



Overview of Guidance and Counseling Program Design at Senior High School (SMA) Level: Compliance with Standardized Program Structure

Dwi Oktadinata

Universitas Negeri Jakarta, Jakarta, Indonesia

dwi.oktadinata@mhs.unj.ac.id

Herdi

Universitas Negeri Jakarta, Jakarta, Indonesia

herdi@unj.ac.id

Abstract

Overview of Guidance and Counseling Program Design at Senior High School (SMA) Level: Compliance with Standardized Program Structure. The design of the Guidance and counseling program is one of the determinants of the success of Guidance And Counseling services in schools. The guidance and counseling program is developed through a systematic process based on needs assessment and is designed to meet the program structure. This article aims to provide an overview of the development of the GUIDANCE AND COUNSELING program based on its suitability to the program structure consisting of (1) Rationale, (2) Legal Basis, (3) Vision and Mission, (4) Description of Needs, (5) Objectives, (6) Program Components, (7) Service Areas, (8) Operational Plan, (9) Theme/Topic Development, (10) Evaluation, Reporting and Follow-up, (11) Facilities and Infrastructure, (12) Budget. This study uses a descriptive qualitative approach by studying documents (document studies) namely the guidance and counseling program developed in 3 (three) schools in Jakarta, Banten and Bandung. The analysis results show that Private High School A in Jakarta is in the Fair category by fulfilling 60% of the aspects that need to be displayed in the program design, State High School B Banten and State High School C Bandung are in the Good category by obtaining final scores of 66% and 63%, respectively. This study also found several things that need to be considered by Counselors in developing guidance and counseling

programs, namely the accuracy of selecting assessments used to measure student problems and developing programs that are in accordance with the assessments carried out.

Keywords: Program Planning, Guidance and Counseling, Standardized.

A. Introduction

Guidance and counseling plays a crucial role in helping students achieve developmental tasks and a range of academic achievements at school. However, counselors are often burdened with administrative duties beyond their professional responsibilities, such as proctoring exams, teaching classes, and even being involved in student discipline (Şensoy & İkiz, 2023). This indicates that there are still many inaccurate perceptions regarding the role of guidance and counseling in schools. Counselors should focus on promoting students' academic, personal, socio-emotional, and career development through various activities designed and incorporated into guidance and counseling programs.

The development of appropriate guidance and counseling programs will have a significant impact on the mental health and well-being of students (Berger et al., 2022). This also impacts the fulfillment of their developmental tasks from childhood to adolescence. Developmental tasks are one aspect that counselors must understand because they are the target of guidance and counseling services in schools. In Indonesia, the developmental tasks outlined in the Student Independence Competency Standards (SKKPD) at the elementary, middle, and high school levels refer to Havighurst's developmental tasks (Larbona & Herdi, 2023). In this study, the researcher focuses on the developmental tasks of students in high school which are part of the guidance and counseling program targets in accordance with the focus of the research, namely the development of guidance and counseling programs at the high school level.

There are 11 (eleven) developmental tasks for students at the high school level, including: (1) Achieving self-development as teenagers who believe and fear

God Almighty; (2) Recognizing the ethical system and values for life guidelines as individuals, members of society, and human interests; (3) Recognizing the picture and developing attitudes about independent life emotionally, socially, and economically; (4) Developing knowledge and skills according to their needs to follow and continue their studies and/or prepare for a career and play a role in community life; (5) Establishing values and ways of behaving that are acceptable in wider social life; (6) Achieving good relationship patterns with peers in their roles as men or women; (7) Preparing themselves, accepting and having a positive and dynamic attitude towards physical and psychological changes that occur in themselves for a healthy life; (8) Having independent economic behavior; (9) Recognizing abilities, talents, interests, and the direction of career tendencies and appreciation of art; (10) Achieving maturity in relationships with peers; and (11) Achieving maturity in readiness for marriage and family life (Suryapranata et al., 2016).

