



Analysis of Implementation of Guidance and Counseling Post Pandemic Covid 19 as a Basis for Service Development: High Schools, Vocational High Schools and Madrasah Aliyah

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Abstract

Analysis of Implementation of Guidance and Counseling Post Pandemic Covid 19 as a Basis for Service Development: High Schools, Vocational High Schools and Madrasah Aliyah. The aim of the research is to analyze the implementation of post-pandemic covid 19 guidance and counseling services in senior high schools, vocational schools and Islamic high schools. The research method uses a quantitative survey method approach. The research subjects were 72 high school students. Random sampling technique. The instrument used was in the form of a questionnaire which totaled 29 questions packaged in a google form. The questionnaire was tested for legibility and validity with the acquisition of an r count of $0.635 > R$ table 0.2126 . Data analysis using percentages. The results of the study found that the implementation of post-Covid 19 Guidance and Counseling services was utilized by students through guidance and counseling teachers. However, problem solving is only felt by some students because solutions are still in the form of advice and punishment, the majority of services are carried out online using whatshap and zoom/google meet and are focused on responsive services, namely individual counseling and group guidance, the field of tutoring is more dominantly carried out, so it becomes a record for Vocational High School teachers to provide more career guidance. Research findings can become the basis for developing advanced services and considering related parties so that guidance and counseling services can be fully integrated and in achieving educational goals.

Keywords: *Guidance and counseling services; Post covid 19; High Schools, Vocational High Schools and Madrasah Aliyah*

A. Introduction

The impact of the COVID 19 pandemic since the beginning of 2020 has had an impact on every human life, including aspects of education in terms of the mental and emotional well-being of students. Symptoms of mental health problems generally include depression, anxiety, stress, and cognitive problems (Pollock et al., 2020), mental fatigue, decreased motivation to study and even depression (Bhakti and Kurniawan, 2020). so that students need to be provided with guidance and counseling services so that they can obtain psychological well-being which is marked by efforts to meet self-actualization needs through their potential (Edmawati, 2020). However, post-pandemic Covid 19 should be a pleasant condition because aspects of student life are gradually becoming normal again, which is marked by no worries about health or security in interact during the teaching and learning process. Students can explore all the knowledge and potential they have according to the type of secondary education chosen, namely High Schools, Vocational High Schools and Madrasah Aliyah so that they can achieve maximum competence as a provision for life and further education. The implementation of guidance and counseling services after the Covid-19 pandemic must continue to exist in helping to meet needs, achieve developmental tasks and various problems experienced by students in the personal, social, study and career fields. This needs to be done as a form of effort in facilitating and empowering students so that they can achieve complete and optimal development (Permendikbud, 2014), so that various functions of guidance and counseling services are applied including understanding, facilitation, adjustment, channeling, adaptation, prevention, improvement, advocacy and development (Ditjen Guru dan Tenaga pendidikan, 2016; Fahrozin, 2016; Permendikbud, 2014). However, empirical data explains that the many problems that have arisen which are the impact of the covid 19 pandemic are a series of problems that must be solved (Prawitasari, 2020), even after covid various problems are still being experienced by students such as news on Kompas.com explaining that The Ministry of PPPA

reported that there were 797 children who were targeted for sexual violence in January 2022 and the KPAI even explained that data for 2022 totaled 12,920 cases of child violence during face-to-face learning.

This condition explains the implementation of guidance and counseling services in educational units, including in secondary schools, has not been implemented optimally even though the conditions of the post-covid 19 educational process have gradually returned to normal. The social, emotional and academic challenges faced by students after Covid 19 must still be overcome by students through the use of guidance and counseling services, both students coming alone to take advantage of the services and guidance and counseling teachers who have to pursue their respective foster student goals. This must be done so that students can achieve the goals of national education and the vision and mission of the school they choose, both in SMA, SMK and MA.

The implementation of guidance and counseling in SMA, SMK and MA has its own problems and characteristics even when examined from their developmental tasks in the same phase. Various problems that occurred in post-Covid 19 secondary schools can be used as a basis for determining guidance and counseling teachers in providing services so that the content provided is in accordance with the needs and problems of students so that their usefulness can be felt in overcoming the problems they face. The question is whether post-covid 19 pandemic guidance and counseling teachers in secondary schools have implemented guidance and counseling services as stipulated in the school curriculum and government regulation no 111 of 2014? What are the areas of guidance and types of guidance and counseling services after the Covid-19 pandemic, who are the school personnel that students choose to consult if they have problems and even what are the settings for implementing post-Covid 19 guidance and counseling services in Senior High Schools, Vocational High Schools and Madrasah Aliyah? All of these questions will be answered through an analysis of the implementation of guidance and counseling services after the Covid-19 pandemic in senior high schools, vocational high schools and Islamic high schools.

