

IMPLEMENTATION OF GUIDANCE AND COUNSELING SERVICES IN OVERCOMING STUDENTS' LEARNING AND PERSONAL PROBLEMS AT SMP UNIVERSAL SCHOOL DENPASAR

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Abstract

This study aims to examine the implementation of guidance and counseling services and their role in addressing students' academic and personal problems at SMP Universal School Denpasar. This research used a qualitative descriptive approach, with data collected through observation, interviews, and documentation. The participants of this study were guidance and counseling teachers and several students at the school. The results show that guidance and counseling services are implemented through several programs, including orientation services, information services, individual counseling, group counseling, consultation, and mediation. These services aim to help students understand their potential, increase learning motivation, and develop social and emotional skills. The findings also reveal that students experience several problems such as difficulties in understanding learning materials, low learning motivation, lack of self-confidence, and conflicts with peers. Therefore, the role of guidance and counseling teachers is very important in providing guidance and support so that students are able to overcome their problems and develop optimally.

Keywords: Guidance and Counseling; Counseling Services; Student Problems; Learning Difficulties; Student Development

Abstrak

Penelitian ini bertujuan untuk mengetahui penerapan layanan bimbingan dan konseling serta perannya dalam mengatasi masalah belajar dan pribadi siswa di SMP Universal School Denpasar. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Subjek penelitian meliputi guru bimbingan dan konseling serta beberapa siswa di sekolah tersebut. Hasil penelitian menunjukkan bahwa layanan bimbingan dan konseling dilaksanakan melalui berbagai jenis layanan, seperti layanan orientasi, layanan informasi, konseling individu, konseling kelompok, konsultasi, dan mediasi. Layanan tersebut bertujuan membantu siswa memahami potensi diri, meningkatkan motivasi belajar, serta mengembangkan keterampilan sosial dan emosional. Penelitian ini juga menemukan bahwa siswa masih menghadapi berbagai permasalahan seperti kesulitan memahami materi pelajaran, rendahnya motivasi belajar, kurangnya rasa percaya diri, serta konflik dengan teman sebaya. Oleh karena itu,



peran guru BK sangat penting dalam memberikan pendampingan dan dukungan bagi siswa agar mampu mengatasi permasalahan yang mereka hadapi serta berkembang secara optimal.

Kata kunci: *Bimbingan Dan Konseling; Layanan Konseling; Masalah Siswa; Kesulitan Belajar; Perkembangan Siswa*

A. Introduction

Education is a process that aims to develop students' potential optimally in academic, social, emotional, and personal aspects. Schools as formal educational institutions do not only function to provide knowledge but also play an important role in helping students develop their abilities and face various problems that arise during their developmental process. In practice, students often encounter various obstacles that can influence their learning process as well as their personal development, such as difficulties in understanding learning materials, lack of learning motivation, conflicts with peers, and pressures originating from the family environment. These conditions indicate that education is not only related to academic aspects but also involves the psychological and social aspects of students that require attention and guidance from the school.

One of the services that plays an important role in helping students overcome these various problems is guidance and counseling services. Guidance and counseling is one of the essential services in schools that functions to assist students in developing their potential optimally. This service does not

only focus on academic problems but also covers students' personal development, social relationships, and career planning. In reality, many of the problems experienced by students are not always reflected in their academic scores. Some students may experience learning difficulties, problems in social interactions, family pressure, and confusion in determining their future direction. Therefore, the presence of guidance and counseling services in schools is highly necessary to provide assistance to students so that they can understand the problems they face and find appropriate solutions.

Guidance and counseling is one of the important components in the implementation of education in schools because students often face diverse problems that can hinder their development. According to Prayitno as cited in Nurhayati et al. (2025), the main objective of guidance and counseling is to help students understand themselves, recognize their environment, and plan their future more directionally. Thus, guidance and counseling services function as a means of helping students develop their potential and adjust to their educational and social environments.



Furthermore, guidance and counseling can also be understood as a comprehensive approach to supporting individual development. According to Haryanto (2024), guidance and counseling is a comprehensive method for supporting human development because it encompasses various approaches that can be adapted to the needs of each individual. This approach provides an understanding that every student has different characteristics and needs. Therefore, guidance and counseling services must be designed flexibly in order to accommodate various aspects of students' lives and assist them in developing positively.

