Contents lists available at JECA

Journal of Education and Computer Applications

journal homepage:
https://jeca.aks.or.id/index.php/jeca/index
Vol. 3, No. 1 (2026), pp. 18–23 | E-ISSN: 3047-8308

Guidance and Counseling Service Dynamics at MAN 2 Majalengka

Khairul Fahry[a], Dicky Subekti[b], Anggun Dwiyanti[c], Tia[d]
Guidance and Counseling Study Program, Bunga Bangsa Islamic University Cirebon, West Java, Indonesia

Article Info

Keywords:

Guidance and Counseling
School Counselor
Student Problems
Counseling Services
Student Development
School Collaboration

ABSTRACT

This study examines the dynamics of guidance and counseling services at MAN 2 Majalengka and the role of school counselors in responding to student needs. A qualitative case study approach was used, with data derived from an in-depth interview with a key guidance and counseling teacher and supporting school documentation. The findings show that counseling services contribute to students' academic, personal, social, emotional, and career development, while also functioning as an accessible support center within the school. The most frequent concerns involve attendance, rule violations, smoking behavior, peer influence, family supervision, and excessive digital activity. The counselor responds through individual counseling, empathic communication, commitment building, parental involvement, and coordination with school personnel. The study also identifies important constraints, including a high counselor workload, limited time for preventive services, and persistent stigma that associates counseling with punishment. These findings highlight the importance of strengthening counselor staffing, clarifying the developmental function of school counseling, and expanding collaboration among counselors, teachers, parents, and school leaders. Because the study focuses on one key informant, its conclusions are interpreted as a bounded case description rather than a generalized representation of all school counseling practices in Indonesia. Future research should involve multiple informants and student perspectives.

This is an open access article under the CC BY-SA license.

Corresponding Author:

Khairul Fahry
Guidance and Counseling Study Program, Bunga Bangsa Islamic University Cirebon
Jl. Widarasari III, Sutawinangun, Kedawung District, Cirebon Regency, West Java 45153, Indonesia
Email: khairulfahry8@gmail.com

1. INTRODUCTION

Education is designed to support students' intellectual, emotional, social, spiritual, and life-skill development. Within this process, students may encounter academic, personal, social, and career difficulties that can interfere with learning and development [1]–[6]. School guidance and counseling services therefore serve

preventive, developmental, responsive, and supportive functions by helping students understand themselves, address problems, and plan their educational and career pathways [7]–[9].

The rapid expansion of digital technology has increased the complexity of student needs. Although digital access supports learning, it may also contribute to excessive device use, cyberbullying, reduced direct social interaction, and behavioral concerns. These conditions require school counselors to move beyond a disciplinary role and provide adaptive services that combine prevention, individual support, advocacy, consultation, and collaboration [10]–[13].

At MAN 2 Majalengka, guidance and counseling services are an important component of the school's effort to support academic achievement, character development, and student well-being. In practice, counselors address attendance, school-rule violations, smoking behavior, peer influence, family-related concerns, and digital habits while also responding to students' academic, personal, social, and career needs.

Recent research shows that school counseling effectiveness is shaped by counselor workload, staffing ratios, student willingness to seek help, service stigma, and collaboration with families and school personnel [15]–[25]. These studies indicate that counseling quality depends not only on counselor competence, but also on organizational support, communication, accessibility, and the extent to which counseling is understood as a developmental rather than punitive service.

However, previous studies have largely examined school counseling at a broad programmatic level, student perceptions, counselor workload, or collaboration across multiple institutions. Limited evidence describes how these issues interact within a single madrasah context, particularly how one counselor simultaneously manages disciplinary concerns, developmental services, informal student support, parental coordination, and stigma. This contextual gap constitutes the specific focus of the present case study.

Accordingly, this study aims to describe the dynamics of guidance and counseling services at MAN 2 Majalengka, identify dominant student problems and counseling responses, examine constraints affecting service delivery, and clarify the evolving role of the school counselor as a student support center. The study's contribution lies in providing a bounded, practice-oriented account of counseling service dynamics in a madrasah setting while explicitly recognizing the limits of evidence from a single key informant.

2. RESEARCH METHOD

This study uses a qualitative case study approach to obtain an in-depth description of guidance and counseling service dynamics within the bounded context of MAN 2 Majalengka. The design is appropriate because the study focuses on service processes, counselor roles, student problems, and organizational constraints as experienced in one school setting.

