

## **DEVELOPMENTAL GUIDANCE AND COUNSELING FOR NEGATIVE PARENTAL IMPACT ON CHILDREN'S ACADEMICS**

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### **Abstract**

This study aims to analyze (1) the extent to which Comprehensive guidance and counseling can support student development, (2) to find out the negative impacts that occur on students before being given Comprehensive BK services to overcome the problems faced, (3) analyze the positive impacts that are likely to occur if Comprehensive BK services are carried out well. The research method used is qualitative which is carried out by observing something that happens and looking for a solution to overcome it. In this study, we will discuss a case study that is rampant in the school environment and how comprehensive guidance and counseling services solve problems using four existing components. The problems discussed refer to the decline in students' academic achievement due to problems within the family that cause new problems in the school environment. The four components discussed are (1) basic services, (2) responsive services, (3) individualized planning, (4) system support, which is expected to help students achieve optimal development.

**Keywords:** Comprehensive BK, Student Development, Academic Achievement

### **Abstrak**

*Penelitian ini bertujuan untuk menganalisis (1) sejauh mana BK Komprehensif dapat mendukung perkembangan siswa (2) mengetahui dampak negatif yang terjadi pada siswa sebelum diberi layanan BK Komprehensif untuk mengatasi permasalahan yang dihadapi (3) menganalisis dampak positif yang kemungkinan besar akan terjadi jika layanan BK Komprehensif dilakukan dengan baik. Metode penelitian yang digunakan adalah kualitatif yang dilakukan dengan cara mengamati sesuatu yang terjadi dan mencari jalan keluar untuk mengatasinya. Dalam penelitian ini akan membahas satu studi kasus yang marak terjadi di lingkungan sekolah dan bagaimana cara layanan BK Komprehensif menyelesaikan permasalahan menggunakan empat komponen yang ada. Permasalahan yang dibahas mengacu pada turunnya prestasi akademik siswa sebab timbulnya masalah di dalam lingkup keluarga yang menimbulkan masalah baru di lingkungan sekolah. Empat komponen yang dibahas adalah (1) layanan dasar (2) layanan responsif (3) perencanaan individual (4) dukungan sistem yang diharapkan empat komponen ini dapat membantu siswa mencapai perkembangan yang optimal.*

**Kata kunci:** *BK Komprehensif, Perkembangan Siswa, Prestasi Akademik*

## **INTRODUCTION**

Changes in the surrounding environment have a significant impact on people's lifestyles. In a broader context, rapid social, cultural, economic, and technological transformations often become factors that cause uncertainty and pressure in individuals' lives. If these changes cannot be anticipated or exceed individuals' ability to adapt, then this condition has the potential to trigger behavioral disorders. The effects can range from stagnation in development, the emergence of various personal problems, to serious behavioral deviations. An unhealthy or unsupportive environment has a significant influence on the patterns or styles of behavior of students, especially adolescents, who tend to deviate from social norms (Ulfah & Arifudin, 2020). Adolescence itself is a crucial phase in the human life journey because it is a complex and dynamic transitional period, both physically, psychologically, and socially.

Education is an integral part of human life, beginning in the womb, through childhood, adolescence, adulthood, and old age. This educational process involves contributions from various parties, including the role of parents, interaction with society, and the influence of the surrounding environment (Anisa & Saparudin, 2022). In this process, the family plays a very important role. The family is the smallest unit in the social structure, consisting of the relationship between husband, wife, and children. According to Erik Erikson, the eight stages of an individual's psychosocial development are greatly influenced by experiences gained through interactions within the family (Suhartoni et al., 2024). Therefore, the family plays a crucial role as the primary factor in determining the psychological development and personality formation of adolescents. Children's dependence on parents or other adult figures is often accompanied by an internal drive to demonstrate and develop their potential, talents, and personal skills. However, this situation often leads children into complex conditions, both in their relationships with themselves, peers, teachers, parents, family, and various other factors (Akhmadi, 2022).

