



## **COUNSELING PROGRAM MANAGEMENT IN THE INDEPENDENT CURRICULUM AT MOVING SCHOOLS**

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**Abstract:** This research aims to analyze the planning, organization, implementation, and evaluation of the guidance and counseling program at the high school level in the Bireuen Regency. A qualitative research design using a case study approach was conducted at two high schools in Bireuen Regency: SMA Negeri 1 Kuala and SMA Negeri 1 Jeunieb. Data collection techniques included interviews, observation, and documentation, and the data were processed using analysis techniques to reduce, present, and verify the information. The findings indicate that the planning of the guidance and counseling program has been effectively carried out, with needs assessments conducted and transformed into an annual action plan aimed at enhancing the character profile of Pancasila students. The organization of the program has also been smooth, with school leadership ensuring the necessary resources and delegating the responsibility of counseling guidance to teachers, thus preparing for potential shortages of the dedicated counseling staff. Despite this, the implementation of the program is still ongoing, with gaps in service coverage. The program has four main components: basic services, specialization and individual planning services, responsive services, and system support, all designed to support students' optimal development and alignment with the Pancasila student profile. The evaluation of the program is still in progress but has not yet reached its full potential. Evaluation activities include setting performance standards, assessing outcomes, and implementing corrective actions. In conclusion, while the guidance and counseling program at the high school level in Bireuen Regency is progressing positively, further improvements are needed, particularly in expanding services and fully implementing evaluation measures. The implications of this research highlight the need for further professional development for counseling teachers, better resource allocation, and the expansion of the evaluation process to ensure the program's continued success and alignment with educational goals.

**Keywords:** Management, Guidance and Counseling, Independent Curriculum, Moving School

**Abstrak:** Penelitian ini bertujuan untuk menganalisis perencanaan, organisasi, pelaksanaan, dan evaluasi program bimbingan dan konseling di tingkat SMA di Kabupaten Bireuen. Penelitian kualitatif dengan pendekatan studi kasus ini dilakukan di dua sekolah menengah atas di Kabupaten Bireuen, yaitu SMA Negeri 1 Kuala dan SMA Negeri 1 Jeunieb. Teknik pengumpulan data yang digunakan meliputi wawancara, observasi, dan dokumentasi, dan data yang diperoleh dianalisis dengan teknik pengolahan data untuk mereduksi, menyajikan, dan memverifikasi informasi. Hasil penelitian menunjukkan bahwa perencanaan program bimbingan dan konseling telah dilaksanakan dengan baik, di mana dilakukan penilaian kebutuhan yang kemudian diterjemahkan menjadi rencana tindakan tahunan yang bertujuan untuk meningkatkan profil karakter siswa Pancasila. Pengorganisasian program ini juga berjalan lancar, dengan pimpinan sekolah memastikan ketersediaan sumber daya dan mendelegasikan tanggung jawab bimbingan dan konseling kepada guru, sebagai persiapan menghadapi kemungkinan kekurangan tenaga pengajar bimbingan dan konseling. Meskipun demikian, pelaksanaan program masih berlangsung dengan adanya kekurangan dalam cakupan layanan. Program ini memiliki empat komponen utama: layanan dasar, layanan spesialisasi dan perencanaan individu, layanan responsif, dan dukungan sistem, yang semuanya bertujuan untuk mendukung perkembangan optimal siswa dan keselarasan dengan profil siswa Pancasila. Evaluasi terhadap program ini masih berlangsung namun belum mencapai potensi puncaknya. Kegiatan evaluasi meliputi penetapan standar kinerja, penilaian hasil, dan pelaksanaan tindakan korektif. Sebagai kesimpulan, meskipun program bimbingan dan konseling di tingkat SMA di Kabupaten Bireuen berjalan dengan baik, masih diperlukan perbaikan lebih lanjut, terutama dalam memperluas layanan dan sepenuhnya mengimplementasikan langkah-langkah evaluasi. Implikasi dari penelitian ini menunjukkan perlunya pengembangan profesional lebih lanjut bagi guru bimbingan dan konseling, alokasi sumber daya yang lebih

baik, dan pengembangan proses evaluasi untuk memastikan kesuksesan berkelanjutan program ini dan kesesuaiannya dengan tujuan pendidikan.