The role of counselors is essential in achieving students' developmental tasks through various systematically designed approaches and mentoring strategies. A mismatch between the guidance and counseling program and students' needs will impact the achievement of their developmental tasks. This illustrates the importance of developing guidance and counseling programs based on accurate needs assessments, optimal and measurable service activities through structured programs. Previous research has shown that counselor skills significantly influence the development of guidance and counseling programs in schools (Arfasa & Weldmeskel, 2020; Aulia, Dea., Firman, Firman., Neviyerni, 2022; Mustofa et al., 2024).

The gap between guidance and counseling services and student needs will be visible through the guidance and counseling program design. This is the basis for the researcher's objective in analyzing the suitability of the guidance and counseling program design to the program structure according to the standards outlined in the Operational Guidelines for Guidance and counseling for Senior High Schools (SMA) (Suryapranata et al., 2016).

B. Method

This research uses a descriptive qualitative approach by examining documents (document studies). Qualitative research is used to examine the conditions of natural objects, with the researcher being the key instrument in gathering information. In this study, no treatment or intervention was administered, and no hypothesis testing was conducted (Basuki, 2006).

In the initial phase, researchers conducted a literature review to gain an understanding of the development of guidance and counseling programs in schools and examine the policies that form the basis for program design. Direct interviews were conducted with counselors at three senior high schools (SMA): Private High School A in Jakarta, Public High School B in Banten, and Public High School C in Bandung. The subjects of the study were counselors from each school, and the objects of the study were the guidance and counseling program documents at the three schools.

Furthermore, to measure the program's suitability with the standardized program structure, the researcher developed a format for the assessment sheet for the guidance and counseling program design at the high school level, referring to PERMENDIKBUD Number 111 of 2014 and the Operational Guidelines for Implementing guidance and counseling for High Schools (POP guidance and counseling SMA) stipulated by the Ministry of Education and Culture, Directorate General of Teachers and Education Personnel (2016). The assessment sheet was used to assess the documents studied. This helped the researcher assess the quality, relevance, and validity of the documents. The researcher conducted a feasibility test for the assessment sheet with expert lecturers in the fields of guidance and counseling program evaluation, Counseling Supervision, and guidance and counseling Program Management. CalculationThe percentage of results is determined using the following formula:

$$P = \frac{\textit{Skor hasil pengumpulan data}}{\textit{Skor ideal}} \times 100\%$$

Information :

P : Percentage Number

Ideal Score : Highest score for each item x number of respondents x number of items

Eligibility categories based on criteria (Arikunto & Safruddin AJ, 2009) as follows :

Score in percent (%)	Eligibility Category
< 21%	Totally Unworthy
21% - 40%	Not feasible
41% - 60%	Quite Decent
61% - 80%	Worthy
81% - 100%	Very Worthy

Table 1: Eligibility Categories

C. Discussion

1. Guidance and counseling Program Design

Counselors can design guidance and counseling programs by studying the results of research that has been conducted regarding service strategies such as parental involvement in guidance and counseling services (Vaishnavi & Kumar, 2018), variations in material such as the development of social skills in classical guidance (Murtafiah & Sahara, 2019), counseling techniques such as the application of expressive writing techniques in group counseling (Fatimah, 2024) and evaluation of guidance and counseling services in general (Peterson et al., 2020) or specifically related to certain service areas (Metropolis & Vipene, 2023). In schools, it is an important task for a counselor to ensure that the services provided have reached the needs of all students by using data to design and evaluate guidance and counseling programs (Savitz-romer & Nicola, 2022).

Guidance and counseling program design is an important step after the counselor has conducted a needs assessment. At this stage, service priorities and strategies are determined to achieve the stated goals (Yuningsih & Herdi, 2021). The guidance and counseling program is designed to meet the needs of students

and the goals of the community both at the school level and on a larger scale (regional) (Gybers, NC, Henderson, 2012). An effective program must at least fulfill several characteristics such as (a) being developmental in nature, (b) having logical-systematic stages, (c) being flexible, (d) giving high priority to communication, coordination and cooperation, and (e) being the basis for the use of existing resources (Gibson, Robert L., et,al: 2003).

