

Managing Guidance and Counseling Services through Face-to-Face Media: A Case Study at SMA Negeri 1 Wanayasa

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Abstract: Guidance and counseling services in schools play a critical role in supporting students' academic, personal, and social development. However, the effectiveness of these services depends largely on how they are managed and delivered, particularly through appropriate media. This study aims to analyze the management of GC services through face-to-face media at SMA Negeri 1 Wanayasa, focusing on planning, implementation, supervision, and evaluation. Employing a qualitative descriptive design, data were collected through interviews with counselors, classroom observations, and documentation review, and analyzed using Miles and Huberman's interactive model. The findings indicate that counselors employ several types of media, including counseling boards, problem boxes, leaflets, and innovative digital tools, to facilitate direct interaction with students. These media function not only as communication channels but also as management instruments that structure and expand the reach of GC services. Despite challenges such as time limitations, large student numbers, and inadequate facilities, the school's flexible management strategies and continuous evaluation ensure that GC services remain effective. This study contributes to the literature by highlighting how face-to-face media, when strategically managed, can enhance counseling accessibility and student engagement in the Indonesian secondary school context. The findings provide practical implications for school counselors and administrators seeking to strengthen GC management, and they open avenues for comparative studies on the integration of traditional and digital media in school counseling services across diverse cultural settings.

Keywords: Guidance and Counseling, School Counseling Management, Face-to-Face Media, Counseling Services, Secondary Education

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Submitted: April 03, 2025; Revised: May 13, 2025; Accepted: June 204, 2025

INTRODUCTION

Guidance and counseling (GC) services are increasingly recognized as an integral component of educational systems worldwide. These services not only address students' academic challenges but also provide support in areas such as social adjustment, emotional regulation, and career planning (Lambie & Boulden, 2020). The success of GC programs is closely linked to how they are organized and managed, particularly in terms of service delivery mechanisms that make counseling accessible and meaningful for students (Gysbers & Henderson, 2021). As schools face growing pressures from academic competition, social media influences, and mental health issues, effective management of GC services becomes more critical than ever.

The use of media has emerged as a central element in how counseling services are implemented. In many countries, counseling boards, posters, and printed materials have long served as traditional tools to communicate information and engage students in direct interactions. At the same time, the rapid digitalization of education has encouraged the adoption of online platforms, mobile applications, and virtual counseling sessions, which are now increasingly integrated into school counseling practice (Martínez-Martínez et al., 2022). While digital media offer flexibility and broaden access, face-to-face media remain essential for building trust and facilitating authentic counselor-student relationships (Popov & Spasenovic, 2020). This duality suggests that both digital and traditional media must be strategically managed to optimize counseling outcomes.

In the Asian context, studies highlight both opportunities and challenges in balancing digital and traditional approaches. For instance, research in South Korea and Singapore emphasizes the efficiency of digital tools in handling large student populations but also warns that cultural expectations often favor personal, direct engagement (Lee, 2021). In countries with strong collectivist traditions, counseling is expected to maintain interpersonal warmth and trust, elements that are more effectively conveyed in face-to-face interactions. Thus, while digital counseling is expanding, there remains a significant role for direct media, particularly in contexts where personal communication is valued as part of educational and cultural norms.

In Indonesia, guidance and counseling services are mandated by national education policies and are implemented across secondary schools. Previous studies have primarily examined aspects such as counselor competencies, program design, or the adaptation of digital platforms (Ananda et al., 2021; Rahmawati & Wibowo, 2022). However, research rarely explores how face-to-face media such as counseling boards, problem boxes, and leaflets are managed in practice to support effective GC services. This is a critical gap, especially in schools outside metropolitan centers, where infrastructure for digital counseling is limited, and traditional media continue to be the primary tools for service delivery. Understanding how these media are planned, implemented, supervised, and evaluated is therefore essential for strengthening counseling management in such settings.

The present study addresses this gap by analyzing the management of guidance and counseling services through face-to-face media at SMA Negeri 1 Wanayasa, an Indonesian secondary school. Specifically, it examines how media are integrated into the planning, implementation, supervision, and evaluation of GC services, and how they contribute to enhancing student engagement despite constraints such as limited time and resources. By doing so, this research seeks to expand the scholarly discourse on school counseling management and to provide practical recommendations for improving the effectiveness of GC services in Indonesia and comparable educational contexts.