**Kata Kunci:** Manajemen, Bimbingan dan Konseling, Kurikulum Merdeka, Sekolah Penggerak

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## INTRODUCTION

The Minister of Education, Culture, Research, and Technology initiated the independent curriculum as a learning recovery program to combat learning loss during the COVID-19 pandemic (Rizaldi & Fatimah, 2023). Counseling program management in an independent curriculum involves overseeing the development and implementation of counseling services within a school or organization that operates outside the traditional educational system (Witkowsky & Clayton, 2020). It includes creating and maintaining partnerships with community resources, coordinating professional development opportunities for counselors, and ensuring that counseling services meet the unique needs of the student population. By effectively managing the counseling program, schools can provide comprehensive support to students and help them achieve their academic, personal, and career goals (Hines et al., 2020). A well-managed counseling program also plays a crucial role in fostering a positive school climate and promoting the overall well-being of students (Fifolt, Gurley, & White, 2024). It involves addressing social and emotional needs, providing crisis intervention when necessary, and advocating for students' mental health. School counselors are instrumental in helping students navigate challenges, develop coping skills, and build resilience (Fotheringham, Harriott, Healy, Arengé, & Wilson, 2022). Ultimately, a strong counseling program can empower students to succeed academically and thrive in all aspects of their lives. By providing a safe and supportive environment for students to express their thoughts and feelings, school counselors can help them build self-confidence and self-awareness. Additionally, counselors can collaborate with teachers and parents to create a holistic support system for students, ensuring that their needs are being met both in and out of the classroom. Ultimately, a well-rounded counseling program can help students overcome obstacles and reach their full potential, setting them up for success in the future.

The reality in the field is that there are still many schools that do not manage guidance and counseling services well. For example, in a school where counseling services are lacking, students may struggle to navigate personal issues such as anxiety or bullying without proper guidance. It can lead to a negative impact on their academic performance and overall well-being, highlighting the importance of effective counseling programs in schools (Arslan, 2021). Furthermore, without adequate counseling services, students may feel isolated and unsupported, which can have long-lasting effects on their mental health and social development (Yang et al., 2022). Schools must prioritize and invest in comprehensive guidance and counseling programs to ensure that students have the necessary tools and support to thrive academically and personally. By providing

access to trained counselors and resources, schools can create a safe and nurturing environment where students can address their challenges and work towards a brighter future. Ultimately, the impact of effective counseling services in schools goes beyond academic success, as it plays a vital role in shaping well-rounded and resilient individuals who are prepared to face the complexities of the world.

The research about counseling program management was conducted by Sri Tuter Martaningsih et al. (2019) entitled "Evaluation model of career counseling program in vocational high school". It aims to develop and evaluate a career guidance model for vocational high school graduates to address high unemployment rates. Using Borg & Gall's Model, the research was conducted in nine vocational schools in Yogyakarta, applying various validation methods such as expert judgment, Cronbach's alpha, and Partial Least Squares (PLS) analysis. The findings identify six key factors in career counseling services: assertiveness, career readiness, self-awareness, career awareness, work characteristics, and a positive attitude. The developed TADIPHE evaluation model includes comprehensive components, with the results showing that it accounts for 88.91% of the program's effectiveness. Further, another research was conducted by Delima et al. (2023) entitled "Counseling Guidance Management Standardization in Schools Various Problems and Their Solutions". This study focuses on guidance and counseling management in schools, aiming to effectively utilize resources like personnel, funds, and infrastructure to achieve counseling goals. A key issue identified is the imbalance between the number of counselors and the students they serve. The research uses library methods to review relevant literature on guidance and counseling management. The findings emphasize a paradigm shift, driven by Permendikbud Number 111 of 2014, which provides a new framework for counseling management, covering planning, organizing, staffing, leading, and controlling.

To address the gaps in these studies, the researcher plans to conduct a study titled Management of the Guidance and Counseling Program in the Independent Curriculum at Bireuen Regency High School Level Moving Schools. The main goal of this research is to explore counseling program management that consists of planning, organizing, implementing, and evaluating various interventions to support students in overcoming these barriers and building a sense of community within the school. The writer argues that by addressing good counseling program management and creating a safe and inclusive environment for all students, schools can help students overcome these barriers and thrive in their new educational setting.