From a juridical perspective, the implementation of guidance and counseling services in schools is also supported by government regulations. Based on Government Regulation No. 28 and No. 29 of 1990 as well as Government Regulation No. 72 of 1991, the objective of guidance and counseling is to help students understand themselves, adapt to their environment, and plan their future more effectively. In this context, guidance and counseling is understood as a series of services provided to students individually or in groups to help them live independently, develop optimally, and overcome various problems they face in their daily lives.

In the educational process, one of the problems frequently experienced by students is learning difficulties. Learning difficulties refer to a condition in which students experience obstacles in understanding learning materials or are unable to achieve the expected learning outcomes. Learning difficulties can be caused by various factors such as lack of learning motivation, inappropriate learning strategies, students' psychological conditions, and social environmental factors. According to Poerwadarminta as cited in Triani et al. (2023), learning difficulties can be interpreted as a condition in which an individual experiences obstacles or hardships in the process of acquiring knowledge and intelligence. If these conditions are not addressed properly, they can lead to low academic achievement and decreased self-confidence among students in participating in the learning process.

In addition to learning difficulties, students often face various personal problems that can influence their emotional condition and behavior at school. Personal problems such as shyness, fear, lack of self-confidence, and anxiety often arise during adolescence. According to Burns as cited in Sinaga et al. (2022), unpleasant emotional reactions experienced by individuals are often related to irrational beliefs or negative



thinking patterns about themselves or the events they experience. These negative thought patterns can influence individuals' behavior and cause anxiety, which may affect their ability to interact socially and participate effectively in school learning activities.

Considering these various problems, the role of guidance and counseling teachers becomes very important in helping students overcome the difficulties they face. Guidance and counseling teachers are expected to design guidance and counseling programs that are planned, systematic, and sustainable so that students can understand themselves, regulate their behavior, and make appropriate decisions in their lives. The services provided may include individual counseling, group guidance, information services, and other activities aimed at helping students overcome both learning problems and personal issues.

Based on the explanation above, it can be understood that guidance and counseling services play a very important role in helping students overcome various learning and personal problems they face at school. Therefore, research on the implementation of guidance and counseling services is important to examine how these services are carried out in helping students deal with the various problems they experience. This study aims to analyze the implementation of

guidance and counseling services in overcoming students' learning and personal problems at SMP Universal School Denpasar, as well as to examine the role of guidance and counseling teachers in assisting students to develop optimally both academically and personally.

B. Research Method

This study employed a qualitative approach with a descriptive research design. The qualitative approach was chosen because this research aims to obtain an in-depth understanding of how guidance and counseling services are implemented in addressing students' learning and personal problems within the school environment. Qualitative research is commonly used to explore and understand the meaning individuals or groups ascribe to social or human problems (Creswell & Creswell, 2021). In addition, qualitative research allows researchers to examine phenomena comprehensively by collecting data directly from natural settings and describing them in the form of words and narratives (Sugiyono, 2022). Through this approach, the researcher is able to obtain a deeper understanding of how guidance and counseling services are implemented and how these services assist students in overcoming the problems they encounter. Descriptive qualitative research is frequently used in educational studies



because it enables researchers to describe phenomena systematically and accurately based on real conditions in the field (Moleong, 2023).

This research was conducted at SMP Universal School Denpasar. The selection of this research site was based on the consideration that the school actively provides guidance and counseling services to address various student problems, both related to learning difficulties and personal issues. Furthermore, the location was chosen because it is relevant to the objective of the study, which is to examine directly how guidance and counseling services are implemented within the school environment. Field-based educational research is essential in order to obtain factual and contextual data that reflect real situations occurring in educational institutions (Yusuf, 2021).

The subjects of this study consisted of guidance and counseling teachers and students who experience learning and personal problems. The research informants were selected using the purposive sampling technique, which involves selecting participants based on specific considerations related to the objectives of the study. Purposive sampling enables researchers to choose individuals who are considered to have relevant knowledge and experience regarding the phenomenon being studied,

thereby providing more meaningful and in-depth information (Etikan & Bala, 2022). The main informant in this research was the guidance and counseling teacher responsible for providing counseling services to students, while supporting informants consisted of several students who had participated in guidance and counseling services at the school.