The study involved one guidance and counseling teacher as a key informant. Purposive selection was based on the informant's direct responsibility for implementing counseling services and firsthand knowledge of routine service activities and student cases at MAN 2 Majalengka. Because only one key informant was involved, the study is treated as a focused key-informant case rather than evidence of saturation across multiple participants; consequently, the findings are interpreted within this specific context and are not generalized to all school counselors.

Data were obtained through an in-depth interview and supporting documentation. The interview explored the implementation of counseling services, recurring student problems, strategies used by the counselor, collaboration with parents and school personnel, service constraints, and perceptions of the counselor's role. Documentation was used to complement and contextualize interview information where relevant [11].

Data were analyzed using an interactive descriptive process consisting of data reduction, data organization and presentation, thematic grouping, and conclusion drawing. Interview content was organized around recurring themes, including counselor workload, student discipline problems, counseling strategies, the counselor's role as a student service center, and stigma toward counseling services.

Data credibility was strengthened through technique triangulation by comparing interview information with available school documentation and by rechecking the consistency of the interview record during analysis. Because the source material does not report member checking or multiple-informant triangulation, those procedures are not claimed. An audit-oriented record of theme development was maintained through the structured grouping of interview evidence and supporting documentation.

3. RESULTS AND DISCUSSION

The interview findings indicate that guidance and counseling services at MAN 2 Majalengka are dynamic and continue to adjust to student needs. The service is not limited to problem resolution; it also supports students' academic, personal, social, and career development. Analysis of the interview and

supporting documentation produced five recurring themes, summarized in Table 1 using the anonymized informant code BK-01.

Table 1. Summary of Themes Identified from the Interview and School Documentation

Theme	Evidence summary	Source/code
Counselor workload	High volume of student needs, administrative duties, and limited time for preventive services.	BK-01 + documentation
Student discipline and context	Attendance problems, rule violations, smoking, peer influence, family supervision, and digital habits.	BK-01
Counseling strategies	Individual counseling, empathy, commitment building, parent involvement, and school coordination.	BK-01
Expanded counselor role	Counseling office functions as a broader student support and consultation center.	BK-01
Stigma and trust	Some students still associate counseling with punishment; empathy and trust improve openness.	BK-01

3.1. Limited Guidance and Counseling Human Resources

A major theme is the imbalance between counseling responsibilities and the time available to the school counselor. According to BK-01, the counselor must respond to many student needs while prioritizing cases that require immediate attention. This workload limits opportunities to provide individual counseling to every student who may benefit from it and reduces the time available for preventive and developmental services.

The resource constraint means that counseling provision tends to prioritize urgent cases. Ideally, students should have equitable access to individual counseling and developmental support; however, limited counselor capacity makes it difficult to reach all students consistently. This pattern is consistent with recent literature on counselor staffing, workload, and service management [15], [25].

In addition to direct counseling, the counselor performs administrative and coordination duties, including annual program preparation, service reporting, case documentation, needs assessment, and communication with homeroom teachers and school personnel. These responsibilities further reduce the time available for direct student interaction.

These findings show that counseling effectiveness depends not only on professional competence but also on adequate staffing and organizational support. Recent Indonesian reviews similarly identify excessive workload, limited personnel, infrastructure constraints, and weak institutional support as recurring challenges in school counseling management [15], [18].

3.2. Student Problems Addressed through Counseling Services

The most frequently reported problems are related to student discipline, including late arrival, unexplained absence, violations of school rules, and smoking behavior. These concerns are important because they directly affect learning participation, school engagement, and character development.

Frequent absence can cause students to miss instructional content and reduce their participation in school activities. Smoking and repeated rule violations also indicate difficulties in self-regulation and conformity with school expectations, requiring responses that combine behavioral guidance with attention to the underlying causes.

BK-01 described student problems as being influenced by multiple factors rather than a single cause. Family supervision and peer relationships were identified as important contextual influences. During adolescence, the desire for peer acceptance can increase vulnerability to negative group behavior, while limited supervision at home may make behavioral problems more difficult to address.

Digital technology is another contextual factor. Broad access to online content can support learning, but excessive digital activity may reduce study time and contribute to lower motivation. For that reason, counseling responses need to consider students' offline and online environments rather than treating disciplinary incidents as isolated events.

Overall, student problems in this case are heterogeneous and context dependent. Each case therefore requires individual assessment so that the counselor can distinguish immediate behavior from the family, peer, academic, or digital factors that may contribute to it.