## **LITERATURE REVIEW**

### **Management**

Management is defined as the process of developing the cooperative activities of a group of people to achieve predetermined goals (Suchyadi et al., 2020). Moreover, we can interpret management as the process of managing group activities that involve planning, arranging, actuating, and supervising in order to accomplish objectives (Havidz & Suprpto, 2021). There are four parts of management consisting of a) planning, b) organizing, c) directing (inspiration, initiative, power, navigation, correspondence, exchange, refereeing, a hierarchy of change, relational abilities, building trust, job

evaluation, and job fulfillment), and d) control, which includes observation, assessment, and disclosure (Errida & Lotfi, 2021). One can describe the relationship between these administrative capabilities as follows:

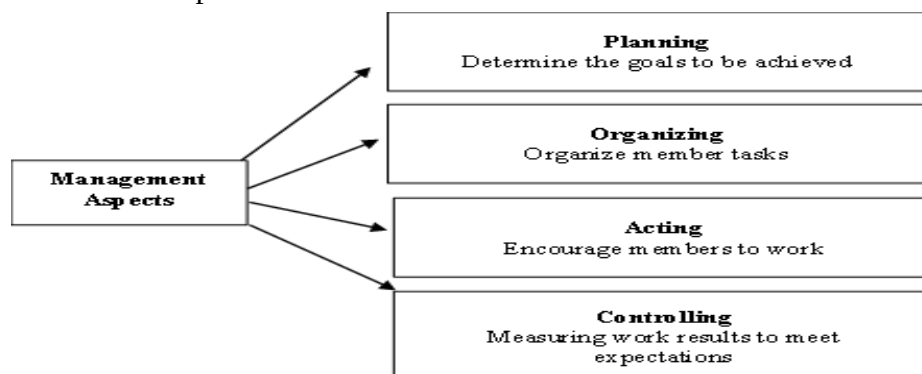


Figure 1. Management Aspects

### Basic Concepts of Guidance Counseling

The term "guidance" comes from the verb "to guide," which means to show, guide, direct, or help (Wisudayanti & Dewi, 2023). The term generally translates to help or guidance. The word "guidance" is a translation from English. Some interpret "direction" as meaning help (Dilek, Senay, & Fatih, 2022). Given the importance of this, etymologically, direction means help, direction, or help; however, not all assistance, direction, or assistance implies direction in unique situations (Hidayat, Sauri, Rhamdani, Alam, & Trianugrahwati, 2023). Guidance is the process by which a counselor continuously and systematically assists an individual or group of individuals to become independent individuals (Nelson & Tarabochia, 2020). The focus of this guidance is on prevention, which refers to the process of aiding an individual or group of individuals (clients) to avert the resolution of a problem.

Furthermore, the word counseling comes from the Latin word "*counsilium*," which means "together" or "talking together," according to etymology (Dacholfany, Noor, Anjar, Pranoto, & Wibowo, 2020). The meaning of "talking together" in this situation is an advocate's discussion with one or several clients (counselees). In English word references, directing is associated with "counsel," which is characterized by guidance (to give counsel), advice (giving advice), and conversation (consult). Therefore, directing involves providing guidance, providing advice, and examining various considerations (Saracino, Rosenfeld, Breitbart, & Chochinov, 2019). Furthermore, counseling is a confidential relationship where the counselor conducts sessions with students individually and in small groups to help them resolve their problems and developmental concerns (Sheperis, Ordway, & Lamar, 2020). Counseling is a confidential relationship where the counselor engages with students individually and in small groups to help them solve problems and concerns in their development (Özyiğit, 2022).

### Independent Curriculum Concept

In the guidebook for implementing guidance and counseling at primary and secondary education levels, the concept of an independent curriculum, a transformation of the Merdeka Belajar policy, prioritizes an approach that centers on students' interests, talents, and abilities in learning (Lisdawati, 2024). At the educational unit level, counseling guidance is expected to accommodate students to be able to understand and

recognize themselves and their current situation, grow their potential, plan for the future, and overcome problems, thereby achieving freedom and benefits for students (Nurisman et al., 2023). The independent curriculum currently being implemented is based on Ki Hajar Dewantara's thoughts, namely that the motivation behind teaching and schooling that is beneficial for life together is to liberate humans as a sign of individual solidarity (Ki Hadjar Dewantara, 1928; Burhanuddin et al., 2021). In this way, each teaching unit has the opportunity to adapt the educational plan to its variations and needs. With the opportunity given to take care of its management, the educational unit is obliged to assist students in achieving general education goals. One way is to implement a Pancasila student profile as a component of developing and strengthening students' personalities. Educational units provide guidance and counseling services based on the Pancasila student profile.