The data collection techniques used in this study included observation, interviews, and documentation. Observation was conducted to obtain direct information regarding the implementation of guidance and counseling services in the school as well as the interaction between the counseling teacher and students during counseling sessions. Observation in qualitative research helps researchers understand behaviors, activities, and interactions that occur naturally within the research setting (Creswell & Creswell, 2021). Interviews were conducted with guidance and counseling teachers and several students to obtain more detailed information about the types of services provided, the problems experienced by students, and the strategies used by counseling teachers to help students overcome these issues. Interviews are considered an important technique in qualitative research because they allow researchers to explore participants' experiences, perceptions, and perspectives in greater depth



(Sugiyono, 2022). Meanwhile, documentation was used to complement the research data by examining various documents related to guidance and counseling activities, such as counseling service programs, counseling records, and reports of guidance and counseling activities at the school.

The data analysis technique used in this research referred to the qualitative data analysis model proposed by Miles, Huberman, and Saldaña, which consists of three main stages: data reduction, data display, and conclusion drawing. Data reduction involves selecting, focusing, and simplifying the data relevant to the objectives of the study. Afterward, the reduced data are presented in the form of narrative descriptions to facilitate understanding. The final stage involves drawing conclusions by interpreting the collected data to obtain a comprehensive description of the implementation of guidance and counseling services in addressing students' learning and personal problems at SMP Universal School Denpasar. This model of qualitative data analysis is widely used because it helps researchers organize and interpret data systematically, thereby producing credible and reliable research findings (Miles et al., 2022).

C. Results And Discussion

1. Implementation of Guidance and Counseling Services in Schools

The results of the research conducted at SMP Universal School Denpasar show that guidance and counseling (BK) services play a very important role in helping students face various problems related to academic, personal, social, and future planning aspects. The existence of guidance and counseling services in schools is one of the important factors in supporting the optimal development of students. Guidance and counseling teachers act as facilitators, motivators, and evaluators who help students understand their potential, develop positive personalities, and build the social skills needed in everyday life. This is in line with the opinion of Sa'diyah and Sunarto (2023), who state that guidance and counseling services in schools function to help students develop their potential and overcome various problems that may hinder their learning process and personal development.

In its implementation, guidance and counseling services at SMP Universal School Denpasar are carried out through various forms of services that are adjusted to the needs of students. One of the services frequently used is individual counseling. Through this service, students have the opportunity to consult directly with guidance and counseling teachers



regarding various problems they face. Individual counseling provides a safe space for students to express their feelings, thoughts, and experiences without fear or pressure from others. The issues usually discussed in individual counseling include learning difficulties, emotional problems, lack of self-confidence, and conflicts that occur in students' social relationships. Through the counseling process, the guidance and counseling teacher helps students understand the problems they experience and find appropriate solutions to overcome them.

In addition to individual counseling services, the school also implements group counseling as a strategy to provide support for students. Group counseling is usually conducted by involving several students who have similar problems or needs. In this activity, students are given the opportunity to share experiences, exchange opinions, and learn from the experiences of their peers. Group counseling activities can also help students improve communication skills, teamwork, and develop empathy toward others. According to Hidayat and Prasetyo (2022), group counseling is one of the effective methods for helping students develop social skills and increase self-confidence through interaction with other group members.

Besides providing counseling services, guidance and counseling

teachers also offer various information services related to student self-development. These information services include providing knowledge about effective learning strategies, time management, self-potential development, and information about further education opportunities. Through these services, students are expected to understand their abilities and interests so that they can plan their future more clearly. The information provided by guidance and counseling teachers can also help students develop independence and increase their motivation to learn.

The implementation of guidance and counseling services in this school also involves good cooperation among various parties within the school environment. Guidance and counseling teachers do not work alone but collaborate with subject teachers, homeroom teachers, and parents. This collaboration aims to ensure that every student receives optimal support in dealing with the problems they experience. Subject teachers play an important role in identifying learning difficulties experienced by students in the classroom, while homeroom teachers monitor students' behavior and discipline development. On the other hand, parents play an important role in providing emotional support and guiding their children within the family environment. Such a collaborative approach is



considered effective in addressing student problems more comprehensively (Rahman, 2021).