3.2.1. Strategies for Addressing Student Problems

The counselor uses a developmental and empowerment-oriented approach rather than relying primarily on punishment. The initial step is to identify the source of the problem through communication with the student. This approach positions the student as an active participant in understanding and changing behavior.

After the problem is clarified, individual counseling is conducted using empathic communication. The purpose is to create a safe relationship in which students can describe their experiences without fear of immediate judgment. This approach is consistent with the broader counseling emphasis on trust, responsiveness, and supportive relationships.

The counselor also uses a commitment-building strategy. Students are encouraged to recognize the consequences of their behavior and formulate an agreement regarding the changes they will make. This strategy promotes responsibility and self-regulation rather than compliance based only on external sanctions.

Parents are involved when the case requires support beyond the school setting. Parent involvement is intended to align school and family responses, particularly when the student's behavior is related to supervision, family routines, or problems outside school. The importance of counselor-parent collaboration is also emphasized in recent studies [22]–[24].

Taken together, these strategies show that counseling at MAN 2 Majalengka is oriented toward helping students understand problems, participate in solutions, and receive coordinated support from adults who influence their development.

3.2.2. The School Counselor as a Student Service Center

Another theme is the expanding role of the counselor as an accessible student support center. Students do not approach the counseling office only for academic or disciplinary problems; they also seek information, interpersonal advice, conflict assistance, help with lost items, and a place to discuss personal concerns.

This pattern suggests that the counseling office is perceived by many students as a relatively safe point of contact within the school. Such accessibility may improve early identification of student needs because students can seek assistance before a problem becomes more serious.

Student trust is an important condition for effective counseling because it allows the counselor to obtain more accurate information and to provide support that is better matched to the student's needs. Recent studies likewise emphasize awareness, accessibility, and satisfaction as important dimensions of school counseling utilization [19].

At the same time, the expansion of the counselor's informal support role increases workload. The counselor therefore needs effective time management, clear service priorities, and institutional support so that urgent cases, preventive programs, developmental activities, and administrative responsibilities can be balanced.

3.3. Stigma toward School Counseling and the Importance of Empathy

Despite its developmental contribution, school counseling is still affected by negative stigma. Some students and members of the school community continue to associate the counseling office mainly with punishment or disciplinary action, a pattern also documented in recent studies of student readiness and perceptions of counseling services [20], [21].

This stigma can make students reluctant or anxious when they are called to the counseling office. The problem reflects an incomplete understanding of counseling as a service that includes prevention, development, consultation, and problem resolution rather than punishment alone.

Empathy therefore becomes a central counseling competency. BK-01 emphasized the importance of understanding students without immediately labeling or condemning them. An empathic stance helps students feel accepted and encourages more open disclosure of the problems they are experiencing.

Empathy also supports a more accurate understanding of the factors underlying behavior. By considering family conditions, peer relationships, academic experiences, and personal circumstances, the counselor can select responses that are more appropriate to the student's needs.

From a humanistic counseling perspective, empathy strengthens the helping relationship and supports active student participation in behavioral change. In this case, empathy functions not merely as a communication technique but as a foundation for counseling that is supportive, developmental, and respectful of the student.

Overall, the case indicates that guidance and counseling services at MAN 2 Majalengka play a strategic role in student development while operating under substantial constraints. The thematic evidence points to five interconnected issues: counselor workload, disciplinary and contextual student problems, individualized and collaborative intervention strategies, the counselor's broad service role, and persistent stigma. Because the evidence is based on one key informant, these themes should be read as a contextual description requiring confirmation through future multi-informant research.

4. CONCLUSION

This case study shows that guidance and counseling services at MAN 2 Majalengka contribute to students' academic, personal, social, emotional, and career development while also functioning as an accessible student support center.

The principal challenges identified in the case are counselor workload, limited time for preventive and developmental services, recurring disciplinary problems, and the continuing stigma that counseling is associated with punishment. The counselor responds through individual counseling, empathic communication, commitment building, parent involvement, and coordination with school personnel.

The findings also indicate that counselor effectiveness is closely connected to organizational conditions and collaboration. Strengthening staffing, clarifying the developmental function of counseling, and improving communication among counselors, teachers, parents, and school leaders may increase service accessibility and continuity.

