

An Analysis of Guidance and Counseling Services in Senior High Schools through Effective Evaluation and Supervision

Mega Aria Monica^{1*}, Ayu Andriyaningsih², Sowiyah³

¹Universitas Islam Negeri Raden Intan Lampung, Lampung, Indonesia

²Sekolah Tinggi Ilmu Agama Buddha Jinarakkhita, Lampung, Indonesia

³University of Lampung, Lampung, Indonesia

*Corresponding Address: 2433031007@students.unila.ac.id

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ABSTRACT

This study aims to examine the optimization of guidance and counseling (GC) services in high schools through effective evaluation and supervision. Optimal GC services are crucial in supporting holistic student development. However, challenges persist in implementing GC evaluation and supervision in schools. The method used is a literature study, analyzing various sources related to GC evaluation and supervision. The results show that systematic evaluation encompassing processes, outcomes, and overall programs can promote continuous improvement of GC services. Effective supervision involves monitoring, assessment, and coaching of GC teachers to enhance their professional competence. Support from all school stakeholders and the provision of adequate facilities also play important roles in optimizing GC services. This study concludes that effective evaluation and supervision are key to optimizing GC services in high schools, thereby helping students achieve optimal development according to their potential.

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INTRODUCTION

Guidance and counseling (GC) services have a vital role in supporting the optimal development of students in senior high schools. However, the quality of GC services still needs to be improved in order to effectively meet the needs of students (Wening & Hasanah, 2020). One of the efforts to optimize BK services is through effective evaluation and supervision. GC program evaluation is a systematic process to assess the effectiveness and efficiency of guidance services, as well as to assist in making decisions related to counseling programs. Meanwhile, BK supervision aims to improve the professional competence of school counselors through supervision, assessment, and coaching.

Despite the important role of evaluation and supervision, its implementation in schools still faces various challenges. The understanding of counseling program evaluation is still not optimal and is often not well documented (Firdausi, 2021). On the other hand, (Alberth Reba et al., 2022) revealed that counseling supervision contributes to the performance of counseling teachers, but its implementation has not been maximized. Given the importance of optimizing counseling services through effective evaluation and supervision, this article aims to examine strategies that can be applied to improve the quality of counseling evaluation and supervision in senior high schools. Thus, it is expected that counseling services can be more optimal in supporting the holistic development of students.

Based on previous studies, the position of this research can be explained as follows: Several previous studies have examined the importance of evaluation and supervision in guidance and counseling (GC) services in schools. (Kurnia et al., 2024) found that GC supervision activities contributed to the understanding and mastery of counseling service skills of GC teachers by 80.73%. In addition, GC supervision contributed significantly to the

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performance of GC teachers. However, there are still some gaps that need to be addressed, the implementation of counseling program evaluation is still not optimal and is often not well documented.

Supervision of counseling guidance tends to focus only on administrative aspects and has not detailed the performance of counseling teachers in depth (Sandow & Anovunga, 2024). There are still counseling personnel who do not have a background in counseling education, thus hampering the evaluation process and professional development (Saputra et al., 2024). Lack of support from school principals and adequate facilities in the implementation of counseling supervision.

This research seeks to fill the gap by proposing the optimization of counseling services through effective evaluation and supervision. The novelty of this research lies in the comprehensive approach that integrates evaluation and supervision as one unit in the optimization of counseling services. The focus on the development of evaluation and supervision models that emphasize not only administrative aspects, but also the quality of services and professional development of counseling teachers. Emphasis on the importance of collaboration between supervisors, counseling teachers, and other stakeholders in the evaluation and supervision process. Development of evaluation and supervision instruments that are more specific to the context of counseling in senior high schools. Thus, this study is expected to make a significant contribution in improving the quality of counseling services in senior high schools through more effective and targeted evaluation and supervision based on the journal literature review.

METHODS

The writing of this journal is based on the type of qualitative research using a literature review approach. Literature review is an activity of examining various forms of relevant sources such as thesis, sinta indexed journals and so on based on the title that has been formulated by the author to increase science and technology. The research results obtained from the literature review must be based on appropriate steps such as reading and recording the important contents of the study material. The sources used in this review process are not just any sources but the sources used are based on phenomena in the environment or in the world. Furthermore, according to (Chigbu et al., 2023) explained that the literature review obtained is an activity of criticizing various forms of documents, various forms of records, various forms of reports, various forms of books, various forms of literature to answer the formulation of problems developed by researchers. The following is a picture of the research process carried out by researchers:

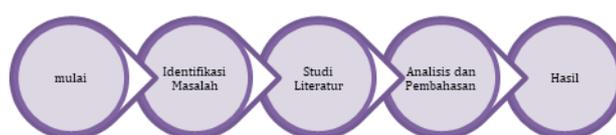


Figure 1. Research Process

The following explanation is describing the research process:

1. Start: The initiation of the research process.
2. Problem identification: Determining the research problem or question to be addressed.