Trauma is a concept rooted in the Greek word “*tramatos*,” which means a wound caused by external factors. In the medical field, trauma refers to physical injuries caused by external factors. However, in the psychological aspect, trauma refers to the emotional or mental impact resulting from highly disturbing or painful experiences. Based on this understanding, trauma has the potential to form latent emotional wounds that can hinder an individual from engaging in or achieving positive aspects of their life. As a result, an individual's life may lose direction, become disorganised, and even experience deep sadness. Trauma, often manifested in the form of mental disorders or abnormal behaviour, is a significant issue frequently encountered by child psychologists. This situation illustrates the profound impact of traumatic experiences on children (Srilatha et al., 2021).

In facing these challenges, guidance and counselling are an integral part of education, aiming to help individuals develop their full potential, academically, emotionally, and socially. The implementation of guidance and counselling services needs to be designed

by considering all aspects of students' needs, both short-term needs, such as success in school, and long-term needs related to readiness for life in the future (Bäulke & Dresel, 2023). Comprehensive guidance and counseling is an approach that places counselors or guidance and counseling teachers (BK) as the main drivers in providing comprehensive attention to all students. This approach involves active collaboration between parents, classroom teachers, school principals, and various other stakeholders to create an environment that supports the overall development of students.

This comprehensive guidance model is designed in a planned and organized manner to help individuals reach their maximum potential, overcome problems, and achieve their life goals. Using holistic and integrative methods, this approach focuses on the specific needs of each individual in order to produce optimal results. In this model, counselors not only pay attention to clients' emotional disturbances, but also to the achievement of developmental tasks relevant to their age and needs. This approach allows counselors to help overcome specific challenges that arise at a given time while promoting the optimization of clients' potential and overall development patterns.

Comprehensive guidance and counseling aims to include all students without exception, making it a mandatory element in the educational process. This approach also removes the stigma that guidance and counseling services are only for students with problems. Instead, it creates an educational environment that supports students' holistic development, including academic, emotional, and social aspects. Thus, every student has the right to and can receive the support needed to achieve their optimal potential in various dimensions of life. A comprehensive guidance and counseling approach also needs to adopt a holistic, prevention-oriented approach aimed at optimizing the development of students' potential.

Through this approach, students are encouraged to better understand and manage various dimensions of their lives, ranging from academic, career, to social-personal aspects. The main focus of this approach is to provide support to students so that they can actualize their potential optimally in every aspect of life. This guidance process also includes early identification of risk factors originating from the family environment, such as negative parenting patterns, ineffective communication, excessive pressure, or even experiences of violence at home. In this context, guidance and counseling play a role in providing appropriate interventions to address the negative effects of these factors, enabling students to grow and develop in a psychologically and socially healthy environment.

The presence of competent guidance counselors who are sensitive to the psychological conditions of students is very important in creating an inclusive and supportive school climate. Through individual counseling, group counseling, orientation services, and information services, guidance counselors can help students recognize themselves, set realistic life goals, develop social skills, and build mental resilience in facing challenges. Collaboration between schools and families is also an important component in the implementation of comprehensive guidance and counseling. Active involvement of

parents in their children's education, particularly in supporting guidance activities, is a determining factor in the success of these services.

In dealing with complex and multidimensional issues, such as childhood trauma or pressure from the family environment, guidance counsellors cannot work alone. Therefore, synergy with various parties, including psychologists, educational consultants, and social and health institutions, is very important to provide appropriate and comprehensive treatment. Thus, comprehensive guidance and counselling is not only a means to solve problems, but also an instrument to build resilience, independence, and the quality of life of students in a sustainable manner. Overall, the implementation of guidance and counselling based on a developmental approach and a comprehensive nature is an urgent need in modern education systems. This aligns with the vision of 21st-century education, which emphasises not only academic achievement but also character development, emotional well-being, and students' readiness to face a dynamic and uncertain world. Therefore, investing in strengthening guidance and counselling services in schools is a strategic step to ensure that every student can grow and develop optimally in a healthy, supportive, and empowering environment.