METHODOLOGY

This study employed a qualitative descriptive approach to examine how guidance and counseling (GC) services are managed through face-to-face media in a secondary school context. The research was conducted at SMA Negeri 1 Wanayasa, selected as a case because of its systematic implementation of GC practices using traditional media such as counseling boards, problem boxes, and leaflets. Data were collected through semi-structured interviews with school counselors and administrators, non-participant observations of counseling activities, and documentation analysis of program reports and planning documents. Triangulation of these methods was applied to ensure data credibility and to capture the management process comprehensively, covering the stages of planning, implementation, supervision, and evaluation.

Data were analyzed using Miles and Huberman's interactive model, which consists of data reduction, data display, and conclusion drawing/verification (Miles et al., 2014). This iterative process allowed the researchers to identify key themes regarding the strategic use of media in counseling management. Ethical considerations were maintained throughout the study, including obtaining informed consent from participants, ensuring confidentiality of student-related information, and securing approval from the school administration. By situating the analysis within a qualitative framework, the methodology ensured depth of understanding while maintaining academic rigor and sensitivity to the educational context.

FINDINGS AND DISCUSSION

Planning of Guidance and Counseling Services

Effective management of guidance and counseling (GC) services begins with structured planning. At SMA Negeri 1 Wanayasa, the planning process involves identifying student needs, aligning services with the school's academic calendar, and determining the most suitable media for communication. Counselors design yearly and semester-based work programs that specify the types of counseling media to be used such as counseling boards, problem boxes, and leaflets along with schedules for their renewal and utilization. These plans are discussed in coordination meetings with school leaders to ensure that GC activities are integrated into the school's overall educational mission.

The findings reveal that planning is not only administrative but also strategic. Counselors assess potential challenges, including large student populations, time constraints, and limited facilities, and devise media strategies to address them. For example, the counseling board is planned as a visual communication tool updated monthly to provide information on academic success, personal development, and career guidance. The problem box is planned as a confidential medium for students to submit concerns anonymously, while leaflets are distributed during orientation or thematic programs to disseminate focused information on issues such as stress management or peer relationships.

This structured planning aligns with Gysbers and Henderson's (2021) model of comprehensive school counseling, which emphasizes proactive, developmentally appropriate programming. International literature also stresses the importance of integrating traditional and digital media into planning. A study by Martínez-Martínez et al. (2022) in Spain found that schools with systematic counseling plans incorporating both face-to-face and online media achieved higher student engagement and satisfaction. Compared to these contexts, SMA Negeri 1 Wanayasa demonstrates a unique emphasis on face-to-face media, which remains central due to infrastructural and cultural considerations.

From a management perspective, the planning process reflects the input stage of the CIPP model (Context, Input, Process, Product), ensuring that counseling media are chosen based on contextual needs and available resources (Stufflebeam & Coryn, 2014). This illustrates that even in resource-limited settings, structured planning enables counselors to maximize the utility of traditional media for effective service delivery.

Implementation of Counseling Media in Face-to-Face Settings

The implementation of GC services at SMA Negeri 1 Wanayasa highlights how different media are utilized to facilitate counselor-student communication. Observations indicate that the counseling board functions as a public display of guidance materials, providing updates on student activities, motivational messages, and academic deadlines. Students frequently read the board between classes, making it an effective medium for reaching a wide audience with minimal time investment from counselors. This aligns with research by Guntzville et al. (2021), who noted that visual media in school counseling environments enhance accessibility and encourage proactive student engagement.

The problem box provides a confidential channel where students can write concerns without fear of exposure. Counselors collect submissions weekly and categorize issues into academic, personal, or social domains before following up with individual or group counseling. This method reflects principles of student-centered counseling (Corey, 2016), where the counselor respects student autonomy and confidentiality while addressing needs in a structured manner. Problem boxes also address the challenge of high student-counselor ratios, offering a low-cost solution to gather data and prioritize cases.

Leaflets serve as targeted interventions, particularly during school-wide campaigns on issues such as bullying prevention, time management, or mental

health awareness. They complement direct counseling by reinforcing messages students can revisit independently. In line with Lee's (2021) findings in Singaporean schools, printed counseling media remain valuable even in digitally advanced contexts because they provide tangible reminders of counseling messages.

An interesting innovation observed is the incorporation of digital media such as WhatsApp groups and online surveys used selectively to complement face-to-face interactions. Counselors report that digital tools are especially useful during emergencies or when physical access is limited. However, they remain cautious, noting that in the local context, personal interaction is still preferred by students for sensitive issues. This reflects a broader pattern in collectivist cultures, where trust and empathy are perceived to be best conveyed through direct interpersonal engagement (Popov & Spasenovic, 2020).