This research data can provide an overview of the role of post-covid-19 guidance and counseling services in overcoming various student problems. Data can be used as a basis for developing services and determining follow-up activities and policies for guidance and counseling teachers in secondary schools and those who are responsible for achieving educational goals in secondary education units.

B. Method

This paper research using a quantitative approach because all of data and goal is suitable to looking for the answer of research problem. Research subject has an unique typology of data and need analysis data to find the picture and mapping about the implementation of the guidance and counseling services.

This type of research uses a quantitative approach using a survey method of students who are currently pursuing secondary education at senior high schools, vocational high schools and Islamic high schools in the southern part of Sumatra. The selection of research subjects was carried out randomly and collected 72 students as described in table 1 below:

Tabel 1. Research Subjects

Research Subjects	SMA	SMK	MA	Total
Female	31	18	11	60
Male	8	4	0	12
Total	39	22	11	72

The research instrument used a questionnaire totaling 29 items. The questionnaire was tested for legibility with the results of understanding the questions and the intent and purpose were understood and a validity test was carried out with the acquisition of Cronbach's Alpha Based on Standardized Items $0.635 > R_{table} 0.2126$. Instruments were analyzed using percentage techniques.

C. Discussion

1. Theoretical Study

The implementation of post-covid 19 pandemic guidance and counseling services basically has no difference in terms of objectives and types of services during a pandemic or not. Counseling guidance services in secondary schools take the form of senior high schools (SMA), Madrasah Aliyah (MA), Vocational High Schools (SMK), and Vocational Aliyah Madrasah (MAK)(Kemendikbud, 2003).

In essence, students in high schools, namely SMA, SMK and MA basically choose the same developmental tasks because they are in a similar age phase, namely 1) achieving self-development as teenagers who believe in and fear God Almighty; 2) get to know the system of ethics and values for the guideline of life as a person, a member of society, and human interests; 3) recognize descriptions and develop attitudes about independent life emotionally, socially, and economically; 4) develop knowledge and skills according to their needs to follow and continue studies and/or prepare for a career and play a role in community life; 5) establishing acceptable values and ways of behaving in wider social life; 6) achieve a good relationship pattern with peers in their roles as men or women; 7) prepare yourself, accept and have a positive and dynamic attitude towards physical and psychological changes that occur to yourself for a healthy life; 8) having independence in economic behavior; 9) identify abilities, talents, interests, and direction of career tendencies and art appreciation; 10) Reaching the maturity of relationships with peers; and 11) Reaching maturity in self-readiness to marry and live with a family(Ditjen Guru dan Tenaga pendidikan, 2016; Fahrozin, 2016)

Guidance and counseling services in secondary education are an integral part of the educational process which has the principles of 1) building inclusiveness by giving all students the right to receive professional services as a form of shared responsibility between guidance and counseling teachers and heads, educators and education staff at education units. Services are provided in the form of individuals and groups that are carried out professionally according to

the needs even for students with disabilities because every student has the same rights. 2) Achievement of developmental tasks by providing guidance and counseling services in a flexible and adaptive and sustainable manner in accordance with the needs so that students have positive values, are able to make and realize decisions in a responsible manner focused on developing interests, talents and future careers. (Fajriatul Hidayah et al., 2022)

Components of guidance and counseling services in secondary education include: basic services implemented 25-35%, responsive services implemented 15-25%, individual planning implemented 25-35% and system support implemented 10-15% (Kependidikan, 2007; Neeley et al., 2004) which is applied in the form of direct services or using the media through individual counseling strategies, group counseling, group counseling, large class counseling, classical guidance, advocacy services, home visits, case transfers, case conferences, using email, google meet/zoom , whatsapp, videocall (Kristianni et al., 2021).