The Guidance and counseling Program is designed systematically with the aim of addressing the gap between the standards of student independence competency (SKKPD) to be achieved and the conditions and abilities of students in educational units. This study examines the completeness of the Guidance and counseling program structure according to the aspects that should be present in the designed program. There are several things that need to be described in a program design as a guideline for the implementation of Guidance and counseling services in schools, namely (1) Rationale, (2) Legal Basis, (3) Vision and Mission, (4) Description of Needs, (5) Objectives, (6) Program Components, (7) Service Areas, (8) Operational Plan, (9) Theme/Topic Development, (10) Evaluation, Reporting and Follow-up, (11) Facilities and Infrastructure, (12) Budget.

2. Comprehensive Guidance and counseling program design assessmen

Developing a guidance and counseling program is the responsibility of the school counselor. However, it cannot be denied that many counselors still do not fully understand how to create a guidance and counseling program (Aulia, Dea., et.al , 2022). The competence of counselors or school counselors is one of the factors that influence the quality of the development of comprehensive guidance and counseling services. Counselors also face challenges in maintaining their professional identity and developing comprehensive programs in the absence of support for their positions (Tang, 2019).

The lack of mentoring and supervision of counselor performance also affects the development of guidance and counseling programs in schools. Measurement of guidance and counseling programs by counselors independently

or by guidance and counseling supervisors is necessary so that the services provided can be carried out effectively and efficiently. The implementation of program measurement (assessment programs) in several countries refers to provisions that have been developed in various regulations and guidelines that can be used by supervisors and counselors as guidelines for program planning, such as the Audit Program and School Counseling Program Assessment issued by the American School Counselor Association (ASCA) with the aim of measuring the design of guidance and counseling programs so that they can have an impact on students in schools (American School Counselor Association, 2019).

The design of the guidance and counseling program in Indonesia was developed by referring to the Guidelines for the Implementation of guidance and counseling in the Formal Education Path, which has been refined in PERMENDIKBUD Number 111 of 2014, and the Operational Guidelines for the Implementation of Guidance And Counseling (POP) of 2016. In this study, the assessment sheet to measure the design of the guidance and counseling program was developed by paying attention to the program structure and aspects. Which is part of each criteria of the guidance and counseling program structure.

NO	CRITERIA	ASPECT
1.	Rational	1.1 Loading the urgency of guidance and counseling services in high schools 1.2 Describes objective conditions at school (problems, obstacles, needs, school culture, potential/strengths possessed by students) 1.3 Describes objective conditions in the community environment (supporting capacity and threats that can influence student development) 1.4 Describes the expectations to be achieved from guidance and counseling services
2.	Legal basis	2.1 The written legal basis is relevant to the role and function of the guidance and counseling 2.2 The legal basis is written according to the rules and in sequence.
3.	Vision and Mission of guidance and	3.1 The vision and mission of the guidance and counseling are drawn up by taking into account the educational goals and policies that have been set by

	counseling		the government at both the central and regional levels. 3.2 The vision and mission of guidance and counseling are in line with the vision and mission set by the school.
4.	Description of Needs	of	4.1 Description of student needs is formulated based on the results of the needs assessment. 4.2 Description of facility and infrastructure needs is presented in the form of activities.
5.	Objective		5.1 Objectives are created based on descriptions of student needs. 5.2 The formulation of objectives is arranged in the form of behavior that students must master after receiving guidance and counseling services.
6.	Program Components		6.1 Describe the basic services to be provided 6.2 Describe Individual Interest and Planning Services 6.3 Describing Responsive Services 6.4 Describe System Support
7.	Service Area		7.1 Describe the results of personal field identification 7.2 Describe the results of social field identification 7.3 Describe the results of the identification of learning areas 7.4 Describe the results of career field identification
8.	Operational Plan		8.1 The activity plan displays the components of the operational plan (Fields, objectives, service components and strategies, classes, materials, methods, tools/media, evaluation and equivalence) 8.2 The operational plan is equipped with a schedule of guidance and counseling service activities.
9.	Theme/Topic Development (including RPL)		9.2 There are personal service themes/topics 9.3 There are social service themes/topics 9.4 There are themes/topics of learning field services 9.5 There are career service themes/topics
10.	Evaluation, Reporting and Follow-up Plan		
11.	Infrastructure		
12.	Budget		

Each criterion gets a lowest point of 1 and a highest of 5, with the following description:

Points/Value	Description
5	If the criteria/aspects are present in the program, all aspects are met and relevant.

