

GUIDANCE AND COUNSELING MANAGEMENT: A SCIENTIFIC APPROACH TO IMPROVING STUDENTS' MENTAL HEALTH

^{*1}Nanang Zakaria, ²Muhammad Faisal, ³Hema Malini, ⁴Sobirin, ⁵Marzuki

^{*1,2,3,4}Sekolah Tinggi Agama Islam Ma'arif, Sintang, ⁵Universitas Kapuas

Email: ^{*1}nanangzakaria25@gmail.com, ²muhammad.faisalstg8899@gmail.com, ³hema84.hm@gmail.com, ⁴aa.sobirin1984@gmail.com, ⁵denmaszuki@gmail.com

Abstract

The objective of this research is to explore the management of guidance and counseling as a scientific approach to enhancing students' mental health. The method employed in this study is qualitative research, specifically using a case study design. The choice of a case study is justified as it allows the researcher to gain in-depth insights into the context, processes, and complexities of the phenomenon under investigation. The findings of this research illustrate that the role of guidance and counseling (BK) teachers in state high schools in West Kalimantan, Indonesia, in safeguarding students' mental health is not merely reactive but also proactive. BK teachers apply a scientific approach involving observation and interviews to understand the holistic needs and challenges faced by students. Additionally, they utilize a variety of counseling techniques, including individual counseling, group counseling, cognitive-behavioral approaches, and art and play therapy, to provide tailored support based on individual student needs.

Keywords: Management, guidance and counseling, students ' mental health

Abstract

The goal will be achieved in study This ie guidance and counseling management: a scientific approach in improving students' mental health . Method used _ in study This is method study qualitative as for type research used _ ie studies case , usage studies case because researcher can understand in a way deep context , process, and complexity moderate phenomenon _ researched . Results study This explain if the role of guidance and counseling (BK) teachers at West Kalimantan State High School in maintaining students' mental health is not only reactive but also proactive. Guidance and Guidance Teachers apply a scientific approach involving observations and interviews to understand students' needs and challenges holistically. In addition, they use a variety of counseling techniques, including individual counseling, groups, cognitive behavioral approaches, and art and play therapy, to provide support tailored to students' individual needs .

Keywords : Management , guidance and counseling , student mental health

INTRODUCTION

Guidance and counseling management in schools have a central role in supporting optimal student development. It is important to remember that guidance and counseling teachers not only work individually but also collaborate as a team. Group work in this context opens up opportunities to develop more effective strategies for providing support to students, facilitating a better understanding of individual needs, and creating an inclusive and supportive learning environment (Wijayanto, 2023). According to Usfitia (2018), in the world of modern education, the demands on the role of guidance and counseling teachers are increasingly complex. They are not only responsible for traditional aspects such as preventing deviant behavior and providing career advice but also play a key role in supporting aspects of students' personal, social, and emotional development. Guidance and counseling management are the backbone of ensuring that all students have access to the services they need to reach their full potential.

One of the main aspects of guidance and counseling management in schools is collaboration between guidance and counseling teachers. In this context, work teams act as a driving force for innovation, the exchange of ideas, and strategy evaluation. Through this collaboration, professionals can share their knowledge, identify emerging trends, and jointly design solutions that are relevant to student needs (Wibowo et al., 2023). Guidance and counseling teachers who work together in teams have the advantage of diversity of approach and experience. Each team member can bring their unique insights to the planning and implementation of guidance and counseling programs. Some may have special skills in handling interpersonal conflict, while others may be more skilled at providing academic support. By utilizing this individual's expertise, the team can develop a holistic and comprehensive program (Muhyatun, 2023).

In addition, collaboration between guidance and counseling teachers opens the door to joint learning and professional development. They can attend joint training, seminars, or conferences to stay informed about the latest developments in the field of guidance and counseling. That way, they can continue to improve their skills and apply best practices that are appropriate to educational developments and student needs. Effective guidance and counseling management also includes careful planning to ensure that the services provided cover the spectrum of student needs. This includes providing academic advice and career counseling, as well as support for social and emotional development. By focusing on individual needs, guidance and counseling teachers can identify the challenges students face and design strategies to help them overcome these obstacles (Sholih et al., 2017). The importance of team collaboration is also reflected in efforts to create an inclusive and supportive learning environment. Guidance and counseling teachers collaborate with teaching staff, school principals, and even parents to create an atmosphere that is conducive to student growth and development. By supporting each other and sharing responsibilities, they can create a positive and comprehensive school culture (Sarmadan & Abdullah, 2018).