## RESEARCH METHODOLOGY

This research is designed as a qualitative study using a case study approach to analyze the planning, organization, implementation, and evaluation of the guidance and counseling program at the high school level in Bireuen Regency. The study was conducted at two selected schools in Bireuen Regency: SMA Negeri 1 Kuala and SMA Negeri 1 Jeunieb. The selection of these schools was based on their active involvement in implementing the guidance and counseling program and their representation of the region's educational settings. Informants for the study were chosen to include school principals, guidance counselors, and teachers, as they are directly involved in the management and execution of the program. These informants were deemed appropriate for providing valuable insights into the practices and challenges faced in the program. Data collection techniques consisted of interviews, observations, and documentation review, allowing for a comprehensive understanding of the program's operation. Data analysis was carried out using techniques to reduce, present, and verify the collected data, ensuring accurate and reliable findings that reflect the program's effectiveness and areas for improvement.

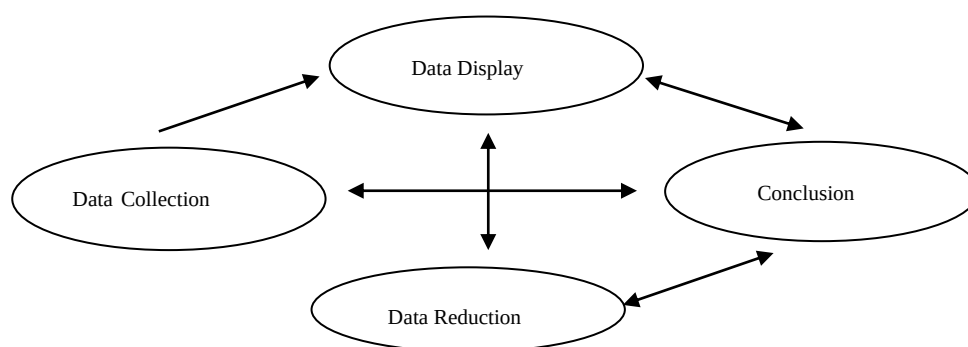


Figure. 2 Data Analysis Scheme

## FINDINGS AND DISCUSSION

### Findings

Based on the existing findings, in this case, the research data can be classified into three things: 1. Planning the Counseling Guidance Program Analysis of student needs, 2.

Organizing the Counseling Guidance Program, 3. Implementation (action) of the counseling guidance program; 4. Evaluation.

### **1. Planning Guidance Counseling Program Analysis of Student Needs Goal Setting**

Guidance and counseling program planning is an effort to support the implementation of the independent curriculum in Bireuen district driving schools. The guidance and counseling teacher initiates this process, preparing and determining the guidance and counseling program for a single school year to ensure its smooth operation. Based on the results of interviews conducted with guidance and counseling teachers at SMAN 1 Kuala regarding the planning of the guidance and counseling program at the school, the following conclusions were drawn:

"At the start of each school year, I carry out a needs analysis, also known as a needs assessment, by conducting interviews with various stakeholders such as the principal, curriculum representatives, student affairs representatives, subject teachers, and homeroom teachers. The purpose of these interviews is to gather information about the needs of students, including the challenges they are facing and the resources they require." The purpose of this process is to identify the necessary elements for achieving optimal levels of student development. I analyzed the results from the student needs analysis, also known as the needs assessment, and presented them in a counseling guidance program that will serve as my guide for the upcoming year".

Based on interviews with guidance and counseling teachers, it can be understood that the high school-level driving school in the Bireuen district has planned a guidance and counseling program from the beginning of the school year based on the results of an analysis of student needs starting from classes X, XI, and XII, which were then analyzed and made into an annual program (action plan) for counseling guidance.

The analysis of school situations and conditions is a crucial step in planning guidance and counseling programs, as it aids guidance and counseling teachers in understanding the needs of students and schools, identifying challenges, measuring resource availability, adapting programs to meet school needs, and assessing the effectiveness of the proposed program. One of the guidance and counseling teachers at SMAN 1 Jeunieb made the following statement about the school's analysis of its situation and conditions:

"I provide services to students so they can understand, solve problems, make responsible decisions, and become independent human beings." I also pay attention to the needs of students who comply with school regulations as a consideration for creating a guidance and counseling program."

