intended to infer the program's causal impact or claim improvements in mental health, resilience, or specific psychological outcomes in students. The findings are positioned as a conceptual reading of the representation of ARKA's initial practices in the OJL and are used to understand the variation in implementation, implementation challenges, and potential for strengthening BK services as described in the PSKP report.

RESULT AND DISCUSSIONS

ARKA as a Micro Flow of BK Services

Based on the reading of the PSKP report, ARKA can be understood as a microflow in the implementation of BK services in the OJL phase. ARKA is not only positioned as a training term, but as a sequence of services that connects activities, reflections, conceptualizations, and applications. The PSKP report illustrates that the implementation of ARKA can be present through the use of interactive media, group discussions, reflection on experiences, introduction of learning styles, and recognition of students' potential. Thus, the examples are read as a representation of practice in the published report, not as the result of the reprocessing of raw data by the author.

This representation shows that ARKA can be read as a service structure that connects activities with meaning and application. Service activities do not stand as entertainment or atmosphere melting down, but become an entrance for students to discuss, reflect on experiences, recognize themselves, and connect them with follow-up steps. Thus, ARKA can be read as a flow that helps BK services move from a one-way information delivery pattern to a more active and dialogical service experience. (Nasrudin et al., 2025)

The PSKP's main report also positions ARKA as a concise and meaningful framework that makes BK sessions shorter, focused, and interactive. ARKA is understood to encourage services that are oriented towards learning experiences, meaningful reflection, concept reinforcement, and practical application to students. In the OJL phase, the flow provides space for Fasda to try, modify, and replicate strategies according to the characteristics of schools and students.

Fasda as a Training Translator to School Practice

The PSKP report represents regional facilitators as translators between training and school practice. In the OJL phase, regional facilitators not only bring training materials, but also adjust the choice of moves, media, activities, and service strategies to the conditions of the education unit. The report also shows that some of the practices in the 7 Great BK Moves are not always completely new, but can strengthen, rearrange, or give a new language to the BK practices that have been running in schools.

A reading of the PSKP report shows that the OJL does not always present completely new practices, but can strengthen, reorganize, or provide a new pedagogical language to existing BK practices. In this context, ARKA helps package potential recognition, self-reflection, and follow-up services in a more systematic and communicative manner. This is important because some BK practices are actually already running, but they have not always been perceived as an active and participatory service.

As an example presented in the PSKP report, the translation of the training appears to be through the integration of the 7 Great BK Moves with the assessment and counseling programs that have been running previously. Several moves can reportedly be integrated with the program to recognize students' potential through questionnaires and digital applications. However, the report also noted that specific instruments for monitoring and evaluation of implementation are not yet fully available as the program is still in its early stages and some schools face limited infrastructure. Thus, the role of Fasda in OJL is adaptive. Fasda connects training materials with existing systems in schools, but the depth of implementation still depends on the institutional support, time, means, and monitoring mechanisms available. (Maharani et al., 2025)

Participatory Practice in OJL: Cards, Assessment, Reflection, and Application

The PSKP report indicates that participatory practices in OJL emerge through the use of media, assessments, discussions, and activities that make students more involved in services. The use of cards, group discussions, assessment links, and digital questionnaires can be read as examples of how BK services began to utilize media and information on student needs as material for reflection, service conversations, potential recognition, and follow-up planning. In this article, the examples are treated as representations in the PSKP report, not as raw data that is independently reanalyzed.

The patterns represented in the report suggest that technology and media are not at the core of ARKA, but can serve as tools to strengthen an information-based dialogue of student needs. When assessment results are available sooner, BK teachers or regional facilitators can use them as service conversation material. Thus, the service not only contains general advice, but can be directed to the needs or profiles of the students more concretely.

