



## **Guidance and Counseling Service Management at MI Muhammadiyah Jumoyo: An Implementative Qualitative Study**

**Minzani Aufa<sup>1\*</sup>, Lutfi Rizky Lukmawati<sup>2</sup>**

<sup>1,2</sup>Universitas Muhammadiyah Magelang, Indonesia

<sup>1</sup>[minzaniaufa@unimma.ac.id](mailto:minzaniaufa@unimma.ac.id)<sup>1\*</sup>, <sup>2</sup>[lutfirizkylukmawati@unimma.ac.id](mailto:lutfirizkylukmawati@unimma.ac.id)

\*Corresponding Author

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### **Abstract**

This study seeks to describe the implementation of guidance and counseling service management at MI Muhammadiyah Jumoyo. The research employs a qualitative approach with an implementative study design. Data were collected through observation, in-depth interviews, and documentation to obtain a comprehensive understanding of the applied services. The findings reveal that direct guidance and counseling services are integrated into daily learning activities. Teachers function as mentors who observe student behavior, embed character values within learning materials, and provide moral, emotional, and motivational assistance when learners experience personal or academic difficulties. These services are strengthened through routine school programs such as flag ceremonies, morning assemblies, and religious activities that serve as media for delivering constructive advice. Indirect guidance and counseling services are realized through self-development programs and positive habituation. Scout activities, sports, student work exhibitions, and congregational worship habits contribute to cultivating responsibility, independence, sportsmanship, spiritual discipline, and self-confidence. In personal guidance, the school facilitates students in recognizing potential, strengths, and limitations while fostering character development and independence through spiritual mentoring. Academic guidance focuses on developing effective study habits, discipline, and the ability to overcome learning challenges using appropriate strategies. Social guidance emphasizes ethics, cooperation, empathy, and conflict resolution grounded in values.

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## INTRODUCTION

Education is a planned and systematic process to help students develop all the potential they have. Through education, students are guided to be able to solve various problems, both those originating from within themselves and from the environment. This process requires mentoring services that focus not only on academic aspects but also on the personal, social, and emotional development of the students. In this context, guidance and counseling become an integral part of education. guidance and counseling services not only provide assistance when students face problems but also serve preventive and developmental functions. Through targeted guidance, students are expected to be able to develop optimally and harmoniously in accordance with developmental tasks at the elementary school age. The role of the classroom teacher is very important in the implementation of guidance and counseling, especially in elementary schools.

The classroom teacher is the figure who interacts most frequently with students and therefore understands their character, needs, and problems. Due to the intensity of these interactions, classroom teachers often perform additional functions as counselors, even though they are not professional guidance and counseling personnel. The implementation of guidance and counseling services at the primary education level is important for several fundamental reasons. Widada (2015) explains that students need thorough preparation from an early age to face more complex academic and social development at the next level. Without proper guidance, this development may not proceed optimally.

In addition, Kamaluddin (2011) mentioned that elementary-aged students generally still have limited insight into themselves and their social environment. They do not have enough experience to make decisions or understand the consequences of their behavior. Therefore, they require systematic guidance from teachers. The development of information technology brings its own challenges. According to Nurdyanti and Suryanto (2010), unwise use of technology can have negative impacts, such as increasing individualistic and consumptive tendencies, as well as reducing physical activity. Without proper control and character education, students can easily be influenced by unhealthy use of technology.

On the other hand, the increasingly competitive modern life also poses a risk to students' mental health. Muhajarah (2018) emphasizes that environmental pressures, academic demands, and media influences can trigger anxiety and stress in children. This necessitates counseling services that function as a means of protection and prevention. In relation to this condition, MI Muhammadiyah Jumoyo faces challenges in providing adequate counseling services. The school does not have a dedicated counseling teacher, so the guidance and counseling functions are carried out by classroom teachers. This requires teachers to perform two roles simultaneously, as both educators and mentors.

That dual role is certainly not easy. Classroom teachers have to teach, evaluate, prepare learning administration, and at the same time deal with various student problems. This workload often makes teachers less than optimal in providing counseling services because their time and energy are limited. Besides the internal challenges faced by teachers, the success of counseling also requires support from the family environment. Ideally, the assistance provided by teachers at school should be followed up by parents at home so that guidance for students runs consistently.