3. Literature review: conducting a review of existing literature relevant to the problem or research question.
4. Analysis and discussion: Analyzing data and discussing the findings in relation to the research objectives.
5. Result: Presenting the outcomes or conclusions of the research.

RESULTS AND DISCUSSION

Based on a search on google scholar, several articles related to the optimization of Guidance and Counselling Services in Senior High Schools through Effective Evaluation and Supervision were obtained. The analysis data is presented in Table 1.

Table 1. Result of Journal Review

No	Title	Author	Aims	Results
1	Evaluation and Supervision of Guidance Counseling at SMA 1 OKU	(Kurnia et al., 2024)	The purpose of this study is to reveal the process of supervision and evaluation of counseling services in schools in the context of the independent learning policy.	Improving the quality of education is an effort that must be carried out systematically and continuously. One important aspect of this improvement is the supervision and evaluation of guidance and counseling (BK) programs in schools. Effective supervision, which involves supervising, assessing and coaching guidance and counseling teachers, plays an important role in improving the quality of guidance and counseling services. Principals as supervisors have a strategic role in supervising and motivating counseling teachers to carry out their duties professionally. The evaluation of the counseling program includes an evaluation of the process, results, and the program as a whole. Through systematic evaluation, the efficiency and effectiveness of counseling services can be measured, so that program improvement and development can be carried out based on accurate data and feedback. The results of this evaluation are very important to improve the quality of counseling services, which in turn will support the optimal development of students. Good supervision and evaluation also require the active involvement of all stakeholders in the school,

			including the principal, teachers and administrative staff. Good collaboration between BK teachers and other school parties can create a climate conducive to learning and learner development. Adequate facilities and supportive policies are also important factors in the success of the counseling program. Overall, supervision and evaluation of counseling programs carried out systematically and continuously can improve the professionalism of counseling teachers, improve ineffective programs, and support the achievement of quality education goals. Thus, a quality counseling program can help students face future challenges, improve their welfare, and contribute to the character and intellectual formation of the nation's next generation.
2	Evaluation and Supervision of Guidance and Counseling Programs at the Junior High school, Senior School and Vocational School Levels in Pesantren 'X' Situbondo Regency	(Mufaridah & Zukin, 2023)	<p>The objectives of the research are as follow:</p> <ol style="list-style-type: none"> 1. Describing the evaluation of the guidance and counseling service program that has been made by guidance and counseling teacher. 2. Describing the process of guidance and counseling services that have been carried out by guidance and counseling teachers. 3. Describing the service results of the guidance and counseling <p>The results showed that the evaluation of the guidance and counseling service program made by the guidance and counseling teacher (BK teacher) refers to comprehensive guidance and counseling which includes basic services, individual planning services, responsive services and system support. However, in its implementation, it is more focused on the issue of violation scores committed by students. In addition, the lack of understanding of BK teachers in conducting counseling is due to the fact that many BK teachers have non-BK backgrounds. On the other hand, the number of students being counseled On the other hand, the number of students guided by each counseling teacher exceeds the ratio of 1:150 students, so the services provided are not</p>

	<p>program that has been implemented by the guidance and counseling teacher.</p> <p>4. Describing the supervisor conducting supervision of the implementation of the guidance and counseling service program implemented by guidance and counseling teachers.</p>	<p>optimal. Meanwhile, in terms of supervision, the supervisors have not been maximized in carrying out supervision because their educational background is not guidance and counseling. In addition, the supervision carried out is intended for all subject teachers in each institution.</p>
<p>3 Supervision in Counseling Guidance (Syafitri et al., 2023)</p>	<p>The purpose of this study is to provide an overview of supervision in guidance and counseling.</p>	<p>Supervision of guidance and counseling services is needed to control the quality of what is planned, to control the activities of guidance personnel. Supervision plays a role more than just controlling and supervising but is expected to see sharply in order to improve the quality of a guidance and counseling service. Guidance and counseling services in schools can be determined by the quality of supervision carried out by the principal, specifically supervision has the purpose and function of overseeing or examining the performance of guidance teachers through a set of activities in which there are consulting, counseling, training, teaching and evaluation activities. Supervision is one of the important stages in the management of guidance programs. Supervision is carried out with the general aim of improving the quality and progress of guidance and counseling activities in schools.</p>