In addition, Andry B. (2023) explains that effective guidance and counseling management involves continuous monitoring of student progress. Regular evaluation of implemented programs helps identify areas that require improvement. Guidance and counseling teams can use this data to adjust their approach according to evolving needs over time. The importance of coordinated guidance and counseling management also includes efforts to involve parents in the guidance process. Open communication between schools and parents creates strong collaboration to support children's development. Guidance and counseling teachers may hold regular meetings, seminars, or workshops to provide parents with information about how to best support their children at home.

Rochani et al. (2020) explained that in the context of globalization and technological advances, guidance and counseling management in schools also needs to consider the impact of these changes on student needs. Guidance and counseling teachers must continually update their knowledge of educational trends, technological developments, and social challenges that may affect students. In this way, they can design strategies that are relevant and responsive to the dynamics that continue to develop in the educational environment. In facing these various changes and challenges, it is important for guidance and counseling teachers to have strong leadership skills. Leadership in this context is not just about providing direction but also about motivating and inspiring a team to achieve common goals. Creating an inclusive team culture, supporting the exchange of ideas, and encouraging innovation is an integral part of effective leadership in guidance and counseling management in schools.

Finally, successful guidance and counseling management requires active involvement from the entire school community. Involving all stakeholders, including teachers, staff, students, parents, and local communities, helps create a comprehensive and sustainable approach to guiding and counseling students. All parties involved need to feel a shared responsibility to create a learning environment that supports and ensures the success of each student. In concluding this discussion, guidance and counseling management in schools is an important foundation for achieving comprehensive educational goals. Collaboration between guidance and counseling teachers is the key to providing quality and relevant services for students. With a focus on individual needs, increased professionalism, and active involvement of the entire school community, guidance and counseling management can be a force that drives student success in reaching their full potential (Agustin, 2016).

It should be noted that the role of guidance and counseling teachers in maintaining students' mental health is a critical aspect in the context of modern education. In an increasingly complex and stressful world, students' mental health is a major concern. Guidance and counseling teachers play an important role in providing support, helping prevent mental health problems, and responding effectively when these problems arise (Ramdani, 2022). Mental health is not only related to the absence of mental illness but also involves aspects such as emotional well-being, the ability to manage stress, healthy

interpersonal relationships, and self-confidence. Guidance and counseling teachers help students develop these skills through the various services and interventions they provide (Ayuningtyas et al., 2018).

According to Indarjo (2009), one of the key roles of guidance and counseling teachers is to prevent mental health problems. Through education and information programs, they can increase students' awareness of the importance of mental health and provide strategies for managing it. This includes teaching emotional regulation skills, stress management, and how to build healthy social relationships. By providing this education, guidance, and counseling, teachers can help prevent the emergence of mental health problems at an early age. In addition, guidance and counseling teachers act as first responders to signs of mental health problems. By forming strong relationships with students, they can recognize behavioral or emotional changes that could be indicators of a problem. Identifying problems early allows for rapid and effective intervention. Guidance and counseling teachers can conduct observations, interviews, and use evaluation tools to assist them in this recognition process.

When mental health problems have been identified, guidance and counseling teachers have the skills to provide individual counseling to students. This counseling may involve further investigation into the root of the problem, discussing problem-solving strategies, and providing emotional support. Guidance and counseling teachers can also refer students to further mental health professionals if necessary, such as psychologists or psychiatrists (Putri et al., 2015). In addition to individual counseling services, guidance and counseling teachers may also provide group programs that focus on social skills development, stress management, or other mental health-related topics. This program not only provides information and support, but also creates a safe space for students to share their experiences and build social support among their peers.