However, in the environment of MI Muhammadiyah Jumoyo, most parents work as laborers and have limited time to accompany their children after school. This situation causes some students to receive inadequate guidance from their parents, so teachers have to work harder to compensate for that role. The lack of parental attention can lead to various student problems, such as lack of discipline, low learning motivation, or difficulties in socializing. Classroom teachers need to anticipate this situation through personal, social, and learning guidance. Thus, the school becomes a party with significant responsibility in optimizing student development. The management of counseling services must be designed systematically, structurally, and integrated with learning activities as well as school routines.

The implementation of effective guidance and counseling services will not only help students solve problems but also equip them with the life skills needed to face future challenges. Therefore, an in-depth study is needed on how BK services are managed at MI Muhammadiyah Jumoyo. Based on this explanation, this research is important to understand the management of guidance and counseling services at MI Muhammadiyah Jumoyo through an implementative qualitative approach. This study is expected to provide a comprehensive overview of the implementation of guidance and counseling services, the challenges faced by teachers, and the school's strategies in supporting student development.

## METHODS

The research method applied in this study is descriptive qualitative. Creswell defines descriptive qualitative research as a study conducted using an approach or inquiry to explore and understand a central phenomenon. In addition, qualitative research aims to understand individual perspectives, find and explain processes, and gather in-depth information about the research subject. In this research method, the main sources of data and information are obtained from the research subjects, namely classroom teachers at MI Muhammadiyah Jumoyo.

### 1. Data Collection Techniques

- a. Observation, used to collect data related to the counseling management model.

- b. Interviews, used to obtain data about potential problems and strengths in counseling management. The subjects of these interviews are classroom teachers at MI Muhammadiyah Jumoyo.
- c. Documentation, used to collect data on the track record of activities that have been and will be implemented in counseling management, data on the condition of teachers and educational staff, the condition of facilities/infrastructure, and the geography of MI Muhammadiyah Jumoyo.

## 2. Data Analysis Techniques

The data analysis technique uses descriptive techniques (Miles, Huberman, 2014). Qualitative descriptive data analysis activities are carried out interactively and continue until completion, so the data becomes saturated. Activities in data analysis include: data reduction, data display, conclusion drawing/verification (Sugiyono, 2017).

# RESULT AND DISCUSSION

## A. RESULT

The research results indicate that the guidance and counseling service management model at MI Muhammadiyah Jumoyo has been implemented through two main approaches, namely direct guidance and counseling services and indirect guidance and counseling services. Both forms of service complement each other in supporting the resolution of student problems as well as the development of their potential. The implementation of direct services is evident through the involvement of counselors or guidance and counseling teachers in face-to-face interactions with students, while indirect services are realized through coordination with class guardians, subject teachers, and structured support from the school environment. These findings show that guidance and counseling management at MI Muhammadiyah Jumoyo has been designed to be adaptive and responsive to students' needs, while also reflecting the school's efforts to provide comprehensive services.

### a. Direct counseling services

Direct counseling services are an important approach implemented at MI Muhammadiyah Jumoyo to support the overall development of students. This service is carried out by teachers through daily learning activities, making the guidance process an integral part of educational activities. Teachers are not only responsible for teaching the subject matter but also for observing students' behavior, needs, and psychological dynamics during learning activities. Thus, the guidance provided becomes more relevant because it arises from authentic situations experienced by students in the classroom.

In the context of integrating counseling guidance with the learning process, every teacher at MI Muhammadiyah Jumoyo is given the responsibility to incorporate elements of character development into their

respective lesson materials. This can be realized by embedding moral values, learning ethics, discipline, or motivation related to the lesson themes. For example, when teaching Mathematics, a teacher can emphasize the importance of accuracy and patience; when teaching Islamic Religious Education, a teacher can emphasize the values of honesty, trustworthiness, and noble character. In this way, learning not only focuses on cognitive aspects but also develops students' character in accordance with Islamic values.