Based on the results of interviews with guidance and counseling teachers, it can be understood that the high school-level driving school in the Bireuen district has planned a counseling guidance program that is also based on and strengthened by an analysis of the situation and conditions of the school obtained through environmental observations that contain the things that students need their strengths and their weaknesses. The school environment's weaknesses, available resources, and available facilities can optimize the implementation of the guidance and counseling program at the school.

Determining the type, technique, and strategy of activities is an important factor in planning a counseling guidance program; this helps increase its effectiveness and has a

positive impact on students. The types, techniques, and strategies of counseling guidance programs refer to the operational guidelines for the implementation of counseling guidance (POP BK) according to Regulation Number 111 of 2014. Based on the results of interviews with counseling guidance teachers at SMAN 1 Kuala regarding types, techniques, and strategies, it states that:

The counseling guidance program incorporates a variety of services, such as individual counseling, classical services, home visits, homeroom teacher collaboration, and collaboration with student affairs leaders. The counseling guidance program primarily focuses on resolving student problems through collaborative strategies for optimal resolution.

Guidance and counseling teachers must understand the determination of the time and place where counseling guidance activities will take place. It takes into account that counseling guidance does not have special hours for entering class and provides services to students in a classical manner. Based on the results of interviews with guidance and counseling teachers regarding determining the time and place of activities, it was stated that:

"I have submitted a schedule for counseling guidance services to the principal and head of curriculum, who have adjusted and approved it. Additionally, I have arranged a schedule for routine group guidance services, and we will adjust it flexibly to meet the needs of individual and career services."

Determining facilities and budgets is a crucial step for guidance and counseling teachers to ensure the smooth and effective operation of the guidance and counseling program. The results of interviews with guidance and counseling teachers at SMAN 1 Jeunieb regarding determining facilities and budget stated that:

"I proposed to the principal the needs needed to implement the guidance and counseling program, and we also discussed the school's capabilities and the priority scale to be met according to the capabilities and conditions of my school."

## **2. Organizing the Guidance Counseling Program Determination of Resources and Activities Needed to Achieve Goals**

Every step must be considered, including the selection of resources and activities. The guidance and counseling teacher, the main resource in managing the guidance and counseling program, largely determines the program's success. Based on the results of interviews with the guidance and counseling teacher at SMAN 1 Jeunieb, the following conclusions were reached:

"I am an honorary teacher from the field of English studies who has been delegated to be a guidance and counseling teacher, but I have gained more or less knowledge about guidance and counseling through training and provision of guidance and counseling as proven by a certificate."

The process of designing and developing schools in achieving goals is greatly influenced by maximum organization, where schools are expected to be able to place teacher resources in areas that suit their expertise so that they can carry out their roles well so that the school as an organization can achieve the goals that have been set. Based on the results of interviews with guidance and counseling teachers at SMAN 1 Jeunieb regarding the school design and development process that

"I designed the counseling guidance program using the knowledge and understanding I gained from the training process and counseling guidance training."

In addition, I followed the direction and guidance from the school principal regarding my responsibilities as a guidance counselor."

The division of work duties of guidance and counseling teachers must be socialized in forums so that the division of responsibilities can be understood and accepted by all members of the school as an organization. In the implementation of the guidance and counseling program, each responsibility of each aspect involved in the collaboration must also be emphasized, such as subject teachers, homeroom teachers, and student representatives in the distribution of responsibilities for each student's development. Based on the results of interviews with guidance and counseling teachers regarding the assignment of responsibilities, the following conclusions were reached:" The division of tasks and responsibilities is conveyed in a routine meeting at the beginning of the year so that every teacher involved in the collaboration carries out the BK program optimally".

Delegation of authority plays a crucial role in achieving school goals, as it determines the effectiveness of each individual's performance in carrying out their respective main duties and functions. Interviews with curriculum representatives about authority delegation yielded the following results:

"As our school currently lacks a guidance and counseling teacher with a degree, we are taking the initiative to assign a teacher who we believe can effectively perform the role, a decision we made based on mutual agreement." Our school currently employs Mr. AZ, a religious education teacher, to fulfill the role of guidance and counseling teacher. However, we continue to guide and assign responsibilities to each party involved, ensuring they fulfill their respective roles in addressing student problems.