4	If the criteria/aspects are present in the program, all aspects are met but are not relevant
3	If the criteria/aspects exist in the program, but only meet some aspects and are relevant
2	If the criteria/aspects are in the program, but only meet some aspects and are not relevant
1	If the criteria/aspects are not present in the program

Table 2: Assessment Points for Guidance and counseling Program Structure Criteria

The final score is obtained by dividing the total score by the total maximum score multiplied by one hundred percent, then the final score results from the three schools are compared and displayed in graphical form. The categories that each school will get based on the assessment of the guidance and counseling program design are Not Good (1% - 20%), Less Good (21% - 40%), Fairly Good (41% - 60%), Good (61% - 80%), and Very Good (81% - 100%). Validation of this assessment sheet has been through a feasibility test by expert lecturers in the field of guidance and counseling program evaluation, Counseling Supervision and guidance and counseling Program Management with consideration criteria including (1) Suitability of the criteria with the components being assessed; (2) Assessment criteria are easy to understand; (3) Accuracy of the criteria with the aspects being measured; (4) The language used is straightforward and simple. Based on the feasibility test, the final score was 88.3%, this shows that the program design assessment sheet is in the "Very Feasible" criteria for use.

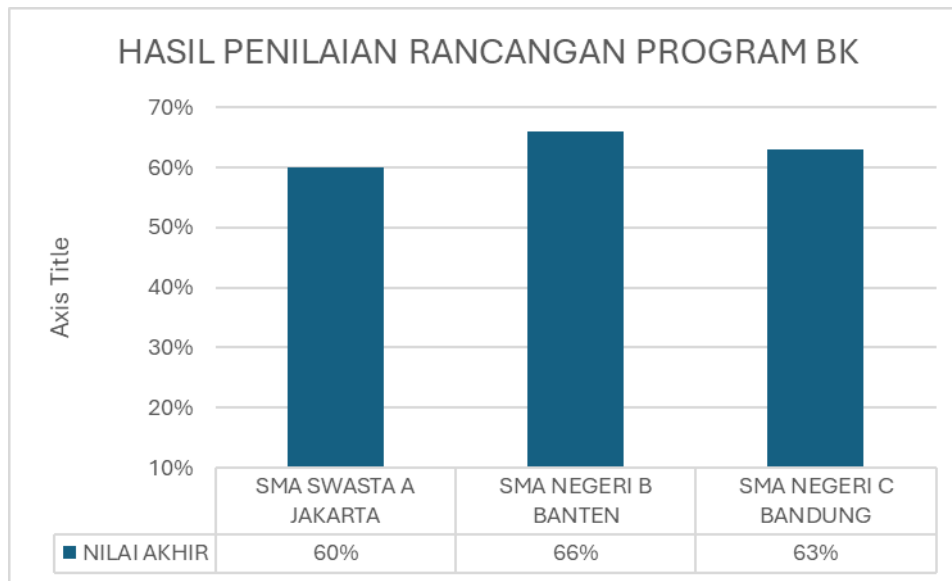
N O	ASPECT	LECT URER 1	LECT URER 2	LECT URER 3	FINAL SCORE (%)	CRITERI A
1	Compliance of criteria with the components being assessed	85	85	90		
2	Easy to understand assessment criteria	90	90	90	88,33333	Very Worthy
3	Accuracy of criteria with measured aspects	85	90	85		

4	The language used is straightforward and simple	90	90	90
	AMOUNT	350	355	355
	AVERAGE	87.5	88.75	88.75
	CRITERIA	Very Worthy	Very Worthy	Very Worthy

Table 3: Results of the Assessment Sheet Feasibility Test

Based on the results of the review of the guidance and counseling program design in the three schools using the high school level guidance and counseling program design assessment sheet, it was found that schools B and C were in the Good category while school A was in the Fair category. The categories were made based on the percentage range of the scores of the 12 program design structure criteria. The assessment was carried out by studying the guidance and counseling program design document and identifying aspects that needed to be met from each criterion. Private High School A Jakarta obtained a total score of 30 with a final score of 60%, State High School B Banten obtained a total score of 40 with a final score of 66.6% and State High School C Bandung obtained a total score of 38 with a final score of 63.3%.