## **METHOD**

This study uses a literature review method by collecting and analysing data from various previous studies or sources (Jaya, 2020). This approach aims to obtain relevant information, understand certain patterns, and provide deeper insights based on previous studies. The analysis used in this study is an analysis of facts that have been proven through previous data. This study reviews existing facts and then develops them into something new without disregarding the available information. The sources used in the literature study include books, journals, and scientific magazines. In the process of reviewing the literature, it is important not only to quote experts directly but also to respond critically and deeply following the field of study. The main things that need to be done in a literature review are analysing, synthesizing, summarising, and comparing the results of one study with another. Furthermore, the literature study process is not just about collecting data, but also involves stages of analysis, evaluation, and compiling information into an integrated and critical summary. This summary is compiled to elaborate the information into a complete and analytical description, which can even include hundreds to thousands of references. Literature studies have many benefits, such as understanding the development of science, getting to know various methods in scientific writing, broadening horizons, finding relationships between research results, and helping to determine topics and issues that are worthy of in-depth study. According to (Pahleviannur et al., 2022), literature review is an important step because it serves as the basis for determining the theme or title of the research. Meanwhile, according to (Budianto, 2024), literature review demonstrates the researcher's ability to understand and relate previous research, develop theories based on existing studies, and communicate the benefits of the research to the public.

## RESULTS AND DISCUSSION

As is well known, humans are essentially social beings who, in their lives, are constantly dependent on other individuals around them, whether they have extroverted or introverted personalities. In general, individuals with introverted tendencies tend to be reserved and find it difficult to express personal matters to others, while extroverted individuals are more open and tend to easily share their personal experiences or feelings openly with others. However, regardless of their character tendencies, every human being ultimately needs the presence and support of others, including in the context of student life, which often involves challenges in personal, social, academic, and career development. In this regard, the presence of school counsellors or guidance and counselling teachers (BK) plays a crucial role in accompanying students to grow and develop optimally in all four areas.

Many students face serious issues in their lives, one of which is deep trauma resulting from unfavourable family or social environments. For example, introverted students, known for being reserved and avoiding emotional involvement in social interactions, often keep their problems to themselves, especially those related to internal family issues. These students may appear academically successful but harbour emotional wounds from unresolved parental conflicts that suddenly escalate into major disputes. In such situations, students not only become victims of parental conflict but also endure psychological impacts such as verbal abuse or violence from parents who express their emotions uncontrollably. Violence against children, whether physical, emotional, or neglectful, can have a negative impact on a child's growth and development, both directly and indirectly.

This is where the role of guidance counselors is important, as they act as mentors who help students regain their self-confidence, develop their potential, and hone their emotional intelligence. The implementation of comprehensive guidance and counseling services is essential in this regard. Comprehensive guidance and counseling encompass four main services: basic services, responsive services, individual planning, and support systems. Basic services involve comprehensive support for students through programs designed to help all students develop understanding and skills in personal, social, academic, and career planning aspects. This guidance process is carried out systematically, planned, and tailored to the developmental stages of students with the aim of shaping students who are independent in making decisions, determining choices, and living a responsible life.

In its implementation, guidance counselors can hold activities such as class guidance where teachers interact directly with students through group discussions and activities that build self-awareness. Orientation services are also provided to help students adapt to their new school or madrasah environment. In addition, information services are provided by disseminating important materials through print or electronic media to broaden students' knowledge. Furthermore, guidance counselors also provide group counseling

services that address common issues such as effective learning methods, dealing with exams, and stress management. To support the effectiveness of basic services, student data is collected through tests and non-tests that help provide a deeper understanding of the students' conditions.