Guidance and counseling teachers also play a role in providing support to students who experience traumatic situations or events. They can provide crisis counseling, help students overcome the psychological impact of traumatic events, and work with families and school staff to create an environment that supports recovery. Their ability to handle crises and trauma makes guidance and counseling teachers a valuable resource in supporting students' mental health. In addition to their direct role in providing mental health services, guidance and counseling teachers also collaborate with teaching staff and parents to create a learning environment that supports students' mental health. They can provide training to teachers on how to recognize signs of mental health problems and provide strategies to support students in the classroom. Collaboration with parents is also important to expand mental health support beyond the school environment.

According to Irfan et al. (2020), guidance and counseling teachers also have a role in helping reduce stigmatization related to mental health problems. By increasing understanding and knowledge among students, school staff, and parents, they can create an environment where students feel comfortable seeking help if they need it. Education

about mental health can also help change negative perceptions and promote the understanding that mental health is as important as physical health.

Apart from that, in the opinion of Mauliza Atika's (2023), guidance and counseling teachers can also play a role in advocating for school policies that support students' mental health. This entails supporting initiatives like including mental health programs in school curricula, providing quiet areas for students who need a break, and making sure that all students can easily access mental health services.

In today's digital era, guidance and counseling teachers can also utilize technology to provide mental health support. Online counseling programs, online resources, and mental health apps can be a valuable addition to providing services that students can access anywhere and at any time. The role of guidance and counseling teachers in maintaining students' mental health is very important. By providing prevention, early identification, counseling services, and collaborative support to students, they contribute significantly to the formation of a mentally healthy generation. Students' mental health is not only the responsibility of guidance and counseling teachers but also the collective responsibility of the entire educational community. With strong collaboration and shared commitment, we can create an educational environment that supports the holistic development and well-being of students.

From the explanation above, researchers are interested in conducting research with the title *Guidance and Counseling Management: A Scientific Approach to Improving Students' Mental Health*.

METHOD

Researchers in this study used qualitative methods. According to Murdiyanto (2020), the qualitative method study focused on understanding the depth, interpretation, and disclosure meaning of the data collected. As for the type of research used by the researcher, i.e., studies, usage studies, because the researcher can understand in a way the deep context, process, and complexity of the phenomenon researched (Iswadi et al., 2023) Type study This possible researcher will dig for perspective, experience, and possible meaning hidden in the data collected related to guidance and counseling management: a scientific approach to improving students' mental health. A results study can give in-depth, contextual, and detailed insights about the cases studied, which can be used to inform policy, practice, or development theory.

RESULTS AND DISCUSSION

The implementation of the counseling program in guidance and counseling management in schools, as revealed in the results of interviews with guidance and counseling (BK) teachers in West Kalimantan, can be stated as a well-planned and organized success. The guidance and counseling teachers consistently highlight various aspects of implementing the counseling program that have a positive impact on student development and the school environment as a whole.

In managing guidance and counseling, guidance and counseling teachers in West Kalimantan emphasize the importance of designing counseling programs that are responsive to student needs. They are actively involved in identifying and analyzing the problems faced by students, both individually and in groups, to then design appropriate and relevant counseling programs. By integrating a scientific approach into guidance and counseling management, they ensure that every step taken is supported by data and a deep understanding of the student's condition.

Furthermore, guidance and counseling teachers in West Kalimantan highlighted the role of collaboration in implementing counseling programs. They actively coordinate with teaching staff, principals, and other interested parties in designing and implementing these programs. This collaboration ensures that the counseling approach is integrated into the overall curriculum and school activities. As a result, counseling programs have not only become an addition but have become an integral part of the student educational experience at West Kalimantan State High School.

In terms of management, guidance, and counseling, teachers emphasize the importance of using resources efficiently. They plan the allocation of time and energy carefully, ensuring that each counseling program can be integrated without sacrificing activities or other important aspects of the school. Thus, guidance and counseling management not only includes aspects of program design but also the optimal distribution of resources to support its successful implementation. In addition, guidance and counseling teachers in West Kalimantan emphasize the use of various counseling techniques in their programs. They design innovative counseling sessions that suit students' needs, such as individual counseling, groups, and arts- or play-based counseling techniques. By adapting counseling techniques according to student characteristics and preferences, these programs are not only effective in providing support but also ensure that students feel comfortable and are actively involved in the counseling process.