4	Evaluation and Supervision of Principals to Improve the Professionalism of Guidance Counseling Teachers	(Pradisty & Gusman, 2024)	To find out how to be a professional mentor teacher in overcoming problems in a student.	Educational supervision is a series of activities to shape teachers to develop their abilities, so in carrying out supervision of teachers it is necessary to have teacher abilities, so that it can be determined which aspects need to be developed and how to be appropriate in the process of developing them. Principals as supervisors have the burden of roles and responsibilities to monitor, foster, and improve the teaching and learning process in the classroom or at school. This responsibility is known as supervisory responsibility. As the leading element in the school organization system, the principal directly confronts the teacher as the implementing element of the teaching-learning process. The ability to act as a supervisor who conducts supervision must be possessed by every principal. This needs to be prioritized considering that with supervision, teachers can feel the presence of the principal as a supervisor is a partner who helps improve their professional abilities. Educational evaluation is very important and must be done as well as possible so that the evaluation results obtained can be a reference for better education. In this case, the principal plays a very important role in preparing all the needs of the evaluation so that the implementation of the evaluation runs properly so that the results of the evaluation can be used as a reference material in improving the quality of education in the future.
5	Evaluative Study of the Implementation of Teaching Supervision of	(Antarga et al., 2014)	This research aims to evaluate and analyze the implementation of teaching	Based on the research results previously presented, it can be concluded that: 1. The implementation of principals' teaching

Heads of Vocational Schools in Bangli Regency	supervision. principals of state vocational schools in Bangli district in terms of the quality of context, input, process and product. The sample in this study was 164 people.	supervision at SMK 1 Susut, SMK 3 Bangli, and SMK 3 Kintamani in terms of context, input, process, and product components is effective. 2. The implementation of principal's teaching supervision at SMK 1 Tembuku in terms of context, input, process, and product components is classified as very effective.
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Based on table 1 explains that:

The research (Kurnia et al., 2024) Evaluation and Supervision of Guidance counselling in SMA 1 Oku aims to reveal the process of supervision and evaluation of counselling services in the context of the independent learning policy. The results show that effective and systematic supervision and evaluation of counselling guidance play an important role in improving the quality of counselling guidance services and the professionalism of counselling guidance teachers. The active involvement of all stakeholders as well as the support of facilities and policies are also important factors in the success of the counselling Guidance program.

This study (Mufaridah & Zukin, 2023) aims to describe the evaluation and supervision of the counselling program. The results show that the BK program refers to a comprehensive concept, but its implementation is still focused on handling student violations. There were also obstacles such as the lack of understanding of non-guidance and counselling teachers, the teacher-student ratio that is not ideal, and supervision that has not been maximized.

This study (Syafitri et al., 2023) aims to provide an overview of supervision in guidance and counselling. The results emphasize the importance of supervision in controlling the quality of guidance and counselling services, with the role of the principal as the main supervisor. Supervision not only supervises, but also improves the quality of guidance and counselling services through various activities such as consultation, training, and evaluation.

This study (Pradisty & Gusman, 2024) aims to find out how to become a professional counselling teacher. The results emphasized the important role of school principals as supervisors in monitoring, fostering and improving the professional abilities of counselling teachers. Evaluation was also emphasized as an important component to improve the quality of education.

This study (Antarga et al., 2014) aimed to evaluate the implementation of principals' teaching supervision. The results showed that the implementation of supervision in several vocational schools in Bangli Regency was classified as effective to very effective in terms of context, input, process, and product components.

Based on the review of the five journals, some similarities that can be identified are:

1. Focus on evaluation and supervision: All journals discuss the importance of evaluation and supervision in the context of guidance and counselling (GC) or school teaching.
2. The role of the principal: Several journals emphasized the important role of principals as supervisors in supervising, coaching and evaluating guidance and counselling teachers or subject teachers.