The implementation stage illustrates the process dimension of GC management, where planned strategies are executed while adapting to situational needs. Despite resource limitations, the school effectively integrates multiple media to reach diverse student needs. Compared with international best practices, the findings confirm that while digitalization is important, face-to-face media continue to play an irreplaceable role in counseling effectiveness, particularly in contexts emphasizing relational warmth and cultural trust.

Supervision and Monitoring of Counseling Practices

Supervision is essential to ensure that GC services are delivered according to plan and meet quality standards. At SMA Negeri 1 Wanayasa, supervision is conducted at two levels: internal monitoring by the head of the counseling unit and external supervision by the school principal. Counselors are required to submit monthly reports summarizing activities conducted through different media, student participation rates, and challenges encountered. Supervisors then provide feedback and recommendations, which are incorporated into the following month's planning.

The monitoring process also involves informal observations. School leaders regularly check the counseling board to ensure updates are timely, inspect the problem box to verify its use, and review leaflets distributed during campaigns. This hands-on approach demonstrates the importance of visible accountability mechanisms, which not only motivate counselors but also signal the school's commitment to student welfare.

These practices align with international literature on counseling supervision. Bernard and Goodyear (2019) emphasize that effective supervision integrates administrative oversight with developmental support, helping counselors improve both accountability and professional growth. Similarly, research in Malaysia by Anuar et al. (2021) highlights the role of school-based supervision in enhancing counselor effectiveness, particularly in resource-constrained environments.

The findings also highlight challenges in supervision. With limited staff, supervisors often struggle to provide in-depth mentoring beyond administrative checks. Counselors expressed the need for professional development opportunities

that go beyond routine supervision. This reflects a broader issue identified in the global literature: while supervision ensures compliance, it must also serve as a platform for skill enhancement and reflective practice (Lambie et al., 2021).

From a management perspective, the supervision system at SMA Negeri 1 Wanayasa reflects a pragmatic balance between accountability and developmental support. Although limited by human resources, the existing supervision mechanisms ensure that counseling media are consistently used and evaluated. Strengthening this dimension with capacity-building initiatives could further enhance counselor effectiveness and innovation.

Evaluation and Continuous Improvement

Evaluation is the final stage of GC management, providing feedback on program effectiveness and identifying areas for improvement. At SMA Negeri 1 Wanayasa, evaluation occurs both formally and informally. Counselors conduct end-of-semester reviews, analyzing student feedback, problem box submissions, and counseling participation records to assess the relevance and impact of media used. Evaluation results are presented in school meetings and serve as the basis for revising counseling strategies.

The findings show that evaluation leads to tangible changes. For example, when student feedback indicated that leaflets were underutilized, counselors redesigned them with more engaging visuals and concise messages. Similarly, when the problem box revealed recurring issues of peer conflict, counselors initiated group counseling sessions and school-wide anti-bullying campaigns. This demonstrates a commitment to evidence-based improvement, where evaluation directly informs practice.

Internationally, similar practices have been identified as critical to sustainable school counseling. Carey and Dimmitt (2017) emphasize that systematic evaluation enhances both accountability and program quality, enabling schools to demonstrate the value of counseling services. In a study of European schools, Martínez-Martínez et al. (2022) found that regular evaluation of both digital and face-to-face media improved student trust and engagement. The findings from SMA Negeri 1 Wanayasa resonate with these studies, highlighting that even with traditional media, continuous evaluation can drive innovation and responsiveness.

Nonetheless, challenges remain. Counselors report limited time for comprehensive evaluation due to heavy workloads and the high student-counselor ratio. Additionally, data collection and analysis are often manual, reducing efficiency. To address these limitations, the integration of simple digital tools (e.g., online surveys, data visualization platforms) could complement face-to-face media and streamline evaluation processes.

Overall, evaluation at SMA Negeri 1 Wanayasa reflects the product dimension of the CIPP model, focusing on the outcomes of counseling services. By linking evaluation results to continuous improvement, the school ensures that GC services remain adaptive to student needs. This iterative cycle strengthens the

overall effectiveness of counseling management and reinforces the relevance of face-to-face media in contemporary school contexts.