Because the study relies on one key informant and supporting documentation, the findings should be interpreted as a bounded case description rather than a generalized representation of counseling practice. Future studies should include multiple counselors, students, parents, and school leaders to triangulate perspectives and examine whether the themes identified here are reproduced in other madrasah contexts.

AUTHOR CONTRIBUTIONS

Khairul Fahry: conceptualization, methodology, investigation, formal analysis, and writing – original draft; **Dicky Subekti:** data curation, validation, and writing – review & editing; **Anggun Dwiyanti:** investigation, resources, and writing – review & editing; **Tia:** supervision and writing – review & editing. All authors have read and approved the final version of the manuscript.

DECLARATION OF AI USE

The authors declare that no generative artificial intelligence (AI) or AI-assisted technologies were used in the preparation of this manuscript, including in the conceptualization, data collection, data analysis, interpretation of results, writing, translation, or editing processes. All content of this article is the original work of the authors, who take full responsibility for its accuracy and integrity.

REFERENCES

[1] D. A. Nugroho, F. N. Zikriyah, F. Azahra, G. N. Hikmah, and N. A. Farida, "Implementasi Layanan Bimbingan dan Konseling di SMAN 1 Klari Karawang," *J. Pendidik. dan Kebud.*, vol. 3, no. 01, pp. 1–7, 2026.

[2] N. D. Saidati and M. Muslikah, "Efektivitas Bimbingan Kelompok dengan Metode Problem Solving dalam Mengatasi Konflik antar Pribadi pada Siswa Kelas 10," *J. Pendidik. dan Ilmu Sos.*, vol. 4, no. 2, pp. 81–92, 2026.

[3] D. Ardianti, W. Nurhazriyah, S. A. Amalia, N. N. Putria, and T. Sunarti, "Optimalisasi Layanan Bimbingan dan Konseling dalam Pembentukan Karakter Siswa di Sekolah Dasar," *J. Ilmu Sos. dan Hum.*, vol. 2, no. 1, pp. 646–653, 2026.

[4] H. Hilmia, K. Nisa, R. Azzahra, P. Ikmala, and T. Sunarti, "Peran Pelaksanaan Kegiatan Pendukung Bimbingan Dan Konseling Di Sekolah," *J. Ilmu Sos. dan Hum.*, vol. 2, no. 1, pp. 537–545, 2026.

[5] A. S. Putri, S. Z. Maulana, T. A. Kartika, S. Lathifah, and N. A. Farida, "Implementasi Layanan Bimbingan dan Konseling di SMP Negeri 1 Telukjambe Timur," *An-Nahdloh J. Educ. Islam. Stud.*, vol. 1, no. 2, pp. 295–305, 2026.

[6] S. Patrisia, M. Dhorim, S. Monica, and T. E. Putri, "Implementasi Program Bimbingan dan Konseling dalam Menangani Permasalahan Sosial pada Siswa," *J. Ris. Madrasah Ibtidaiyah*, vol. 5, no. 2, pp. 216–227, 2025.

[7] A. Asni and A. Rahmadina, "Manajemen Layanan Bimbingan dan Konseling Berbasis Analisis Beban Kerja Guru: Studi Kasus pada Sekolah Menengah Atas," *J. Pengabdi. Masy. dan Ris. Pendidik.*, vol. 4, no. 3, pp. 20962–20972, 2026.

[8] D. Widiantari, "The Urgency of the Value of Islamic Education at the Stage of Parenting Program Planning in Building Parenting Collaboration in Schools and Families," *Eduprof Islam. Educ. J., vol. 7, no. 2,* pp. 555–573, Nov. 2025, doi: 10.47453/eduprof.v7i2.430.

[9] J. Madira, S. P. A. Febiolantika, and R. A. Puriani, "Implementasi Layanan Bimbingan dan Konseling dalam mengatasi Kenakalan Remaja melalui Konseling Kelompok," *Dewantara J. Pendidik. Sos. Hum.*, vol. 5, no. 1, pp. 35–41, 2026.

[10] B. Siska and F. S. Sendayu, "Peran Guru Bimbingan Dan Konseling Dalam Mengatasi Bullying Di Sekolah: Pelaksanaan Layanan Responsif Melalui Pendekatan Kualitatif: The Role of Guidance and Counseling Teachers in Overcoming Bullying in Schools: The Implementation of Responsive Services," *Anterior J.*, vol. 25, no. 2, pp. 52–59, 2026.