Participatory practices can also be read from the report section that describes BK services based on needs assessment and documentation. The PSKP report shows that needs assessments can be used to identify students' learning, social, and learning strategies, while service documentation helps schools organize classical services, individualized counseling, service records, archives, and evaluations. Thus, student participation does not only appear in interactive activities, but also in the process of mapping needs and planning services. (UN et al., 2024)

The findings show that participatory elements do not always appear in the form of lively activities. Participation can also be read from the student's involvement in assessment, consultation, reflection, and the use of service data to determine follow-up. In the context of this article, this practice is an early indication that BK services are starting to move from a reactive pattern to a more planned, needs-based, and more actively involved service for students.

Student Perception: BK as a Safe, Consultative, and Supportive Space

Information about student perception as presented in the PSKP report shows indications of changes in perception of BK services in several school contexts. The report illustrates that students are beginning to see BK teachers not only as parties waiting for cases, but as companions who are more active, open, and can be consulted. In reading this article, the information is positioned as a representation of service experience in published reports, not as the result of re-analysis of FGD raw data or interviews.

In another section, the PSKP report also represents BK as a space that students begin to understand more positively, not solely as a problem handling unit. BK is described as a safer, consultative, and trustworthy space to discuss academic issues, self-development, and personal problems. This representation is important because it shows a relational shift in the experience of BK services, although it remains unreadable as evidence of psychological impact.

The PSKP report also shows that in some contexts, students are beginning to understand the role of BK more broadly. BK is not only understood as an interrogation or case handling space, but also as a means to help students recognize themselves, understand the environment, plan educational and career choices, and prevent problems.

Nonetheless, these findings need to be read carefully. Information about students' perceptions in the PSKP report only shows their initial perception and experience of BK services. This information cannot be used to conclude that ARKA improves students' mental health, resilience, or emotional regulation. A safer claim is that in some locations, students are beginning to experience BK services as a more open, consultative, and supportive space.

Uneven Shift: The Case of BK Services That Are Still Reactive

On the other hand, the PSKP report also shows that the shift in BK services has not taken place evenly. Some parts of the report still describe a strong pattern of service on case handling and individual services. In certain contexts, BK services are reported to still be mostly carried out through an individualized approach, while students who need special attention can be referred to the principal or parents. The PSKP report also noted that the absence of special class hours made BK services rely more on free time, so that space for classical, reflective, and applicative services became more limited.

This pattern shows that BK services are still facing structural limitations. When there are no clear class hours, the service tends to move when there is a specific need or case. This is not to say that such services are not important, but it does suggest that the space for participatory, reflective, and applicative services is becoming narrower. In

conditions like this, ARKA is difficult to run in its entirety because each stage requires time, space, and readiness for interaction. This comparative case is important to maintain the balance of the analysis. The PSKP report does not show an overall shift across the implementation context. Instead, the report represents a spectrum of implementation: there are contexts that are beginning to show more participatory services, there are contexts that already have relatively well-organized classical assessment and service practices, but there are also contexts that still rely on individual, responsive, and casuistic service patterns. (Darling-Hammond et al., 2022; Jurs et al., 2023)

Implementation Barriers: Time, Facilities, Monitoring, and Legitimacy of Fasda

Obstacles to the implementation of OJL arise in four main aspects: time, infrastructure, monitoring, and the legitimacy of the Fasda. The main PSKP report notes that in some contexts there is no official classical session available, so the OJL is conducted at "empty hours". Limited time allocation also hinders the implementation of ARKA as a whole because the space to carry out activities, reflection, conceptualization, and application is limited.

Infrastructure constraints also affect the smooth running of services. The main report mentions technical obstacles such as power outages or projectors that do not work in one of the implementation contexts. These kinds of constraints seem technical, but they have an impact on ARKA's rhythm and quality of interaction because ARKA-based services require supportive media, flow, and classroom conditions. The monitoring aspect is also not fully organized. The PSKP report notes that special instruments for monitoring and evaluating the implementation of the 7 Great BK Moves are not available adequately in some contexts. School support can also still be informal because the implementation of the program is still new, while the monitoring and evaluation strategy is not yet fully institutionalized.