3. Quality improvement objectives: Evaluation and supervision in all journals aimed to improve the quality of counselling services, teacher professionalism, or the overall learning process.
4. Comprehensiveness of evaluation: Several journals mentioned that evaluation covers various aspects such as process, outcome and the program as a whole.
5. Importance of multi-stakeholder involvement: Several journals emphasized the need for active involvement of various stakeholders in the evaluation and supervision process.
6. Challenges in implementation: Several journals identified challenges in the implementation of evaluation and supervision, such as lack of understanding or inappropriate educational background.
7. Impact on student development: In general, the journals highlighted that effective evaluation and supervision can have a positive impact on student development and achievement.

Based on these articles, some key differences that can be identified are:

1. Research focus
Article 1 (Kurnia et al., 2024) focuses on the supervision and evaluation process of BK services in the context of the independent learning policy. Article 2 (Mufaridah & Zukin, 2023) describes the evaluation and supervision of counselling programs at various levels of education in pesantren. Article 3 (Syafitri et al., 2023) provides an overview of supervision in guidance and counselling. Article 4 (Pradisty & Gusman, 2024) discusses the evaluation and supervision of school principals to improve the professionalism of counselling teachers. Article 5 (Antarga et al., 2014) evaluates the implementation of teaching supervision of SMK principals.
2. Research methods
Some articles used a qualitative approach with interview methods. Some used a literature study. Article 5 used a sample of 164 people in its research.
3. Findings
Article 1 emphasized the importance of effective supervision and systematic evaluation. Article 2 found an excessive focus on students' offense scores and the lack of understanding of non-counselling teachers. Article 3 emphasized the role of supervision in controlling the quality of counselling services. Article 4 discusses the role of the principal as a supervisor in improving the professionalism of counselling teachers. Article 5 found that the implementation of supervision in several SMKs was effective to very effective.
4. Context
Some articles discuss counselling in the context of public schools. Article 2 specifically discusses counselling in the context of pesantren.
5. Scope
Some articles focus on counselling at the high school or vocational school level. Article 2 covers junior high school, high school, and vocational school levels.

CONCLUSION

Supervision and evaluation of guidance and counselling (GC) programs are crucial elements in improving the quality of education in a systematic and sustainable manner. This process aims to improve the professionalism of counselling teachers, improve ineffective programs, and support the achievement of quality education goals. School principals have a strategic role as supervisors who oversee, motivate, and coach counselling teachers to help improve their professional skills. BK program evaluation involves process, outcome, and

overall program evaluation components, which are conducted systematically to measure the efficiency and effectiveness of services, as well as the basis for development and improvement.

However, there are challenges in its implementation, such as the lack of understanding of counselling teachers with non-counselling backgrounds in conducting counselling, the ratio of students that exceeds the ideal standard, and the limited competence of supervisors with non-counselling backgrounds. Therefore, the active collaboration of all stakeholders in schools is needed, along with adequate facilities and supportive policies. Ultimately, a quality counselling program is expected to help students face future challenges, improve their welfare, and contribute to the formation of students' character and intellect. Overall, effective supervision and evaluation of GC requires a comprehensive approach, involves various parties, and is carried out systematically and continuously to improve the quality of GC services in schools.

Future research could explore various aspects to enhance the understanding and implementation of effective supervision and evaluation in school-based guidance and counselling (GC) programs. One potential area is investigating the effectiveness of different supervision models and their impact on the professional development of GC teachers, particularly in schools with varying levels of resources. Another important focus is examining how supervisors with non-BK backgrounds can be effectively trained and supported to perform their roles while addressing challenges in supervision. Additionally, research could analyse the effects of teacher-student ratios on the quality of GC services and propose practical solutions for schools with limited staff. The integration of technology also offers promising avenues for study, particularly in how digital tools and platforms can enhance the efficiency and effectiveness of GC services, supervision, and evaluation processes. Furthermore, assessing the impact of collaborative approaches among stakeholders—such as school leaders, parents, and students—on GC program evaluations could provide valuable insights. Finally, understanding the influence of cultural and local contextual factors on the implementation and outcomes of BK programs in different regions or school types could help develop more contextually relevant practices. Addressing these research areas will contribute to advancing the quality and effectiveness of GC programs in schools.

AUTHOR CONTRIBUTIONS

Author 1 (MAM) contributed to this article in conceptualization, writing, original draft, editing, and data analysis. Author 2 (AA) as data collector, editing, and data analysis. Author 3 (UR), Author 4 (S), and Author 5 (RR) as editorial review, validation, and supervision.

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