In addition to support from various parties, the school also provides facilities that support the optimal implementation of guidance and counseling services. One of the facilities provided is a counseling room designed to be comfortable, quiet, and conducive. This counseling room allows students to consult with guidance and counseling teachers more openly without feeling disturbed by the surrounding environment. A comfortable and safe environment is very important in creating a positive relationship between the counselor and students. When students feel comfortable, they will find it easier to express their feelings and problems. This condition helps the guidance and counseling teacher understand the students' conditions more deeply so that the counseling process can run more effectively.

With well-planned and structured guidance and counseling services, students at SMP Universal School Denpasar receive assistance that helps them overcome various problems they face. These services not only help students overcome learning difficulties but also play a role in shaping character, improving social skills, and preparing students to face future challenges.

2. Types of Guidance and Counseling Services

The implementation of guidance and counseling services at SMP Universal School Denpasar is carried out through various types of services aimed at helping students overcome learning and personal problems. Several services implemented include the following. One of the services provided is orientation service. This service aims to help students become familiar with the school environment, including facilities, rules, and the learning system applied in the school. Through orientation services, students are expected to adapt to the new learning environment so they can feel more comfortable and confident in participating in learning activities at school. In addition, this service helps students understand their roles and responsibilities as members of the school community.

The next service is information service, which provides various important information needed by students in the educational process. The information given may include effective learning strategies, self-potential development, opportunities for further education, and various activities that support students' academic and non-academic development. Through this service, students are expected to gain broader understanding of various choices and



opportunities they can utilize to develop themselves.

In addition, there is individual counseling service provided personally to students. This service aims to help students overcome personal problems such as learning difficulties, low learning motivation, conflicts with peers, and other emotional problems. In the individual counseling process, the guidance and counseling teacher provides opportunities for students to express their feelings, thoughts, and problems openly so that appropriate solutions can be found.

Another service provided is group counseling. This service aims to help students develop communication skills, cooperation abilities, and social skills through interaction with other group members. In group counseling, students can share experiences and learn from their peers, which can increase empathy and mutual understanding. There is also consultation service, which involves cooperation between guidance and counseling teachers, subject teachers, and parents. Through this service, various parties can work together to find appropriate solutions in dealing with student problems so that the handling process becomes more comprehensive and effective.

The final service is mediation service, which aims to help resolve conflicts between students and their peers

or other parties within the school environment. In this service, the guidance and counseling teacher acts as a mediator who helps both parties communicate openly and find solutions that can be accepted by all parties. Through mediation services, conflicts are expected to be resolved constructively so that social relationships among students remain harmonious. Through these various services, students have opportunities to better understand themselves and develop the ability to overcome various problems they face.

3. Student Learning and Personal Problems

Based on the results of observations and interviews conducted with guidance and counseling teachers and several students at SMP Universal School Denpasar, it was found that there are various learning problems often experienced by students in the learning process. These problems include difficulties in understanding learning materials, low learning motivation, and difficulties in managing study time effectively. This condition causes some students to be unable to achieve optimal learning outcomes and sometimes feel less confident in participating in classroom learning activities.

Learning difficulties experienced by students are not only caused by



academic factors but are also influenced by various internal and external factors. Internal factors that influence students' learning processes include lack of self-confidence, low interest in certain subjects, and the tendency to feel bored during the learning process. In addition, some students have not yet found learning methods that suit their learning styles, making it difficult for them to understand the material delivered by teachers.

On the other hand, external factors also influence students' learning processes. These factors include family environmental conditions, relationships with peers, and academic pressure experienced by students. A family environment that does not support the learning process can make students have difficulty concentrating and motivating themselves to study. In addition, peer influence can have both positive and negative impacts on students' learning habits.

Besides facing learning problems, some students also experience personal problems related to their emotional and social conditions. Personal problems that often arise include conflicts with peers, feelings of loneliness, lack of self-confidence, and pressure from the family environment. These problems can affect students' emotional stability, which in turn impacts their learning concentration and social relationships at school.