Another obstacle is related to the legitimacy of the Fasda. The main report noted that there was confusion among Fasda candidates when they had to socialize the material to other teachers, especially more senior teachers. This shows that Fasda not only needs a material understanding, but also symbolic and structural support from school leaders. Without formal legitimacy, practice scanning risks relying on personal initiative and is difficult to become the school's collective agenda.

Overall, the reading of the PSKP report shows that ARKA can be understood as a micro-pedagogical mechanism in the OJL phase, especially when regional facilitators are able to connect activities, reflections, conceptualizations, and applications in BK services. However, these changes still need to be read as an initial and uneven indication. The sustainability of ARKA as a BK service practice depends on the availability of clearer service hours, support for infrastructure, monitoring instruments, OJL documentation, and institutional legitimacy for regional facilitators.

DISCUSSION

ARKA as a Mechanism for Practice Change, Not Just a Method

A reading of the PSKP report shows that ARKA is more appropriately understood as a mechanism for changing BK service practices, not just an active learning method or a variety of service activities. In OJL practice, ARKA works through a sequence of Activities, Reflections, Conceptualization, and Applications that help BK or Fasda teachers organize services in a more structured manner. This sequence makes service activities not stop as games, assessments, or discussions, but are directed into experiences that are interpreted, conceptualized, and applied by students.

This reading is in line with the idea of *experiential learning* which places experience as a source of learning. In Kolb's (1984) perspective, learning does not only occur when learners experience something, but when the experience is reflected, organized into understanding, and tested in action. ARKA has a compatibility with the flow. Activities provide concrete experiences; reflection gives space for meaning; conceptualization of organizing understanding; and the app directs students to more concrete actions or plans.

In the context of BK services, this framework is important because BK services are often stuck in a pattern of delivering advice, information, or one-way directions. ARKA provides the possibility for BK teachers to shift the position of students from the recipient of advice to the subject who is actively involved in the service process. Students

not only hear explanations about their potential, learning styles, emotions, or career choices, but are invited to experience activities, reflect on experiences, understand concepts, and relate them to daily life.

Thus, ARKA's strength lies in the connecting function. ARKA connects experience with reflection, reflection with concepts, and concepts with actions. Without this connection, BK service practices risk returning to freelance activities or lectures that are given media variations. Therefore, the main *fidelity* in the implementation of ARKA does not lie in the uniformity of media or the form of activity, but in the maintenance of the flow of Activity-Reflection-Conceptualization-Application as the pedagogical core of the service.

From Reactive to Participatory: Initial Change That Is Still Limited

A reading of the PSKP report shows an early indication of the shift of BK services from a reactive pattern to a more participatory pattern. The shift is seen when services are not only reported as a response after problems arise, but begin to be directed towards potential recognition, needs assessment, self-reflection, and dialogue with students. In some parts of the report, BK is also represented as a safer, consultative, and supportive space, not solely a punishment or case handling room.

However, this shift needs to be read carefully. The PSKP report used as a secondary document has not allowed this article to conclude that there is a complete transformation of BK services. A more appropriate term is an initial shift or an indication of a change in practice as represented in the report. Part of the report points to more active and experience-based service practices, but other parts note the limitations of service hours, facilities, monitoring, and service patterns that tend to be individual-casuistic.

This caution is important so that the article does not get caught up in excessive impact claims. Student perceptions as presented in the PSKP report can be read as an indicator of service experience, but cannot be used to state that ARKA has improved students' mental health, resilience, or emotional regulation. The information about students in this article serves as a reading reinforcement for service experiences, not as a measure of psychological effectiveness.

Within the national framework, the 2022 BK Implementation Guide emphasizes that BK services are an integral part of education, oriented towards the optimal development of students, and include basic services, individualized specialization and planning, responsive services, and system support. Thus, ARKA's practice in OJL can be read as one of the operational ways to revive the developmental, preventive, and collaborative mandate in daily services.