The implementation of guidance and counseling services in secondary schools should cooperate and collaborate with all school personnel and can even work with doctors and psychologists. While the implementation of guidance and counseling services in Vocational High Schools (SMK) is focused on strengthening choices and career development such as career guidance, vocational guidance so that they are in line with the chosen field (Kependidikan, 2007)

Development of aspects of student development in secondary schools covers four areas, namely personal with the theme of religious awareness, understanding and actualization of self potential, development of positive thinking attitudes, self respect, creative, innovative and critical thinking, stress management and a healthy lifestyle. the social field with the theme of developing empathy, tolerance, cooperation, caring, altruistic, and working together as well as developing the ability to interact socially with others and be able to resolve conflicts positively. The field of study includes developing study habits, lifelong learning attitudes, strengthening learning motivation and skills to solve learning

problems. The career field with the theme of introducing further education, introduction to fields of work according to majors and strengthening supporting soft skills (Widianingsih et al., 2021). Meetings for the implementation of guidance and counseling services can be scheduled for 2 hours face-to-face each at each class, it can also be carried out outside of subject hours with a count of 1 service equivalent to 2 hours face-to-face (Kemendikbud, 2020; Permendikbud, 2014).

2. Implementation of Guidance and Counseling Post Pandemic Covid 19

The results of data analysis obtained from the implementation of post-covid 19 pandemic guidance and counseling services are broken down in table 2 as follows:

Table 2. implementation of post-covid 19 pandemic guidance and counseling

Item	Score SMA				Score SMK				Score MA				Total Score			
	Yes		Do not		Yes		Do not		Yes		Do not		Yes		Do not	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Utilizing BK services	34	87,2	5	12,8	20	90,9	2	9,1	10	90,9	6	54,5	64	88,9	13	18,1
Problems resolved through BK services	22	64,7	17	43,6	16	72,7	6	27,3	1	9,1	5	45,5	39	54,2	28	38,9
BK services solve problems by giving advice	27	69,2	12	30,8	7	31,8	15	68,2	7	36,4	4	63,6	41	56,9	31	43,1
BK Services solve problems by providing solutions	19	48,7	20	51,3	13	59,1	9	40,9	4	36,4	7	63,6	36	50,0	36	50,0
BK Ministry solves problems by becoming a school policeman	9	23,1	30	76,9	6	27,3	16	72,7	4	36,4	7	63,6	19	26,4	53	73,6

The results of the analysis showed that 88.9% of students took advantage of guidance and counseling services after the Covid-19 pandemic, but only 54.2% of students felt the problem could be resolved. This data needs to be of concern to guidance and counseling teachers in SMA and MA because it is experienced by

almost half of the students, as well as SMK students, although not as many as in SMA and MA. The follow-up effort that can be carried out by the guidance and counseling teacher in the next service is to provide solutions to students until they are complete. In other words, it is necessary to carry out an assessment through immediate, short-term and even long-term evaluations to find out whether student problems have really been resolved or need further services so that guidance and counseling services can solve student problems completely. The successful implementation of guidance and counseling can be identified through assessment (Azizah et al., 2017) and supervision so that problems are completely resolved (Azwar et al., 2023; Nina kardina, Beni Azwar, 2022).

The data shows that the problem cannot be resolved because there are still supervising teachers who provide solutions by giving advice or punishment such as the school police. This condition is one of the factors causing the development of misunderstanding perceptions about the performance of guidance and counseling which judges that the performance is only giving advice (Mar et al., 2014). These findings can be used as notes for guidance and counseling teachers so that they can provide real solutions and be able to find sources of problems because most of the problems that students raise are smoke or the impact of fire problems. The guidance and counseling teacher's foresight in finding keywords from the problem, the depth of exploring problems and the accuracy in interpreting will make it easier to provide solutions that are in accordance with the potential and strengths of students. Types of Utilization or provision of post-pandemic guidance and counseling services can be seen in table 3 below:

Table 3. Types of guidance and counseling services after the Covid-19

Item	Score SMA				Score SMK				Score MA				Total Score			
	Yes		Do not		Yes		Do not		Yes		Do not		Yes		Do not	
	f	%	f	%	f	%	F	%	f	%	f	%	f	%	f	%
Take advantage of individual counselling services	16	41,0	23	59,0	12	54,5	10	45,5	2	18,2	9	81,8	30	41,7	42	58,3
Get group tutoring services	23	59,0	16	41,0	3	13,6	19	86,4	3	27,3	8	72,7	29	40,3	43	59,7