In the context of guidance and counseling management, guidance and counseling teachers in West Kalimantan also pay special attention to the ongoing evaluation and monitoring of counseling programs that have been implemented. They regularly evaluate the program's effectiveness, using data and feedback from students and school staff to measure its impact. This evaluation is the basis for making the necessary improvements or adjustments to improve the quality of counseling services. Not only focusing on students, BK teachers in West Kalimantan also highlight the important role of parents in implementing counseling programs. They strive to build strong relationships with parents, providing information related to their children's development and mental health. Through activities such as seminars or parent meetings, guidance and counseling teachers try to bridge communication and collaboration between home and school, creating more holistic support for students.

Managing guidance and counseling for BK teachers in West Kalimantan also shows sensitivity to developing mental health issues. They adapt to societal and technological

changes by utilizing online platforms or counseling applications to give students more flexibility in accessing counseling services. This reflects the alertness of guidance and counseling teachers in facing challenges and environmental changes that continue to develop. BK teachers in West Kalimantan emphasize the importance of empowering students in guidance and counseling management. They not only provide solutions or guidance but also focus on developing students' independent skills, including emotional management, problem-solving, and decision-making skills. By empowering students to manage their own mental health, guidance and counseling teachers create a long-term, sustainable impact.

Overall, through the results of interviews with guidance and counseling teachers in West Kalimantan, we can conclude that the implementation of the counseling program in guidance and counseling management in schools is carried out well. BK teachers have succeeded in developing responsive counseling programs, collaborating with various parties, managing resources efficiently, and using various innovative counseling techniques. With a holistic and integrated approach, they have succeeded in creating an educational environment that supports students' overall mental health.

A scientific approach using counseling techniques carried out by guidance and counseling (BK) teachers at West Kalimantan State High School is a crucial foundation for maintaining students' mental health. The results of observations and interviews with BK teachers reveal the various strategies they implement, recognizing the complexity of the challenges in supporting students' mental well-being in this ever-changing and increasingly complex era. In this presentation, we will discuss further the scientific approach and counseling techniques used by guidance and counseling teachers at West Kalimantan State High School to maintain students' mental health. First of all, the scientific approach in the context of guidance and counseling places emphasis on the use of scientific methods in identifying and solving problems. Guidance and guidance teachers at SMA Negeri West Kalimantan use systematic observation and interviews as research methods to collect relevant data regarding students' mental health conditions. Observations provide a direct picture of a student's behavior and emotional state, while in-depth interviews open the door to understanding the individual's background, feelings, and experiences that may impact their mental health.

From the results of observations and interviews, guidance and counseling teachers develop a deep understanding of the needs and challenges faced by students. This scientific approach provides a strong basis for planning and implementing effective guidance and counseling programs that are appropriate to the contextual conditions at SMA Negeri West Kalimantan. The counseling techniques applied by BK teachers include various approaches that are tailored to the individual needs of students. One commonly used technique is individual counseling. Through one-on-one counseling sessions, counselors can provide special attention to students and help them explore and overcome any mental health issues they may be facing. This technique involves a

therapeutic approach to help students formulate their understanding of the problem, identify solutions, and build effective coping skills.

Apart from that, group counseling is also an integral part of the guidance and counseling teacher's strategy. In group counseling sessions, students can share their experiences, support each other, and gain perspective from other individuals who may be experiencing similar challenges. This creates a supportive environment and promotes collective mental health, where students feel accepted and supported by their peer community.

The cognitive-behavioral approach is also part of the guidance and counseling teacher's repertoire of counseling techniques. By focusing on the relationship between thoughts, feelings, and behavior, this approach helps students identify thought patterns that may be unhealthy or detrimental and replace them with more positive thought patterns. Counseling teachers use this technique to help students develop stress management skills, problem-solving skills, and increased personal independence.