Each school has described all the criteria in the guidance and counseling program design, but some aspects were not met or met but were irrelevant. The relevance of the aspect description refers to the alignment between the needs assessment results and the formulation of service needs and objectives, as well as the activity plan, which is translated into the activity schedule and the service budget.



Graph 1: Assessment Results of the guidance and counseling Program Design

Based on the three guidance and counseling programs reviewed in this research (SMA Swasta A Jakarta, SMA Negeri B Banten and SMAN Negeri C Bandung), several things were found that generally need to be improved in the guidance and counseling program design referring to the program design structure that must be fulfilled, including:

- a) The program rationale does not reflect the objective conditions of the school and community that could influence student development. The expectations for guidance and counseling services are also not clearly defined, so the rationale for the program generally falls short of the aspects expected to be reflected in a program design. Counselors need to explain why guidance and counseling services are necessary, based on the collected data, taking into account the school's resources and support from the school environment and other relevant parties.
- b) The legal basis outlined in the program design does not reflect the most recent decrees or regulations; some even list outdated regulations. Generally, the legal basis section only lists regulations or policies from previous years. This can

make the guidance and counseling program design appear outdated and lacking in policy developments.

- c) The formulation of the guidance and counseling vision and mission has not been fully developed, reflecting the school's vision and mission, and has not taken into account the educational goals and policies established by the government, both at the central and regional levels. Alignment of the vision and mission between the guidance and counseling service program and the school is crucial for influencing the design and development of the guidance and counseling program. An ideal guidance and counseling program should be designed to support the school's vision and mission in both the short and long term, while prioritizing the interests and well-being of students.
- d) The formulated needs description needs to be developed and adjusted based on the needs assessment results, which can impact the established service objectives. Generally, there is a disconnect between the needs assessment results and the service objectives in the guidance and counseling program design. Counselors have not fully presented the analysis results of the needs assessments they have conducted. The data obtained is simply written down as is, without a descriptive analysis of the assessment results. This presents both a challenge and a threat to counselors, as the selection of measurement tools and the analysis of the measurement results are the counselor's responsibility and demonstrate skills that should be demonstrated through appropriate data processing and analysis.
- e) The program components and service areas generally only describe component definitions without describing the service format and activity strategies. Based on the three guidance and counseling program designs, there is a lack of guidance and counseling service strategies presented in the form of activities or the involvement of other relevant parties. In this section, counselors have not fully designed comprehensive services, both as preventive and curative efforts. The forms of activities do not yet lead to achieving service

objectives that should be able to alleviate the problems currently faced by students based on the needs assessment conducted before the program design.

- f) Operational plans generally do not fully present aspects and require improvements in providing more varied service methods. Some schools do not display activity schedules to ensure a more systematic approach to activity and service implementation targets. The operational plans in the program designs of the three schools studied in this study are presented in varying formats. Although some include operational plan components such as areas, objectives, components, and classes, the completeness of the information presented still does not fully reflect the services to be provided, as they do not include the materials, strategies, and evaluation tools used.
- g) Details of facilities and infrastructure, as well as budgets, are incomplete, and some program plans do not even list the required facilities and infrastructure and budgets. Counselors' difficulties in this section stem from their limited understanding of funding sources that can support the development of activities and infrastructure for guidance and counseling in schools. Counselors generally only list needs related to instruments, supporting books, and some office supplies. Operational funds, such as home visits, large-scale class services involving experts/professionals, and other self-development activities for both students and counselors (such as training and seminars), are not clearly and thoroughly listed.