In certain cases, direct counseling services are also provided more explicitly, especially when teachers identify personal, social, or emotional problems experienced by students. In such situations, teachers can offer advice, guidance, and motivation with a direct purpose to help students cope with difficulties. This approach is still carried out in an integrated manner, so it does not disrupt the learning process, while still being effective in providing psychological and moral support to students. Such an approach is important to prevent bigger problems from arising and to maintain a conducive classroom climate.

Direct counseling services are not limited to the classroom alone, but can also be provided through regular school activities such as flag ceremonies, morning assemblies, religious activities, or during break time. At these moments, teachers have the opportunity to convey brief, constructive messages, such as the importance of discipline, cleanliness, politeness, and respect for teachers and fellow students. Because they are delivered in a more relaxed and communal atmosphere, these messages are often more easily received and understood by students. This informal interaction also helps strengthen the emotional bond between teachers and students.

### **b. Indirect Counseling Services**

Indirect Counseling Services are a form of service provided through various self-development and habituation activities organized at MI Muhammadiyah Jumoyo. Unlike direct counseling, which is provided through verbal interaction between teachers and students, this service occurs through activities that indirectly foster positive values, attitudes, and behaviors. This approach is very suitable for elementary school students because they learn more easily through real experiences and repeated habituation.

One form of indirect services developed by schools is scouting activities. Through scouting, students are trained to have discipline, independence, cooperation, and leadership. These values are an important part of character development and strongly support the goals of counseling services to shape students into responsible individuals who can socialize well. Scouting activities also provide a training space for students to face simple challenges, allowing problem-solving skills and self-confidence to grow naturally.

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Sports activities also serve as an effective means of providing counseling services indirectly. Through physical activities, students learn about sportsmanship, perseverance, teamwork, and how to manage emotions whether they win or lose. Sports not only improve physical health but also mental health, as they help students develop emotional regulation and reduce stress. In this context, guiding teachers or coaches play a role in offering relevant moral guidance without having to give advice formally.

In addition, student work exhibitions serve as a medium that encourages students to boldly express their creativity and boost their self-confidence. By showcasing their work, students learn to appreciate the process, accept feedback, and develop a sense of pride in their abilities. Work exhibitions also provide teachers with the opportunity to assess the development of students' interests and talents, which can then be used as a basis for providing further guidance.

Habituation of worship practices such as the Dhuha prayer and congregational Dzuhur prayer is a form of indirect guidance that is very important at MI Muhammadiyah Jumoyo. Through this habituation, students are guided to develop spiritual discipline, devotion, and a love for worship. Congregational activities also instill values of togetherness and purity of heart, as students are guided to maintain order, neatness, and proper etiquette in worship. Such habituation indirectly shapes noble character, which is the core goal of counseling guidance in the Islamic school environment.

Not only through activities, MI Muhammadiyah Jumoyo also provides various supporting facilities that can foster positive behavior. The advice board, for example, presents motivational words and moral messages that students can easily read every day. This board indirectly provides a positive stimulus that can shape mindset and good habits. Through repeated exposure, students become more receptive to moral messages without feeling directly lectured by the teacher.

In addition, the presence of a reading corner with a collection of selected storybooks also makes a significant contribution to the development of students' character. Storybooks filled with moral messages can foster empathy, caring attitudes, and positive thinking habits. Through reading, students can learn from the characters in the stories and gain a deeper understanding of moral concepts. The reading corner provides a conducive environment for children to develop emotionally, socially, and intellectually, all of which are closely related to the goals of indirect guidance and counseling services.

## B. DISCUSSION

The findings in the field indicate that, in line with the main focus of qualitative research to deeply understand phenomena, MI Muhammadiyah Jumoyo has implemented a counseling service model that includes three main aspects: personal guidance, academic guidance, and social guidance. These results illustrate how the school develops structured services to support the holistic development of students.

#### **a. Personal Guidance**

Personal guidance is one of the important services in counseling that focuses on helping students understand and recognize themselves. At MI Muhammadiyah Jumoyo, this guidance is implemented to support the process of developing students' character, potential, and personality comprehensively. This service not only helps students assess their abilities but also guides them to utilize their potential to develop optimally according to their individual characteristics and personal needs.