In situations like this, the role of guidance and counseling teachers becomes very important as individuals who help students overcome these problems. Guidance and counseling teachers function as a place where students can share stories, express feelings, and seek solutions to the problems they face. The empathetic, open, and friendly approach taken by guidance and counseling teachers can create a comfortable atmosphere for students so that they feel more confident in opening themselves and accepting the guidance provided. Through this mentoring process, students are expected to develop the ability to solve problems, increase learning motivation, and build better social relationships within the school environment.

4. The Role of Guidance and Counseling Teachers

The role of guidance and counseling teachers at SMP Universal School Denpasar is very important in helping students overcome various problems they face, both related to academic aspects and personal and social aspects. Guidance and counseling teachers not only handle problems that have already occurred but also attempt to carry out preventive efforts through various service programs that support students' overall development. These



activities include character development, learning guidance, and social skills training aimed at helping students develop their potential and build positive behavior. According to Sa'diyah and Sunarto (2023), guidance and counseling services in schools have an important role in supporting students' academic and emotional development through planned and sustainable programs.

In practice, guidance and counseling teachers also collaborate with various parties within the school environment, such as subject teachers, homeroom teachers, and parents. This cooperation aims to create a comprehensive mentoring system so that student problems can be handled more effectively. The problem-handling process is usually carried out gradually, starting with subject teachers who observe student development in the classroom. If the problem cannot be resolved, the next step is handled by the homeroom teacher. If the problem requires deeper handling, the student will be referred to the guidance and counseling teacher to receive more intensive counseling services. This collaborative approach is considered effective because it involves various parties who play roles in the students' educational process (Hidayat & Prasetyo, 2022).

Although guidance and counseling services in the school have been

implemented quite well, this research also found several obstacles in their implementation. One of the most common obstacles is the limited number of guidance and counseling teachers compared to the number of students who must be served. In addition, limited time in providing counseling services is also a challenge for guidance and counseling teachers in providing optimal assistance to each student. These conditions require guidance and counseling teachers to have the ability to manage time and design effective service strategies so that all students still receive the services they need. According to Rahman (2021), the effectiveness of guidance and counseling services in schools is strongly influenced by the availability of counselors, good service management, and support from schools and parents.

The results of the study indicate that guidance and counseling services have a very important role in helping students overcome various learning and personal problems. This is in line with the opinion of Sa'diyah and Sunarto (2023), who state that guidance and counseling services in schools help students adapt to their environment, overcome learning pressures, and develop healthy personalities.

Furthermore, the implementation of collaborative guidance and counseling services involving guidance and



counseling teachers, subject teachers, homeroom teachers, and parents is also an important factor in the success of these services. Cooperation among these parties allows student problems to be handled more comprehensively and continuously. Guidance and counseling services also function not only as a means of solving student problems but also as a means of developing students' potential, increasing learning motivation, and building positive character. Through various services such as individual counseling, group guidance, and information services, students can receive emotional support and guidance that help them face various challenges in school life.

Thus, the implementation of guidance and counseling services at SMP Universal School Denpasar makes a significant contribution to creating a school environment that supports students' academic, social, and emotional development. Guidance and counseling services that are implemented systematically, collaboratively, and oriented toward student needs are expected to improve the quality of the educational process and help students develop optimally.

D. Conclusion

Based on the results of the research conducted at SMP Universal School Denpasar, it can be concluded that the

implementation of guidance and counseling services plays an important role in helping students overcome various learning and personal problems. Guidance and counseling services are implemented through several types of services such as orientation services, information services, individual counseling, group counseling, consultation, and mediation. These services aim to help students understand themselves, improve learning motivation, and develop their social and emotional abilities.

The findings show that the problems commonly experienced by students include difficulties in understanding learning materials, low learning motivation, lack of self-confidence, conflicts with peers, and pressure from the family environment. In this context, guidance and counseling teachers play an important role as facilitators and mentors who assist students in identifying and solving the problems they face. The effectiveness of counseling services is also supported by collaboration between guidance and counseling teachers, subject teachers, homeroom teachers, and parents.

Therefore, schools are expected to continue improving the quality of guidance and counseling services by providing adequate facilities and strengthening cooperation between the



school and parents. Through these efforts, guidance and counseling services can function more effectively in helping students overcome various problems and support their academic, social, and personal development.

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