When students face problems that require immediate attention, responsive services are crucial. These services are provided to students experiencing crises or pressures that, if not addressed immediately, could hinder their achievement of developmental tasks. In cases where students experience trauma due to family conflicts, guidance counselors must follow up on the problem with a structured approach so that students feel safe and not pressured when expressing their feelings and thoughts. This is very important, especially for introverted students who tend to close themselves off and avoid conversations about their personal lives. Strategies for implementing responsive services include individual and group counseling aimed at helping students recognize problems, understand their causes, explore alternative solutions, and make appropriate decisions. If the guidance counselor feels unable to handle a particular case, the student may be referred to the appropriate authorities, such as a psychologist, psychiatrist, or other relevant institutions.

Responsive services also include collaboration with subject teachers and homeroom teachers in order to obtain accurate information about students. This cooperation enables early detection of students who are experiencing learning difficulties, frequent absences, or behavioral changes. In addition, cooperation with parents is very important so that student guidance efforts are also carried out consistently at home. Through open communication, guidance counselors and parents can exchange information and find the best solutions in supporting students. Other services include collaboration with external parties such as community leaders, health workers, and home visits aimed at gaining a deeper understanding of the students' environment. Consultation services for teachers or school leaders are also included in the scope of responsive services to align perceptions and strategic steps in helping students. On the other hand, peer counseling services may involve students who have been trained as mentors to accompany their peers, thereby creating a climate of social awareness in the school environment. Equally important, case conferences are held with limited and closed participation of relevant parties to discuss the best solutions for student problems.

Individual planning services aim to help students design and carry out future activities based on an understanding of their potential and limitations. In this service, guidance counselors help students assess and understand their abilities, interests, and achievements objectively. Furthermore, students are guided to use the information obtained to formulate realistic personal, social, academic, and career goals. Planning for the transition from school to work or further education is also an important part of this service. The mentoring process is followed by an evaluation of the activities carried out to determine the effectiveness of the program and as a basis for future improvements.



The final component of comprehensive guidance and counseling services is a support system, which includes various management activities, the use of information technology, and the continuous development of professional competencies of guidance counselors. In this case, guidance counselors need to continuously improve their knowledge and skills through training, seminars, workshops, active participation in professional organizations, and continuing education at higher levels. In addition, guidance and counseling programs need to be managed systematically and integrated with other school/madrasah programs so that they can be implemented effectively and efficiently. Research and development are also part of the support system, which aims to strengthen service quality through scientific studies and the development of service models that are adaptive to student needs.

Referring to various cases that have occurred among students, especially introverted students and those experiencing internal problems, guidance counselors have a big responsibility to minimize the negative impact of the problems faced by students. Moreover, adolescence is a vulnerable period in which self-identity, emotional instability, and environmental influences often significantly affect student development. By implementing comprehensive guidance counseling services from the beginning of the school year, especially during the orientation period for new students, guidance counselors can establish an effective monitoring system for students' conditions. This provides an opportunity to detect problems early and design appropriate intervention programs according to students' needs.

Guidance counseling services do not only serve as problem solvers, but also as part of character education. Through these services, guidance counselors are expected to shape students' positive character, instill moral and ethical values, and foster a sense of social responsibility. The role of guidance counselors in character education is becoming increasingly important as students face more complex problems at school, such as tardiness, truancy, disobedience to teachers, disrupting class, sleeping in class, bullying peers, and smoking on school grounds. Additionally, some students still struggle with basic skills like reading.

With these various problems, guidance counsellors implement a variety of strategic services, ranging from individual counselling, group counselling, collaboration with homeroom teachers and parents, to home visits. These strategies aim to provide comprehensive support for students so that they can overcome the problems they face, whether personal, social, academic, or career planning. Ultimately, the success of guidance and counselling services depends on the integration of the system, the readiness of guidance counsellors to manage student dynamics, and close collaboration between the school, parents, and the community. Through this synergy, students can grow into emotionally healthy individuals, intellectually capable, and ready to face future challenges with confidence.