Synthesis of Findings

Taken together, the findings from SMA Negeri 1 Wanayasa reveal that the management of GC services through face-to-face media is both systematic and adaptive. Planning ensures alignment with student needs and school objectives; implementation demonstrates creative use of diverse media; supervision maintains accountability; and evaluation drives continuous improvement. Despite constraints such as limited resources and staff capacity, the school demonstrates that traditional media, when strategically managed, remain effective tools for counseling in Indonesian secondary schools.

These results contribute to the global discourse by showing that while digital media are increasingly dominant, face-to-face media continue to provide unique advantages particularly in collectivist contexts where relational trust and empathy are highly valued. By integrating management principles with culturally resonant counseling practices, the case of SMA Negeri 1 Wanayasa illustrates how schools can deliver effective GC services despite structural limitations.

To provide a clearer synthesis of the findings, the management of guidance and counseling (GC) services at SMA Negeri 1 Wanayasa can be summarized across four key stages: planning, implementation, supervision, and evaluation. Each stage reflects distinct activities and outcomes that highlight how face-to-face media are strategically managed to enhance student engagement and ensure service effectiveness. The following table outlines these stages, the activities involved, and the main findings observed in the case study.

Table: Management Framework of Guidance and Counseling Services through Face-to-Face Media at SMA Negeri 1 Wanayasa.

Management Stage	Key Activities	Findings at SMA Negeri 1 Wanayasa
Planning	Design yearly and semester work programs; Identify student needs; Select appropriate media (counseling board, problem box, leaflets).	Structured and strategic planning despite resource limitations; Media integrated into school calendar.
Implementation	Use counseling board for public information; Problem box for confidential issues; Leaflets for thematic campaigns; Selective digital tools for support.	Face-to-face media remain central; Digital media used selectively; Media enhance accessibility and engagement.
Supervision	Internal supervision by head of counseling; External monitoring by principal; Monthly activity reports; Informal observation of media use.	Supervision ensures accountability; Limited mentoring due to staff capacity; Counselors seek professional development.

Management Stage	Key Activities	Findings at SMA Negeri 1 Wanayasa
Evaluation	End-of-semester reviews; Analyze student feedback and participation; Redesign materials based on findings; Initiate corrective programs (e.g., anti-bullying).	Evaluation drives continuous improvement; Tangible changes based on student input; Manual data analysis limits efficiency.

This table presents the four stages of GC management identified in the study. Planning involves structured programming and selection of media; implementation highlights the practical use of counseling boards, problem boxes, and leaflets; supervision ensures accountability through internal and external monitoring; and evaluation drives continuous improvement based on student feedback. Together, these stages demonstrate how traditional media, when systematically managed, can serve as effective tools for counseling services in a secondary school context.

CONCLUSION

This study has analyzed the management of guidance and counseling (GC) services through face-to-face media at SMA Negeri 1 Wanayasa. Findings indicate that the management process follows a structured cycle consisting of planning, implementation, supervision, and evaluation. Counselors employ traditional media such as counseling boards, problem boxes, and leaflets, while also experimenting with selective digital innovations to complement direct services. These media function not only as channels of communication but also as management tools that facilitate the organization of counseling activities, enhance student engagement, and expand the reach of services.

Despite facing challenges such as large student populations, limited facilities, and counselor workloads, SMA Negeri 1 Wanayasa demonstrates that effective management practices can maximize the utility of face-to-face media. The findings suggest that counseling services do not solely depend on technological sophistication but also on the strategic and context-sensitive management of available resources. Importantly, the study highlights that in collectivist cultural contexts such as Indonesia, face-to-face counseling media remain crucial in fostering trust, empathy, and authentic counselor-student relationships.

The findings of this study carry significant implications for theory, practice, and policy in school counseling. Theoretically, they reaffirm the continuing relevance of face-to-face media as effective counseling tools within comprehensive school counseling models, particularly in collectivist contexts where trust and empathy are best conveyed through direct interaction. Practically, the study highlights the importance of diversifying counseling mediasuch as boards, problem boxes, and leafletsand managing them systematically to enhance accessibility, student participation, and confidentiality. Counselors should also integrate selective digital tools to complement traditional media, creating hybrid models that are flexible and culturally responsive. For policymakers and

administrators, the results underline the need to support counseling services with adequate resources, training, and supervision mechanisms, while embedding evaluation systems that encourage continuous improvement. Together, these implications suggest that effective GC management depends not only on technological innovation but also on strategic media use that aligns with local needs and cultural expectations.

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