Get group counseling services	9	23,1	30	76,9	5	22,7	17	77,3	3	27,3	8	72,7	17	23,6	55	76,4
Get large class guidance	4	10,3	35	89,7	3	13,6	19	86,4	1	9,1	10	90,9	8	11,1	64	88,9
Get classical classroom tutoring	1	2,6	38	97,4	0	0	22	100	0	0	11	100	1	1,4	71	98,6
Get Advocacy services	1	2,6	38	97,4	0	0	22	100	0	0	11	100	1	1,4	71	98,6
Get case conferencing activities	2	5,1	37	94,9	0	0	22	100	0	0	11	100	2	2,8	70	97,2
Get home visit activities	0	0,0	22	100,0	0	0	22	100	0	0	11	100	0	0,0	55	76,4
Get case handover activities	1	2,6	38	97,4	0	0	22	100	1	9,1	10	90,9	2	2,8	70	97,2

The data shows that individual counseling services and group guidance are more frequently carried out. Individual counseling is given by the counselor to help solve client problems (Musyofah et al., 2022). Meanwhile, the implementation of large class guidance services and classical class guidance, advocacy services, case conferences, home visits and case handovers is a smaller percentage. This condition explains that orientation and information services are rarely carried out which is a form of large and classical class guidance that is often carried out. Classical guidance can be used as a means of providing information (Putri et al., 2022), but it is rarely implemented so that the service functions carried out in schools are mostly focused on alleviation efforts but have not yet fully touched the prevention function. In essence, basic services can help foster independence in personal, social development, learning skills and career planning (Subekti et al., 2012) and have functions not only for prevention but also for alleviation, development and maintenance (Hartini, 2023) so it is important to do so. This needs to be a concern for guidance and counseling teachers in high schools because, the movement to prevent rather than treat should still be applied (Zendrato, 2020) as an effort that is no less important to implement so that students do not fall into the various problems they might face. The adage that

prevention is better than cure would be wiser because many children would avoid various problems that could have an impact on their physical, psychological and academic development. Analysis of the post-covid-19 BK service guidance field for students in high schools is broken down in table 4 below:

Table 4. Field of guidance for counseling services after the Covid-19

Item	Score SMA				Score SMK				Score MA				Total Score			
	Yes		Do not		Yes		Do not		Yes		Do not		Yes		Do not	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Get one-on-one guidance	13	33,3	26	66,7	9	40,9	13	59,1	5	45,5	6	54,5	27	37,5	45	62,5
Get social guidance	11	28,2	28	71,8	5	22,7	17	77,3	3	27,3	8	72,7	19	26,4	53	73,6
Get tutoring	24	61,5	15	38,5	9	40,9	13	59,1	7	63,6	4	36,4	40	55,6	32	44,4
Get career guidance	13	33,3	26	66,7	6	27,3	16	72,7	3	27,3	8	72,7	22	30,6	50	69,4

The table data explains that the guidance given to post-covid 19 students touches a lot on tutoring. This condition can also be used as a note for guidance and counseling teachers that a balance of the 4 areas of guidance needs to be done so that students are not only great in terms of the learning process but can also develop the theme: "religious awareness, understanding and self-actualization of potential, development of positive thinking attitudes, empathy , care and respect for oneself" (Widianingsih et al., 2021) post-covid 19 which they can obtain through personal and social guidance because students are still found to lack positive character (Fahmi et al., 2023). Even for students studying at Vocational High Schools, it is necessary to strengthen the field of career guidance, but the data shows that the implementation of career guidance at Vocational Schools is still low, namely 27.3%, even though Vocational High School students need to gain understanding and skills that strengthen the chosen majors so that they have sufficient competence to plunge into the world of work and pursue further education at the same level. Even Career guidance is proven to increase the maturity of students' career exploration (Yunika Khairun et al., 2016). Analyzing the tendency of students to consult when they have a problem is broken down in table 5 below

Table 5. School personnel of the student's choice to consult if they have

Item	Score SMA				Score SMK				Score MA				Total Score			
	Yes		Do not		Yes		Do not		Yes		Do not		Yes		Do not	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Students having problems will consult dengan guru BK	39	100,0	0	0,0	17	77,3	5	22,7	9	18,2	2	81,8	65	90,3	7	9,7
Students who have problems will consult the homeroom teacher	13	33,3	26	66,7	6	27,3	16	72,7	4	36,4	7	63,6	23	31,9	49	68,1
Students who have problems will consult the subject teacher	5	12,8	34	87,2	4	18,2	18	81,8	0	0,0	11	100,0	9	12,5	63	87,5
Students with problems will consult with the Principal	4	10,3	35	89,7	1	4,5	21	95,5	0	0,0	11	100,0	5	6,9	67	93,1