The researchers delved deeper into the delegation of authority and the role of guidance and counseling teachers in solving problems faced by students and discovered the following:

"Every problem experienced by students is not immediately handed over to me but is handled first by the subject teacher, and then if the problem has not been resolved, then it will be addressed by the homeroom teacher. After that, it will be up to me as the guidance and guidance teacher, and later, when the problem cannot be resolved." The final step will be a referral service to student representatives.

### **3. Implementation (Action) of the Basic Services Counseling Guidance Program**

There are several ways to implement basic services, including classical guidance services, large-class or cross-class guidance services, group guidance services, collaboration with subject teachers or class homeroom teachers, collaboration with parents, collaboration with other experts, and library displays. Based on the results of interviews with guidance and counseling teachers at SMA 1 Kuala regarding the implementation of basic services, the following conclusions were reached:

"In implementation, my focus is primarily on solving problems faced by students. In this case, I provide several services, such as collaborating with subject teachers/class teachers and collaborating with parents, which I believe are effective ways to help students solve their problems."

These individual specialization and planning services can be implemented in several forms, such as specialization information services, interest mapping and determination services, individual/group assessments, individual/group assistance, placement and distribution services, content mastery services, instrumentation



applications, and data sets. Interviews with guidance and counseling teachers at SMAN 1 Jeunieb regarding individual specialization and planning services yielded the following results:

"I collected data related to students' talents and interests at the beginning of the learning year. The guidance and counseling teacher bears the responsibility of gathering information about students' talents, interests, learning styles, and learning profiles. They then submit the analysis results to subject teachers and homeroom teachers to gain a preliminary understanding of the students, enabling them to tailor the learning approach to their needs".

Teachers provide responsive services, which are quick and appropriate responses to students' problems. There are several ways to implement responsive services, including consultation services, individual counseling, group counseling, case transfers (referrals), peer guidance, case conferences, and home visits. Interviews with guidance and counseling teachers regarding the implementation of responsive services revealed the following results:

"This responsive service dominates guidance and counseling services at the moment because there are so many problems that occur that must be resolved immediately, and I provide consultation services, individual counseling, group counseling, referrals to students, advocacy, case conferences, and also home visits".

#### **4. Evaluation**

The recording of the work results and performance of guidance and counseling teachers is carried out by the school principal and school supervisor in the form of an assessment of various aspects of the guidance and counseling teacher's performance in accordance with the evaluation instruments owned by the school principal and school supervisor. The results of interviews with guidance and counseling teachers at SMAN 1 Jeunieb regarding recording work results and performance stated that:

"The Head of Curriculum scheduled a performance evaluation under supervision by the principal. Based on these results, I received feedback, which became material for reflection to improve my performance as a BK teacher."

The performance standards that school principals and school supervisors evaluate align with the guidelines of the evaluation instrument they own, which they use to record the work results and performance of counseling and guidance teachers in schools. The results of interviews with guidance and counseling teachers related to this matter stated that:

"The performance standards conveyed by school principals and school supervisors are overall good."

School principals can also collect other data related to the performance of guidance and counseling teachers, such as student test or assessment results, counseling records, or survey results from students, parents, or other school staff. This data provides additional information about the performance of guidance and counseling teachers and the effectiveness of the services they provide. Interviews with school principals reveal that they measure and assess teacher work results and performance.

"In measuring and assessing teacher performance, I carry out observations of guidance and counseling teachers on a scheduled and unscheduled basis; this is because the implementation of guidance and counseling services does not have a specific schedule and goes to class, so the observations will also be adjusted."

The principal analyzes all the collected data carefully and provides constructive feedback to the guidance and counseling teachers. This feedback should focus on the guidance and counseling teacher's strengths as well as areas that require improvement or further development. Interviews with guidance and counseling teachers revealed the following findings about corrective and development actions:

"I will improve things that have received input and direction from the school principal regarding the evaluation of my performance as a guidance and counseling teacher, and I hope that this will be a positive development in the future in implementing the counseling guidance program, which has a positive effect on students."