The main goal of personal guidance is to help students recognize their true selves more deeply. By understanding their strengths, weaknesses, talents, and interests, students are expected to be able to direct themselves in a more positive direction and make decisions about their future accurately and responsibly. This process is especially important at the elementary school level because at this stage, children are in the early identity formation phase and need guidance appropriate to their developmental age.

In the context of Islamic education, personal guidance services also have the task of shaping students into individuals who are faithful and devoted to Allah SWT. Therefore, spiritual development becomes an important part of the guidance process. Students are trained to make a habit of following religious commands, maintaining noble character, and using Islamic values as a guide in daily life. Thus, personal guidance not only emphasizes the development of psychological aspects, but also spiritual and moral aspects.

Personal guidance at MI Muhammadiyah Jumoyo also includes efforts to help students recognize their own strengths. Each student has their own unique qualities that can be developed into productive abilities. Through teacher mentoring, students are guided to channel these potentials into creative, positive, and beneficial activities. In this way, students not only feel valued but are also encouraged to develop self-confidence and motivation for learning.

In addition to strengths, students are also guided to recognize their weaknesses. Awareness of one's weaknesses is not something negative, but rather an important part of personal development. Teachers provide guidance so that students can overcome these weaknesses with full awareness and measured effort. This approach helps students develop self-regulation skills, mental resilience, and a never-give-up attitude when facing life's challenges.

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Furthermore, personal guidance services also pay attention to the ability to make simple decisions. At the elementary school age, students start to be taught to make choices regarding learning activities, social interactions, and daily habits. Through guidance, students are trained to consider the consequences of each decision, so they can make the best choices for themselves. This process also helps learners develop independence and self-management skills.

Another equally important aspect of personal guidance is fostering a healthy lifestyle, both physically and spiritually. Teachers encourage students to maintain a regular lifestyle, take care of their personal hygiene, and manage their emotions. In addition, cultivating positive habits such as praying, performing religious duties on time, behaving politely, and maintaining physical health becomes part of developing a well-rounded personality. With this service, students are expected to grow into balanced, independent individuals with noble character, capable of living their lives according to the decisions they have made.

#### **b. Learning Guidance**

Learning guidance is one of the areas of counseling services that plays an important role in helping students develop their learning abilities optimally. At MI Muhammadiyah Jumoyo, this service is designed to assist students in successfully following the educational process, while also fostering independent learning abilities. Through this service, students are guided to understand learning methods that match their personal style, abilities, and needs, so that learning outcomes can improve significantly.

The main goal of tutoring is to help students recognize and develop good study attitudes and habits. At the elementary school age stage, children are in the process of forming habits, so they need proper guidance to make learning an enjoyable activity rather than a burden. By understanding effective learning methods, students can more easily master the knowledge and skills required by the school's learning program. This guidance also helps students overcome learning difficulties that may arise due to a lack of motivation, an uncondusive learning environment, or unsuitable learning methods.

Tutoring services also play a strategic role in preparing students for higher education levels. Through fostering regular and focused study habits, students are trained to become independent, disciplined learners with intrinsic motivation. Thus, when they continue their education to the next level, they already have a solid foundation of learning skills, enabling them to adapt to more complex academic demands.

One important topic in tutoring is the development of effective learning attitudes and habits. This includes the ability to seek information from

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various sources, behaving politely toward teachers and resource persons, and paying full attention during lessons. Students are also guided to complete school assignments such as homework on time, understand the basic concepts of lessons, and develop learning skills such as making summaries, noting key points, and utilizing digital learning media.

Tutoring pays special attention to the development of independent and group study discipline. Discipline is one of the keys to successful learning, and through this tutoring, students are accustomed to studying regularly, setting schedules, and fulfilling academic responsibilities according to the designated time. Group study activities are also practiced so that students can cooperate, discuss, and help each other in understanding the lesson material.

In this field, strengthening mastery of the subject matter is also a main focus. Through tutoring activities, students who have difficulty understanding certain lessons can receive additional support as needed. Teachers can provide alternative explanations, extra practice exercises, or easier-to-understand learning techniques. In this way, tutoring helps reduce the gap in abilities among students and supports the achievement of equitable learning.