Each program designed by each school has presented nearly all the criteria that should be included in a program design. However, not all aspects are described or presented clearly and systematically. Some criteria and aspects also lack a mutually supportive relationship, such as descriptions of service needs and objectives that are not yet relevant to the results of the needs assessment. In the guidance and counseling programs designed by the three schools, there is an imbalance in the composition of services, even though the needs assessment has indicated their need. For example, in the development of career services, there are

still very few activities and service strategies developed. Yet, at the high school level, career services are a service that will influence subsequent stages of education regarding future career choices.(Yang & Wong, 2020). In-depth analysis is required regarding the development of guidance and counseling programs based on needs assessments and formulating activity plans and operational schedules to produce quality guidance and counseling services.

D. Conclusion

Guidance and counseling program planning plays a crucial role as a guideline for the implementation of guidance and counseling services in schools. Guidance and counseling programs developed based on needs assessments need to be clearly described to ensure they are understood by all parties, especially those involved in the guidance and counseling personnel. Based on the description of the guidance and counseling program designs in the three schools above, it appears that counselors have not yet fully conducted comprehensive needs assessments, which will influence the guidance and counseling program designs. Furthermore, the designed service activities have not yet utilized the results of the assessments. This results in the assessment process not having an impact and being in line with the objectives of the needs assessment itself. Of the three schools in this study, only one school used additional instruments other than the Student Needs Assessment (AKPD), although the relevance of these additional instruments to the program design has not been demonstrated.

The results of the review of the guidance and counseling program design indicate that there is still a need for guidance and skill improvement for counselors in designing appropriate and standardized guidance and counseling programs. Counselors can design guidance and counseling programs by studying the results of research that has been conducted related to service strategies such as parental involvement in guidance and counseling services, variations in materials such as developing social skills in classical guidance, counseling techniques such as the application of expressive writing techniques in group counseling and evaluation of

guidance and counseling services both in general and specifically related to certain service areas in schools.

However, among the many areas that need improvement, there are some that require attention related to findings in the field. The gap between the counselor-to-student ratio is one cause of the suboptimal guidance and counseling services in schools. Furthermore, in conducting needs assessments, counselors have not fully mapped students' conditions through a multicultural approach, resulting in a lack of integration into program design. This will undoubtedly impact the strategies counselors choose when implementing guidance and counseling services in the field. Although counselors collect student demographic data during the initial assessment phase, this data is not a specific consideration in program design. Social class status, which can trigger classism, for example, is not visible in the program design, either in the rationale or in the development of service themes/topics. This condition is prone to triggering stress, anxiety, well-being, and attitudes toward one's mental health (Cavaliheri et al., 2023).

Guidance in planning a guidance and counseling program is essential, especially from parties involved in supervising guidance and counseling in schools, such as the principal, guidance and counseling coordinator, guidance and counseling supervisor, and others who understand the flow of guidance and counseling program planning. Furthermore, monitoring sheets or program assessment sheets need to be developed as part of a standardized program audit, so that guidance and counseling program planning can be optimally developed and services delivered to the maximum. Counselor competency development also needs to be given attention, especially in the ability to develop or select appropriate instruments for use in program design and development. Counselors' comprehensive thinking skills are also crucial, as service strategies are not only carried out in a classical manner, but may also involve the use of media or the involvement of other professionals.