## Discussion

This research aims to explore the implementation of the counseling guidance program in high school-level moving schools in Bireuen Regency, with a focus on four main stages: planning, organizing, action, and evaluation of the counseling guidance program. Interviews with counseling guidance teachers and school principals in several Bireuen Regency schools revealed various stages that require consideration to implement an effective counseling guidance program. This discussion will delve into the implementation of each stage in the field and connect it to current research findings.

The results of this study are in line with several findings in previous literature. Planning based on analysis of student needs and school situations, as found in this research, supports the argument that analysis of student situations and needs is the main foundation in designing effective counseling guidance programs (Connolly, James, & Fertig, 2019). It is also in line with systems theory in educational management, which emphasizes the importance of planning, organizing, and continuous evaluation to achieve educational goals (Díez, Villa, López, & Iraurgi, 2020).

The research reveals that collaboration among guidance and counseling teachers, homeroom teachers, and parents can enhance the effectiveness of guidance and counseling programs (McConnell, Geesa, Mayes, & Elam, 2020). Fast and appropriate responsive services to student problems are a key component in providing maximum support for students in overcoming their challenges (Minkos & Gelbar, 2021).

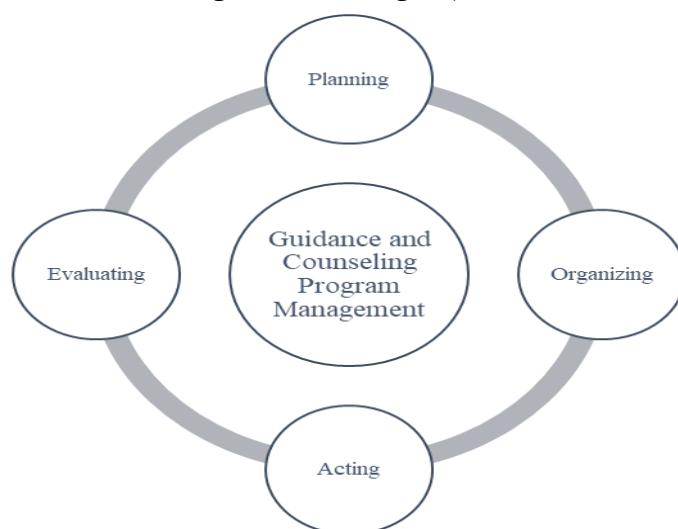


Figure. 3 Guidance and Counseling Program Management

Planning and organizing a guidance and counseling program are two very crucial stages in ensuring the success of a program in schools. In this context, an integral part of thorough planning is the analysis of student needs, also known as need assessment (Supriyatno, Susilawati, & Hassan, 2020). According to Mahoney et al. (2021), the analysis of student needs must be based on a thorough understanding of students' psychological, social, and academic conditions in order to design effective programs. It aligns with the research findings, as guidance and counseling teachers conducted interviews with school principals, homeroom teachers, and subject teachers to pinpoint the specific needs of students. It needs analysis led to the creation of clear goals, which is related to the SMART goal model (Specific, Measurable, Achievable, Relevant, and Time-bound) by (Yurchenko, Mulesa, & Semenikhina, 2023). This model stresses the significance of measurable and attainable goals for the program's successful implementation.

Furthermore, systems theory demonstrates the interconnectedness and mutual influence of an educational system, like a guidance and counseling program (Patton & McMahon, 2021). Therefore, when planning a guidance and counseling program, a broader analysis of the situation and conditions of the school must be considered. In addition to focusing on the needs of students, guidance and counseling teachers must also consider the resources already present in the school environment, including human resources, facilities, and supporting policies. Human Resource Theory, which emphasizes the crucial role of effective and efficient resource utilization in achieving organizational objectives, particularly the goals of counseling guidance programs in schools, also holds relevance in this context (Gilal, Ashraf, Gilal, Gilal, & Channa, 2019).

Determining the type, technique, and strategy of activities to implement is a crucial aspect of the organizing stage. This research shows that schools integrate various types of guidance services, such as classical services, individual counseling, and collaboration with homeroom teachers and parents. It refers to Supriyanto's (2020) proposed comprehensive guidance service theory, emphasizing the importance of a holistic approach in guidance services that encompasses prevention and intervention. It can also apply to collaboration. Theory in this context, where cooperation among guidance counselors, subject teachers, homeroom teachers, and parents establishes a support network that expedites the resolution of student problems. Jiang (2021) revealed that collaboration between various parties improves the quality of guidance services and helps solve student problems more effectively.