The data obtained is very pleasing because almost all students choose to consult the guidance and counseling teacher when they have problems. This data begins to dismiss and reduce the notion that some students are less interested in consulting guidance and counseling teachers (Refian and Laily, 2011), so that students' trust in having more consultation with guidance and counseling teachers needs to be maintained and developed so that students continue to use guidance and counseling services. in helping overcome various problems and achieve developmental tasks so that they become independent individuals and are responsible for the choices and decisions taken. Analysis of setting time and how to implement guidance and counseling services for post-covid 19 high school students is broken down in table 6 below:

Table 6. Setting for the implementation of post-covid 19 guidance and counseling

Item	Score SMA				Score SMK				Score MA				Total Score			
	Yes		Do not		Yes		Do not		Yes		Do not		Yes		Do not	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
unscheduled (incidental) service delivery	16	41,03	23	58,97	11	50	11	50	3	27,3	8	72,7	30	41,7	42	58,3
unscheduled (incidental) service delivery	25	64,1	14	35,9	10	45,5	12	54,5	7	36,4	4	63,6	42	58,3	30	41,7
Implementation of BK services	31	79,5	8	20,5	10	45,5	12	54,5	7	36,4	4	63,6	48	66,7	24	33,3

using media/online																	
Implementation of BK services using offline	12	30,8	27	69,2	12	54,5	10	45,5	4	36,4	7	63,6	28	38,9	44	61,1	
Implementation of services using WhatsApp	28	71,79	11	28,21	0	0,0	22	100	0	0,0	11	100	28	38,9	44	61,1	
Service Implementation Using Zoom/Google Meet	10	25,6	29	74,4	4	18,2	18	81,8	1	9,1	10	90,9	15	20,8	57	79,2	
service implementation using Famplet	2	5,1	37	94,9	0	0,0	22	100	0	0,0	11	100	2	2,8	70	97,2	

The table data explains that more than half of the implementation of post-covid 19 guidance and counseling services is carried out incidentally and unscheduled. Even though the scheduled hours allocated to enter class really help counselors carry out their roles and duties (Novianto et al., 2013). However, it is still found that there are no special scheduled hours in the implementation of guidance and counseling services so that the services carried out by guidance and counseling teachers are still focused on alleviation efforts and are carried out mostly using whatsapp and zoom, so this data also strengthens the factors causing the lack of problem solving faced by students post delivery/utilization of services. Based on the results of previous research, there are several obstacles faced by students in obtaining guidance and counseling services using Google meet/zoom and WhatsApp, including network constraints (Jumadi, 2021) students must have laptop or cellphone devices, need an internet network or credit, so that should be used as a attention to be able to design guidance and counseling services that are economical and practical.

D. Conclusion

The implementation of post-Covid 19 guidance and counseling services has gradually returned to normal, marked by students utilizing guidance and counseling services to solve the problem. However, it is still found that the

services provided are not a form of providing solutions but tend to give advice and give punishment like the school police so that only some students feel they can solve their problems through counseling services. The implementation of services experienced by many uses whatsapp and online media (zoom/google meet). However, the implementation of services is still focused on alleviation efforts because individual counseling services and group guidance which are responsive services are more dominantly implemented. Ideally basic services should also be carried out in the same capacity as preventive efforts which can be carried out in large and classical class guidance. It is also necessary to pay attention to the balance in the implementation of the 4 guidance areas because the implementation of the tutoring sector is more dominant than the personal, social and career guidance fields, so that guidance and counseling teachers, especially in Vocational Schools, can provide more services in the career guidance sector. Students' trust in guidance and counseling services is positive enough that it needs to be maintained and developed so that students can take full advantage of guidance and counseling services in schools so that it has an impact on the creation of students who are intelligent, have character, are competent and have independence and are responsible for the choices they make in facing life's challenges.

This research also need some limitation and weakness such as need to make the detail of topic (management and detail specivic services), on the other hand, this research paper need to add more locus and population to with the wider range to make sure about the picture answer of the research problem. The results of this study can be used as a basis for determining further services and determining policies for the progress of the implementation of guidance and counseling in high schools and the achievement of educational goals in preparing for the golden generation of 2045.

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