REFERENCES

- Arfasa, A. J., & Weldmeskel, F. M. (2020). Practices and challenges of guidance and counseling services in secondary schools. *Emerging Science Journal*, 4(3), 183–191. <https://doi.org/10.28991/esj-2020-01222>
- Arikunto, S., & Safruddin A.J, C. (2009). *Evaluasi Program Pendidikan*. Bumi Aksara.
- ASCA. (2019). *ASCA National Model : A Framework for School Counseling Program*.
- Aulia, Dea., Firman, Firman., Neviyerni, N. (2022). Penyusunan Program BK di Tingkat SMA. *Education & Learning*, 92–97.
- Basuki, S. (2006). *Metode Penelitian*. Wedatama Widya Sastra.
- Berger, E., Reupert, A., Allen, K. A., & Campbell, T. C. H. (2022). A systematic review of the long-term benefits of school mental health and wellbeing interventions for students in Australia. *Frontiers in Education*, 7. <https://doi.org/10.3389/educ.2022.986391>
- Cavaliheri, K. E., Willyard, A., & Phillippi, J. C. (2023). The Effects of Different Types of Classism on Psychological Outcomes: Preliminary Findings. *International Journal for the Advancement of Counselling*, 45(3), 422–440. <https://doi.org/10.1007/s10447-023-09511-6>
- Fatimah, S. (2024). Group Counseling with Expressive Writing Techniques to Reduce Student Academic Stress. *KONSELING EDUKASI "Journal of Guidance and Counseling"*, 7(2), 267. <https://doi.org/10.21043/konseling.v7i2.22992>
- Gibson, R. L., & Mitchell, M. H. (2005). *Introduction to counseling and guidance*. Pearson Education.
- Gybers, N.C., Handerson, P. (2012). *Developing and Managing Your School Guidance & Counseling Program* (5th Editio). Wiley.
- Larbona, Y., & Herdi, H. (2023). Literatur Review: Pengembangan Program Bimbingan dan Konseling Komperhensif Berbasis Tugas-Tugas Perkembangan Remaja. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(12), 10647–10652. <https://doi.org/10.54371/jiip.v6i12.3295>
- Metropolis, P. H., & Vipene, P. (2023). *An effect of career guidance and counseling services on students career choice in senior secondary schools*. 8(4), 1305–1308.
- Murtafiah, A., & Sahara, O. A. (2019). Pelaksanaan Bimbingan Pribadi Sosial Dalam Mengembangkan Keterampilan Sosial Siswa Terisolir Di SMP Negeri 5 Banguntapan. *Konseling Edukasi: Journal of Guidance and Counseling*, 3(2).
- Mustofa, M., Shukatin, S., Fahrezi, F., & Haqiqi, A. . (2024). Program Bimbingan Dan Konseling Di Sekolah. *Pedagogika : Jurnal Ilmu-Ilmu Kependidikan*, 4(2), 177–182. <https://doi.org/10.57251/ped.v4i2.1623>
- Peterson, C. H., Schmid, K., & Kososki, R. (2020). A National Survey of Counselors' Use of Five Types of Program Evaluation. *Counseling Outcome Research and Evaluation*, 11(2), 71–87. <https://doi.org/10.1080/21501378.2019.1678017>

- Savitz-romer, M., & Nicola, T. (2022). Building High-Quality School Counseling Programs to Ensure Student Success. In *Brief* (Vol. 21, Issue January).
- Şensoy, G., & İköz, F. E. (2023). Ethical dilemmas of school counsellors: A vignette study. *Journal of Psychologists and Counsellors in Schools*, 33(1), 102–115. <https://doi.org/10.1017/jgc.2022.1>
- Suryapranata, S., Furqon, Wahyuni, D., & Dkk. (2016). Panduan Operasional Penyelenggaraan Bimbingan Dan Konseling Sekolah Menengah Atas (SMA). *Ditjen Guru Dan Tenaga Kependidikan Kemendikbud*, 1–144.
- Tang, A. (2019). The Impact of School Counseling Supervision on Practicing School Counselors' Self-Efficacy in Building a Comprehensive School Counseling Program. *Professional School Counseling*, 23(1), 2156759X2094772. <https://doi.org/10.1177/2156759x20947723>
- Vaishnavi, J., & Kumar, A. (2018). Parental Involvement in School Counseling Services: Challenges and Experience of Counselor. *Psychological Studies*, 63(4), 359–364. <https://doi.org/10.1007/s12646-018-0463-9>
- Yang, L., & Wong, L. P. W. (2020). Career and Life Planning Education: Extending the Self-Concept Theory and Its Multidimensional Model to Assess Career-Related Self-Concept of Students with Diverse Abilities. *ECNU Review of Education*, 3(4), 659–677. <https://doi.org/10.1177/2096531120930956>
- Yuningsih, A. T., & Herdi. (2021). Studi Literatur Mengenai Rancangan Program Bimbingan dan Konseling Komprehensif Bidang Layanan Perencanaan Individual. *Jurnal Bimbingan Dan Konseling*, 7(1), 2021.