Bolman & Deal in Ahmed (2019) developed the school organizing model in their book "Reframing Organizations," which emphasizes the need for school organizations to manage various resources adaptively, enabling good planning through clear coordination among the members and parties involved in the counseling and guidance program. The results of this research reveal that managing time and place for guidance activities adapts to student needs and school situations. Covey's Time Management Theory underscores the significance of efficient time management in all organizations, particularly for guidance and counseling activities, to ensure smooth operation and adherence to the established schedule (Malik, 2023).

In addition, the organization of human resources in education, theorized by Hoy & Miskel in "Educational Administration: Theory, Research, and Practice," underlines the importance of placing teachers in accordance with their competencies (Bagherzadeh & Tajeddin, 2021). Despite the fact that some guidance and counseling teachers lack a formal educational background in the field, they receive relevant training to fulfill their duties, according to this research. It shows the application of the concept of competency-based training, which can strengthen teachers' abilities to provide quality counseling services according to the needs of students at school (Huynh & Giang, 2021).

The findings from this research have significant relevance for the development of guidance and counseling programs in other schools, especially in the context of implementing an independent curriculum that emphasizes character development and student welfare. By paying attention to planning based on analysis of student needs, excellent organization, and systematic implementation and evaluation, schools can be more effective in supporting holistic student development (Skalicky et al., 2020). A deeper understanding of the significance of various parties' involvement in the planning and implementation of guidance and counseling programs is also relevant, as it contributes to the successful implementation of these programs (Humaira & Rachmadtullah, 2021). Apart from that, these findings can also provide practical guidance for guidance and counseling teachers in designing programs that suit student needs and school conditions.

The findings from this research can have a positive impact on guidance counseling practices in schools. By optimizing planning, organizing, implementing, and evaluating programs, schools can create a more supportive environment for students to achieve optimal personal, social, and academic development (Fawait, Siyeh, & Aslan, 2024). Better collaboration between related parties can also create a more comprehensive support system for students who need help. Therefore, this research has the potential to impact the development of educational policies, especially in terms of strengthening the role of guidance and counseling teachers in schools.

Overall, this research demonstrates that careful planning, effective organization, and continuous implementation and evaluation can support the successful implementation of the counseling guidance program in high school-level driving schools in Bireuen Regency. Collaboration between various parties in the school, as well as the active role of guidance and counseling teachers in understanding student needs, is very influential in achieving program goals. These findings offer valuable insights for enhancing the quality of counseling guidance programs in schools while also creating avenues for additional research to delve deeper into more specific aspects of program implementation.

## **CONCLUSION**

This research reveals that the Bireuen Regency Driving School has carefully planned, organized, implemented, and evaluated the guidance and counseling program based on student needs. The main findings in this research show that the planning stage begins with an analysis of student needs involving various parties, such as the school principal, subject teachers, and homeroom teachers. The design of the counseling guidance program encompassed a range of services, including classical and individual

services, and also involved collaboration with parents and subject teachers. Additionally, we organize the program by clearly dividing tasks and responsibilities among the involved parties, and we implement various types of services responsively based on student needs. Finally, the program conducts a scheduled evaluation of guidance and counseling teachers' performance using clear instruments and gathers feedback for further improvement and development.

The research findings have several important implications for the development of counseling and guidance programs in schools. First, careful planning based on student needs analysis is crucial, as it can result in programs that are more targeted and pertinent to the challenges students encounter. Second, clear organization and proper division of tasks between guidance and counseling teachers, subject teachers, and other parties involved show that collaboration is the key to the success of the program. Another implication is the importance of adapting guidance services to students' real needs, such as responsive services that can handle student problems immediately and appropriately. Continuous evaluation is also an inseparable part of the counseling guidance program development process in order to increase its effectiveness and impact on student development. We recommend further research to delve deeper into the challenges faced by guidance and counseling teachers in implementing the program, particularly those associated with limited resources and training. Furthermore, we need to conduct more comprehensive research on the long-term effects of guidance and counseling programs on students' academic achievement and social development to ascertain the program's contribution to the overall achievement of educational goals. We also recommend conducting further research to compare the success of guidance counseling programs in various schools with different backgrounds in order to gain a more comprehensive understanding of best practices and program adaptations in different school contexts.

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