Fasda as a Translator Actor for OJL Implementation

The PSKP report also represents regional facilitators as important actors in translating the implementation of the OJL. Regional facilitators are not only described as bringing training materials to schools, but also interpreting, selecting, adjusting, and piloting the materials in concrete school conditions. This role can be read from the report section that describes the selection of certain moves, the preparation of activities, the use of media, the association of services with assessments, and the adjustment of practices with limited time and resources.

From a professional learning perspective, the role of Fasda can be read through the concept *of reflective practitioner*. explains that professional practitioners not only apply procedures, but also reflect on actions when faced with situations that are not always certain. In the OJL, Fasda faces various conditions: not all schools have adequate BK hours, not all facilities are available, and not all teachers or school leaders have the same understanding of the 7 Great BK Moves. Therefore, the reflective ability of Fasda is important to keep ARKA running without losing its pedagogical core. Parry & Metzger (2023)

The role of Fasda can also be read in the framework of *communities of practice* (Wenger, 1998). OJL will be stronger if the practice of ARKA does not stop as an individual experience of Fasda, but develops into a joint practice in schools or the professional community of BK teachers. This means that the success of OJL is not only determined by the ability of Fasda personally, but also by the availability of sharing spaces, support from school principals, collaboration with other teachers, and professional forums that allow good practices to be replicated and improved.

Thus, Fasda needs to be positioned not only as an advanced training participant, but as a link between program design and school practice. This position requires legitimacy. Without a letter of assignment, leadership support, or

formal recognition at school, Fasda risks having difficulties when it comes to socializing practices to other teachers, especially in a school work culture that has a hierarchy of seniority. Therefore, strengthening the role of Fasda must include pedagogical aspects as well as institutional aspects.

ARKA's Sustainability and Institutional Support Needs

ARKA's sustainability in BK services cannot only be charged to the creativity of individual BK or Fasda teachers. A reading of the PSKP report shows that many obstacles to implementation are related to institutional factors, such as the availability of BK hours, service rooms, media devices, monitoring systems, documentation, and support from school principals. These obstacles determine whether ARKA can be implemented in its entirety or only emerge as a temporary practice in the OJL.

Program implementation studies show that the success of an innovation is determined not only by the quality of the design, but also by the readiness of the implementers, organizational support, conformity to the context, and the quality of monitoring and feedback. In the context of this article, ARKA can be well designed in training, but its implementation will be limited if schools do not provide time, support facilities, and a clear follow-up system. The issue of time is very important. ARKA needs a complete flow. If the service only takes place in free hours or too short a time, the reflection and application stages tend to be trimmed. As a result, services are at risk of returning to a brief activity without deepening. Similarly, limited facilities such as BK rooms, presentation devices, internet connections, or service media can affect the smooth running of activities. Technical constraints may seem small, but in ARKA practice, technical glitches can break the rhythm of service and reduce the depth of interaction. (Elsary, 2024)

Monitoring and evaluation are also prerequisites for sustainability. Without monitoring instruments, it is difficult for schools to know whether ARKA is really run as a whole flow or only used as an activity label. Monitoring does not need to be interpreted as administrative supervision that burdens teachers, but as an institutional reflection mechanism to see what is working, what is hindered, and what support is needed. In the context of OJL, RPL documentation, practice reports, Fasda reflections, and student feedback can be important materials to improve the next implementation.

Thus, the sustainability of ARKA requires at least institutional support in four forms: the determination of the BK service space, formal legitimacy for the Fasda, the provision of supporting facilities, and a simple but consistent monitoring system. Without these four elements, ARKA risks becoming an episodic innovation that depends on a specific individual, rather than an institutionalized practice of service.

Implications for Strengthening BK Services in Schools

This discussion has resulted in several implications for strengthening BK services in schools. First, strengthening BK is not enough to be done through the introduction of new programs, but it is necessary to ensure that there is a pedagogical mechanism that helps teachers translate programs into services. ARKA can be one of those mechanisms because it provides a simple, communicative, and adaptable flow in various school contexts.