## DISCUSSION

Humans, as social beings, need to interact and relate to their surroundings, regardless of their personality type, whether introverted or extroverted. However, these personality traits influence how an individual expresses themselves and manages their emotions and life experiences, including traumatic ones. An introvert tends to keep their feelings and personal experiences to themselves, finding it difficult to express them to others, even in a professional setting. On the other hand, extroverts are more open and willing to share their life experiences. In the world of education, this diversity of personality presents a unique challenge in providing appropriate and effective guidance and counselling services. One of the main goals of guidance and counselling services in schools is to help students in their personal, social, academic, and career development. In practice, introverted students and those who have experienced trauma require a more careful and systematic approach so that they feel safe and supported to open up. Erik Erikson's psychosocial development theory emphasises that each individual must resolve developmental crises at each stage of life to achieve a healthy personality.

For adolescent students, the main challenge is the identity crisis versus role confusion. At this stage, students begin to question who they are and what role they play in society. When individuals experience trauma during this developmental period, especially from the family environment, such as parental conflict or emotional abuse, the identity crisis can become more profound and potentially hinder their development process. Introverted students are more vulnerable due to their tendency to internalise their feelings. Therefore, the role of counsellors is crucial in helping students resolve these crises through guidance that is not only preventive but also responsive to the specific needs of students. In this context, a comprehensive guidance and counselling approach is necessary. According to Gysbers & Henderson, (2001) A comprehensive guidance and counselling program includes four main components: basic services, responsive services, individual planning, and system support. Basic services aim to help all students develop personal, social, academic, and career insights and skills. At this stage, activities such as classroom guidance, orientation services, information provision, and group guidance are very important to be carried out in a planned manner since the orientation period. For example, the distribution of identity questionnaires at the beginning of the school year can be an initial instrument to identify the characteristics and potential problems of students, especially those who show a tendency to be closed or withdraw from the social environment.

Rogers & Freiberg (1994). Humanistic Theory provides an important foundation for student-centred counselling. In his view, empathetic, congruent, and unconditional acceptance are the basis of effective counselling. When counsellors apply these principles in basic services, they can build safe relationships with students, including those who have experienced trauma or have introverted personalities. Through a warm and non-judgmental approach, students will feel valued and slowly begin to open up to the help offered. This process is very important in developing students' self-confidence and ability



to express issues that they have been holding back. Responsive services are another important component in handling urgent cases, such as students experiencing trauma, severe emotional distress, or developmental disorders due to domestic violence.

In this service, counsellors can use individual or group counselling techniques to help students identify problems, find the root causes, and design healthier alternatives. This approach is in line with Albert Ellis' cognitive theory, Rational Emotive Behaviour Therapy (REBT), which emphasises that a person's emotional problems stem from irrational beliefs that can be changed through counselling. Counsellors play a role in helping students replace negative, debilitating thoughts with more constructive and adaptive mindsets. However, not all problems can be handled by school counsellors alone (Amalia et al., 2023). Therefore, comprehensive guidance programs also include referrals to more competent parties, such as psychologists, psychiatrists, or child protection agencies.

Collaborative principles are important in this context, including cooperation with homeroom teachers, subject teachers, parents, and the community. This collaboration aims to create an environment conducive to student recovery and growth. Urie Bronfenbrenner's ecological theory can be used to understand the importance of synergy between the micro-systems of students, such as family, school, and peers, in supporting children's holistic development (Sugara & Fadhilah, 2024). In addition, individual planning is a strategic component that helps students design their future based on an understanding of their potential and limitations. This process includes self-assessment, individual advisement, and transition planning to the next stage in their academic or career life. Students who receive good individual planning will have a clear direction and confidence in making future decisions. This is relevant to Maslow, (2012) theory of motivation, which places self-actualisation at the peak of human needs. With proper understanding and guidance, students have a greater chance of reaching their highest potential.