Tutoring also emphasizes the importance of understanding and utilizing the physical, social, and cultural conditions in the students' surroundings. The school, home, and community environments can be rich sources of learning if used properly. Through this guidance, students are trained to learn from their environment, develop curiosity, and understand the connection between theory and practice in real life. This approach is very important for encouraging students to think critically and creatively.

Tutoring at MI Muhammadiyah Jumoyo serves as a guide for students in building a strong learning foundation. This service not only addresses learning difficulties but also fosters positive learning traits, such as perseverance, responsibility, and the courage to try. With this service, it is hoped that every student can develop into an accomplished, independent individual who is ready to face the educational challenges of the future.

### **c. Social Guidance**

Social guidance services are one of the areas that receive special attention in the implementation of guidance and counseling services. Social guidance in schools is aimed at helping students develop the ability to interact in a healthy, polite, and responsible manner in everyday life. Teachers play a role in instilling important social values for elementary school children, such as empathy, mutual respect, the ability to work together, and resolving conflicts in a positive way.

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Social guidance is carried out through various formal and informal activities within the madrasa environment. Formally, teachers provide direction or explanations about the importance of social ethics, politeness, and manners in Islam. Children are taught how to behave towards peers, teachers, school staff, and the surrounding community. This approach is implemented gradually and repeatedly, considering that students at that age are still in the stage of imitation and habit formation. Teachers also provide direct examples through role modeling, so that social values can be naturally absorbed by the students.

Researchers also found that MI Muhammadiyah Jumoyo utilizes routine school activities as a means of social guidance. Activities such as flag ceremonies, classroom work weeks, congregational prayers, and extracurricular activities serve as opportunities to train students in discipline, cooperation, and respecting communal rules. In these activities, teachers provide guidance on how to greet friends, share, understand the importance of queuing, and how to play an active role in a group without dominating or feeling marginalized. This approach has proven effective because children learn through direct experience.

In addition to routine activities, social guidance services are also carried out responsively when teachers encounter social issues among students. For example, when disputes, minor bullying, or misunderstandings occur, teachers immediately conduct mediation. The handling is done wisely by inviting students to dialogue, understanding their peers' perspectives, and finding solutions without excessive blame. This process helps students build communication skills, emotional control, and peaceful problem-solving abilities. Research results show that this mediation method makes relationships among students more harmonious.

The school environment is also designed to support the development of positive social behavior. Teachers emphasize the importance of the culture of greetings, smiles, and saying hello as a distinctive feature of the Islamic school. In addition, students are trained to respect the differences among them, whether in terms of academic abilities, family backgrounds, or personalities. The school provides discussion spaces, reading corners, and group activities that encourage healthy social interaction. Thus, social guidance not only takes place in the classroom but is also reflected in the daily school culture.

The research findings reveal that social guidance at MI Muhammadiyah Jumoyo greatly contributes to shaping students' character. Through an integrative approach that includes formal instruction, habituation, group activities, and handling social cases, the school successfully instills Islamic social values that are relevant to early childhood development. With this

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service, students not only grow academically, but also develop good social skills, are able to adapt, cooperate, and build harmonious relationships with their surroundings.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research at MI Muhammadiyah Jumoyo, it can be concluded that the implementation of guidance and counseling services has been carried out comprehensively through two main forms, namely direct and indirect services, and covers three main areas: personal guidance, learning guidance, and social guidance. Direct services are integrated into the daily learning process, so teachers play a role not only as instructors but also as mentors in observing, directing, and providing moral and emotional support to students contextually according to the needs that arise in the classroom. Meanwhile, indirect services are provided through various self-development activities, religious habit formation, and the creation of an educational and positively valuable school environment, so that students gain real experiences that foster character, discipline, and social skills. In terms of personal guidance, the school has successfully helped students recognize their potential, talents, and weaknesses, as well as build noble character and independence. In academic guidance, students are guided to develop effective study habits, discipline, and more optimal academic abilities. Meanwhile, social guidance is carried out through fostering ethical social interactions, group activities, handling social cases, and habituating cooperative attitudes, thereby promoting healthy social interaction skills among students. Overall, the implementation of counseling service management at MI Muhammadiyah Jumoyo has created a holistic, religious, and humanistic educational environment that encourages students to develop in a balanced way across spiritual, academic, emotional, and social aspects.

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