[11] R. A. Elya and R. A. Puriani, "Peran Layanan Bimbingan dan Konseling dalam Mengatasi Permasalahan Peserta Didik di SMA Berdasarkan Tinjauan Literatur," *Edukasi Elit. J. Inov. Pendidik.*, vol. 3, no. 2, pp. 172–181, 2026.

[12] S. Maharani and Z. N. A. Putri, "Efektivitas Layanan Bimbingan dan Konseling dalam Mengatasi Permasalahan Belajar Siswa: Kajian Literatur," *Edukasi Elit. J. Inov. Pendidik.*, vol. 3, no. 2, pp. 148–160, 2026.

[13] M. Hakimah, T. Sunarti, I. Febriyanti, and I. Elfiyanti, "Perkembangan Gerakan Bimbingan Konseling di Indonesia dari Masa ke Masa," *Harmon. Pendidik. J. Ilmu Pendidik.*, vol. 3, no. 1, pp. 103–109, 2026.

[14] J. W. Creswell, *Desain Penelitian*. Jakarta: KIK Press, 2002.

[15] S. A. Mardiah, N. S., and Y. Syukur, "Challenges and Supporting Factors in the Management of Guidance and Counseling in Indonesian Secondary Schools," *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial*, vol. 3, no. 5, 2025.

[16] C. D. Slaten, J. Lee, C. Wachter-Morris, M. S. Williams, and J. Huynh, "School counselors in the classroom: A systematic review," *Journal of Counseling & Development*, vol. 102, pp. 415–430, 2024, doi: 10.1002/jcad.12522.

[17] J. Larrana and S. Hein, "A systematic literature review of school counselling needs in East and Southeast Asia," *British Journal of Guidance & Counselling*, vol. 52, no. 5, pp. 989–1007, 2024, doi: 10.1080/03069885.2024.2342800.

[18] A. Purnomo and A. Basuki, "A Systematic Literature Review: Emerging Challenges in Indonesian School Counselling to Confront Student's Mental Health Issues and its Alternative Solution," *International Journal of Multicultural and Multireligious Understanding*, vol. 11, no. 4, 2024.

[19] M. N. Wangid, W. J. Sari, C. Pratiwi, and A. Atmoko, "Student Awareness, Utilization, and Satisfaction with Guidance and Counseling Services in Indonesian High Schools," *Jurnal Ilmiah Peuradeun*, vol. 13, no. 2, 2025, doi: 10.26811/peuradeun.v13i2.2080.

[20] A. M. Amin and T. A. Mukti, "Kesediaan pelajar dalam mendapatkan perkhidmatan bimbingan dan kaunseling di sekolah," *Jurnal Pendidikan Bitara UPSI*, vol. 17, special issue 3, 2024, doi: 10.37134/bitara.vol17.sp3.19.2024.

[21] N. E. Yusfira and U. Suherman, "Stigma dan Persepsi terhadap Layanan Bimbingan dan Konseling di Sekolah: Sebuah Systematical Literature Review," *Realita: Jurnal Bimbingan dan Konseling*, vol. 11, no. 1, 2026, doi: 10.33394/realita.v11i1.19022.

[22] R. Purwaningrum, N. Surur, and A. Asrowi, "Harmonisasi Hubungan Guru Bimbingan dan Konseling dengan Orang Tua melalui Strategi Kolaborasi: Systematic Literature Review," *Indonesian Journal of Guidance and Counseling: Theory and Application*, vol. 12, no. 1, pp. 119–136, 2023, doi: 10.15294/ijgc.v12i1.74559.

[23] T. Brown, M. Akkurt, and D.-A. Green, "Investigating school counselor–parent relationships, interaction, and involvement," *Psychology in the Schools*, vol. 61, no. 4, pp. 1724–1740, 2024, doi: 10.1002/pits.23138.

[24] R. Purwaningrum, C. T. Suryawati, and M. I. Kholili, "Improving school counselors' personal quality through collaboration with parents: A phenomenological study among school counselors in junior high schools," *KONSELI: Jurnal Bimbingan dan Konseling*, vol. 10, no. 2, 2023, doi: 10.24042/kons.v10i2.19171.

[25] C. H. Brown and D. Knight, "Student-to-school counselor ratios: Understanding the history and ethics behind professional staffing recommendations and realities in the United States," *Ethics & Behavior*, vol. 35, no. 3, pp. 221–239, 2025, doi: 10.1080/10508422.2024.2342520.