System support is the backbone of all guidance and counselling services. Activities such as professional development for counsellors, program management, and research and development are integral parts of this system. Counsellors who continue to develop their competencies will be more sensitive to the dynamics of student issues and able to respond with relevant methods. Regular research will also enrich counselling approaches and enable continuous evaluation and improvement of programs. Referring to the theory of resilience, which is the ability of individuals to bounce back from adversity or trauma, guidance and counselling have a strategic position in shaping students' resilience (Zamani et al., 2023). Comprehensive counselling services can strengthen students' internal resources, such as self-control, self-esteem, and life goals. When students are able to develop resilience, they will have the ability to face life's challenges, including past trauma, and turn them into learning experiences to grow stronger.

Problems that frequently arise in schools, such as tardiness, unexcused absences, disobedience to teachers, sleeping during class, and bullying, are often manifestations of deeper issues. Even more serious cases, such as smoking, reading difficulties, and acts of violence or other behavioral deviations, indicate the need for more systematic intervention. In situations like this, the role of responsive services through five types of strategies becomes very important. These strategies include individual and group counseling, cooperation with teachers and homeroom teachers, collaboration with parents, and home visits to understand the students' backgrounds more deeply. Returning to the case of the introverted student who experienced trauma due to family conflict, counselors can begin their approach with universal basic services. By utilizing data from initial questionnaires and observations of student behavior, counselors can identify symptoms that indicate internal problems. Next, individual counseling is conducted gradually, building trust, facilitating emotional disclosure, and designing appropriate problem-solving strategies. If severe psychological disorders are found, referral to a psychologist or relevant institution is the appropriate step, without neglecting the process of ongoing assistance at school.

In practice, guidance and counseling services cannot be provided instantly, but require a long, comprehensive, and empathetic process. Synergy between all components of education, including school principals, teachers, parents, and the community, is needed to create a psychologically healthy learning environment. With a good understanding of developmental psychology theories, humanistic approaches, systems theory, and comprehensive guidance models, counselors can optimally fulfill their role in helping students achieve holistic, resilient, and character-driven development. Thus, comprehensive guidance and counseling are not merely supplementary components of the education system but form a crucial foundation for building a generation that is not only academically intelligent but also mentally and socially strong. Especially in this complex and challenging era, guidance and counseling services serve as a beacon of hope and a solution to various issues faced by students, including those struggling with trauma and the loneliness of introverted personalities.

## **CONCLUSION**

The implementation of the Comprehensive Guidance and Counseling (BK) program plays a vital role in supporting student development, particularly in helping students overcome the negative impacts of unfavorable family conditions on academic achievement. Family-related issues, such as parental pressure, conflict, or lack of emotional support, often result in decreased academic performance and can lead to new behavioral and emotional problems within the school environment. In response to these challenges, the Comprehensive BK program offers a structured and holistic approach to guidance and counseling, which addresses both preventive and responsive needs. The Comprehensive BK model consists of four core components: basic services, responsive services, individual planning, and system support. Basic services are designed to equip students with essential information and skills that enable them to understand themselves and

develop their personal and academic potential. Responsive services focus on assisting students in dealing directly with problems they are currently experiencing, offering timely and appropriate interventions. Individual planning helps students set and work toward academic and personal goals, providing ongoing guidance tailored to their developmental stage and aspirations. Meanwhile, system support fosters a collaborative environment by encouraging partnerships between teachers, parents, counselors, and other stakeholders in the school community to ensure the effective implementation of guidance services. Through this comprehensive framework, the BK program functions not only as a solution to existing student issues but also as a proactive measure to prevent more complex challenges in the future. By focusing on all dimensions of student development academic, social, and emotional Comprehensive BK enables students to realize their full potential in a healthy and supportive educational setting. Ultimately, the successful implementation of this program contributes to building a school climate that prioritizes student well-being, resilience, and growth, paving the way for long-term success and holistic development.

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