Other counseling techniques applied are art and play therapy. This technique is effective for students who may have difficulty expressing their feelings verbally. Art and play therapy allows them to express themselves through creative media such as painting, drawing, or role-playing. This creates an alternative way to process and cope with emotions while providing a safe and supportive space for expression. Apart from these counseling techniques, guidance and counseling teachers at West Kalimantan State High School also use technology to provide mental health services. The use of online platforms or counseling applications can provide wider and more flexible access for students to obtain counseling support. This is especially important in the context of the COVID-19 pandemic, where access to virtual mental health services is an effective solution.

Apart from providing counseling services, BK teachers are also actively involved in activities to prevent mental health problems. They organize educational programs on mental health, conduct seminars, and conduct awareness campaigns for all students. This effort aims to remove the stigma surrounding mental health and create a supportive environment in schools.

Guidance and guidance teachers at West Kalimantan State High School also collaborate closely with teaching staff and parents. They provide training to teachers on how to identify signs of mental health that may appear in the classroom. In addition, they communicate openly with parents to further understand the dynamics of students' lives outside the school environment, so they can provide more holistic support (Marzuki, 2023).

According to Fakhriyani et al. (2021), the scientific approach and counseling techniques applied by guidance and counseling teachers are not only reactive to problems that arise but also preventive in nature. Guidance teachers are involved in planning and implementing programs designed to improve students' social and emotional skills so

that they are better prepared to face the stresses and challenges of everyday life. In the context of West Kalimantan State High School, guidance and counseling teachers also involve students in making decisions regarding mental health programs. This creates a sense of ownership and involvement among students in their efforts to maintain their own mental health. This collaboration provides an opportunity for students to develop initiative and sensitivity towards mental health while reducing the stigma that may be associated with seeking help.

Apart from that, BK teachers also continue to monitor and evaluate the effectiveness of mental health programs that have been implemented. They use data from observations, interviews, and student feedback to evaluate the impact of each activity. With this scientific approach, guidance and counseling teachers can continue to improve and adapt their strategies according to changing student needs and dynamics.

In closing, the scientific approach and counseling techniques applied by guidance and counseling teachers at SMA Negeri West Kalimantan reflect their commitment to providing the best support for maintaining students' mental health. By integrating scientific methods, diverse counseling techniques, and active engagement with teaching staff, parents, and students, guidance and counseling teachers create an ecosystem that supports overall mental health. This effort not only includes handling emerging mental health problems but also preventing and promoting mental well-being, forming a generation that is resilient and ready to face life's various challenges.

CONCLUSION

Based on the findings and discussion above, it can be concluded that In the entire explanation above, the role of guidance and counseling (BK) teachers at West Kalimantan State High School in maintaining students' mental health is not only reactive but also proactive. Guidance and Guidance Teachers apply a scientific approach involving observations and interviews to understand students' needs and challenges holistically. In addition, they use a variety of counseling techniques, including individual counseling, groups, cognitive behavioral approaches, and art and play therapy, to provide support tailored to students' individual needs.

The importance of a scientific approach and counseling techniques is reflected in efforts to prevent mental health problems, provide early identification, and provide effective counseling services. Counseling teachers not only focus on handling problems that arise but are also active in planning and implementing preventive programs designed to improve students' social and emotional skills.

Collaboration between guidance and counseling teachers with teaching staff, parents, and students is the key to success in creating a school environment that supports mental health. Active engagement with various parties allows BK teachers to understand student dynamics inside and outside school while eliminating the stigma related to mental health through education and awareness campaigns.

In this series, guidance and counseling teachers continue to monitor and evaluate the programs implemented, using observation data, interviews, and student feedback to evaluate their impact and effectiveness. This way, they can continually refine and adapt their strategies according to changing student needs and dynamics.

Overall, the scientific approach and counseling techniques applied by guidance and counseling teachers at SMA Negeri West Kalimantan create a solid foundation for maintaining students' mental health. By integrating scientific methods, various counseling techniques, and close collaboration with all stakeholders, BK teachers create an educational environment that supports students' overall mental health. This effort forms a generation that is ready to face various life challenges and promotes mental well-being as a top priority in education.

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