Second, BK or Fasda teacher training needs to emphasize the depth of the ARKA flow, not just the variety of activities. Teachers need to understand that the core of ARKA is not games, media, or digital assessments, but the connection between activities, reflection, conceptualization, and application. With this emphasis, teachers can be more flexible without losing the basic principle of service.

Third, schools need to strengthen the position of BK services as an integral part of the education system. The BK service should not only appear when there is a case or when hours are available. If BK is understood as a developmental service, then schools need to provide a clearer space for classical services, individual counseling, group guidance, needs assessment, and service follow-up. This is in line with the national framework of BK which places BK services as part of the development of students' potential and independence.

Fourth, information about student perceptions in the PSKP report needs to be used carefully as input for service improvement. When students view BK as a safe and supportive space, schools can reinforce that approach through more open, friendly, and needs-based services. However, positive perceptions of students should not be directly claimed as proof of the program's psychological success. To measure the impact on well-being, emotion regulation, or resilience, different research designs, valid instruments, and more systematic measurements are needed.

Fifth, the strengthening of the OJL needs to be directed at the formation of a reflective culture among BK teachers, Fasda, and the school community. OJL should not stop at the obligation to compile reports, but become a professional learning space that allows teachers to discuss practices, share obstacles, revise strategies, and build mutual understanding. Thus, ARKA is not only a service strategy for students, but also an entrance for professional learning of BK teachers. (Hasrul & Habsyi, 2024; Muharleni et al., 2025; Sainuddin et al., 2022)

Overall, this article emphasizes that ARKA in the OJL 7 phase of Great BK Moves can be read as a micro-pedagogical mechanism that opens up opportunities for the initial shift of BK services from reactive to more participatory. However, these opportunities still depend on the capacity of the Fasda, school support, service space, infrastructure, monitoring, and institutional legitimacy. Therefore, the renewal of BK services through ARKA needs to be understood not as an instant change, but as a gradual process that requires strengthening practices as well as strengthening support systems in schools.

CONCLUSION

This article analyzes the application of ARKA in the *On-the-Job Learning* (OJL) phase of the 7 Great BK Moves Program through reading the published PSKP report. The results of the analysis show that ARKA can be understood as a micro-pedagogical mechanism that connects activities, reflection, conceptualization, and application in guidance and counseling services. The representation of practices displayed in the report shows the use of interactive activities, needs assessment, group discussions, reflection on experiences, recognition of self-potential, and preparation of follow-up plans. The pattern shows an early indication of the shift of BK services from an approach that focuses on information delivery and case handling to a more participatory, reflective, and applicative service. The perception of students who began to see BK as a safe, consultative, and supportive space also reinforced the picture of changes in service practices, although these findings could not be interpreted as evidence of an impact on students' psychological states.

The analysis also shows that regional facilitators (Fasda) play a strategic role as translators of programs into school contexts. Fasda not only delivers training materials, but also adjusts the moves used, develops service activities, and connects training materials with the real needs of students. The effectiveness of OJL is influenced by the reflective capacity of the Fasda, the institutional support of the school, and the space for collaboration between BK teachers. This condition indicates the importance of strengthening BK services that do not stop at the variety of activities alone, but ensure the connection between activities, reflection, concept understanding, and application of service results. School support through the provision of time, facilities, formal legitimacy, and a sustainable mentoring mechanism is an important factor in maintaining the consistency of ARKA implementation.

This article has limitations because it relies on the PSKP report as a secondary document without using raw data in the form of interviews, FGDs, observations, or internal field documents. The findings are not intended to be generalized or used as a basis for claims of program effectiveness. The readings made only illustrate the representation of the initial practice and experience as presented in the report. Follow-up research needs to test the implementation of ARKA through direct observation, longitudinal studies, or evaluation designs using validated instruments. However, the results of this study show that ARKA has the potential as an operational framework that can strengthen BK development services in schools if implemented consistently and supported by a reflective, participatory, and sustainable institutional ecosystem.

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