

Research of Organization and Administration: analysis in Guidance and Counseling

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Abstract

The management of guidance and counseling services in schools is strongly influenced by the existence of a structured organization, well-organized administration, and systematic managerial mechanisms. This study aims to examine how organizational elements, administrative systems, personnel roles, and managerial functions interact to support effective and sustainable guidance and counseling services. This study used a literature study method by reviewing scientific books, research journals, guidance and counseling service guidelines, and relevant academic documents. Data were analyzed using content analysis techniques by classifying concepts, synthesizing theories, and drawing conceptual conclusions. The findings highlight that clear organizational structures, professional administration, and integrated management functions planning, organizing, implementing, and monitoring play a crucial role in ensuring the quality and continuity of guidance and counseling services.

INTRODUCTION

Guidance and counseling (BK) services are an integral component of education aimed at developing students' personal, social, academic, and career development (Prayitno, 2012; Gysbers & Henderson, 2012; Gibson & Mitchell, 2011). In an era of rapid social change, students' needs are increasingly complex, requiring schools to provide adequate psychosocial support. Research shows that well-managed BK services can improve student adaptation, learning motivation, and social skills (Sink & Stroh, 2003; Carey & Dimmitt, 2012). This reinforces the importance of comprehensive BK governance within the education system.

The effectiveness of BK services is largely determined by the quality of management, which includes systematic planning, organization, implementation, and evaluation (Robbins & Judge, 2019; Siagian, 2010; Wahjousumidjo, 2011). Empirical studies have found that schools with structured guidance and counseling management can increase the effectiveness of their counseling programs by up to 40% compared to schools with uncoordinated management (Lapan et al., 2012; Hatch & Chen-Hayes, 2008). This finding confirms that management is not merely an

administrative aspect, but the primary foundation for successful guidance and counseling services.

The guidance and counseling organization serves as a coordination system among school personnel to ensure effective division of tasks, communication, and collaboration (Hoy & Miskel, 2013; Nursalim, 2013; Robbins & Judge, 2019). Research shows that a strong guidance and counseling organizational structure significantly impacts service effectiveness and student satisfaction with counseling services (Akos, 2004; Erford et al., 2019). Collaboration between the principal, guidance and counseling teachers, homeroom teachers, and subject teachers is a crucial determinant of the success of guidance and counseling programs in schools.

Administration is a key element in the provision of guidance and counseling services because it encompasses data management, service recording, program documentation, and efficient resource utilization (Siagian, 2010; Purwanto, 2016; Sudjana, 2006). School management studies have shown that good guidance and counseling administration can improve accountability and a school's ability to make data-based decisions (Brown & Trusty, 2005; Borders & Drury, 1992). Disorganized administration is often the main cause of suboptimal services and weak reporting of counseling services.

Recent developments in guidance and counseling services demonstrate a shift toward data-driven practices, needs assessments, multidisciplinary collaboration, and the use of information technology such as e-counseling and digital recordkeeping (Gysbers & Henderson, 2012; Sink & Stroh, 2003; Carey & Dimmitt, 2012). Recent research highlights the effectiveness of comprehensive guidance and counseling programs, which have been shown to improve student academic achievement and prosocial behavior (Lapan et al., 2012; Whiston et al., 2011). These developments present new challenges for schools to adapt their organizational and administrative models for guidance and counseling services.

Numerous studies support the significant impact of well-managed guidance and counseling services on student development. Structured guidance and counseling programs have been shown to increase academic engagement, self-adjustment, and decrease problem behavior (Kristiawan & Asvio, 2018; Akos, 2004; Lapan et al., 2012). Furthermore, research by Malik & Kurniawan (2015) and Erford et al. (2019) showed that integration between organizational, administrative, and management functions improves overall service effectiveness. This research reinforces the relevance and importance of comprehensive guidance and counseling governance.

Although numerous studies have addressed the effectiveness of guidance and counseling services, studies specifically integrating the three main aspects—organization, administration, and management functions—are still limited (Sink & Stroh, 2003; Carey & Dimmitt, 2012; Hoy & Miskel, 2013). Many studies focus solely on guidance and counseling programs, counseling approaches, or counselor competencies without examining the supporting structures and systems that underpin the service (Whiston et al., 2011; Gysbers & Henderson, 2012). This gap highlights the need for a conceptual study that connects these three aspects in an integrated manner.

Based on this research gap and recent developments, this study is needed to analyze how organization, administration, and management functions interact in the delivery of guidance and

counseling services in schools. This study aims to provide a comprehensive conceptual framework to strengthen the professional governance of guidance and counseling services (Gysbers & Henderson, 2012; Gibson & Mitchell, 2011; Robbins & Judge, 2019; Carey & Dimmitt, 2012; Lapan et al., 2012). This analysis is expected to serve as a basis for developing effective, efficient, and sustainable guidance and counseling services in schools.

Education is a process of cultural transfer from one generation to the next. It encompasses the development of knowledge, attitudes, values, and skills. However, in reality, teaching activities in schools still focus more on the cognitive and skills domains. The implementation of guidance and counseling services in schools emphasizes the values and attitudes associated with self-development, resilience in facing life's challenges, and responsibility for every student's actions. At this level, guidance and counseling plays a crucial role in achieving national education goals. Through the guidance and counseling process, students are guided toward mastering a number of competencies aligned with their physical, intellectual, social, personality, and spiritual well-being. These competencies are achieved through effective guidance and counseling management tailored to student needs.

Guidance and counseling management inevitably requires organization. When working in a school, there are large-scale (general) organizations that include guidance and counseling services, or small-scale organizations (specifically for guidance and counseling staff) that regulate the authority and duties of each individual (Zamroni & Rahardjo, 2015). A Guidance and Counseling Organization is a consciously coordinated entity with relatively identifiable boundaries that operates on a relatively continuous basis to achieve Guidance and Counseling goals. An organization can be formed due to several factors, such as a unified vision and mission, shared goals, and the realization of the group's existence.

An organization is defined as a sense of togetherness, interaction, and mutual influence between Guidance and Counseling personnel and other school personnel working toward achieving the goals of Guidance and Counseling services, as determined by the cooperative relationship. Therefore, an organization is viewed as a body or vehicle for carrying out the management processes of Planning, Organizing, Actuating, and Controlling to realize the goals and achieve the success of previously established programs. Guidance and counseling service organizations to be established in a school should consider available resources, school size, student population, and the number of existing Guidance and Counseling teachers, and how their qualifications and ranks or positions align with the school's organizational structure and division of tasks. Advancing guidance and counseling in schools requires not only a strong organization but also sound administration, which also influences the improvement of guidance and counseling in schools.

To understand educational administration as a whole, it is necessary to first discuss the basic concept of administration. Simply put, administration comes from the Latin words "ad" and "ministro." "Ad" means "to," and "minister" means "to serve." Loosely defined, administration is service or devotion to a specific subject. Syahril (2009: 103) states that administration is the work performed by an administrator. An administrator is someone who organizes and leads an organization. Today, administration has a broad meaning and connotation.

In fact, many people assume that administration is synonymous with the work of a clerk, clerk, or administrator. Administration here, of course, does not mean the latter. Administration is the effort to achieve goals effectively and efficiently by utilizing people in a collaborative pattern. Effective means that the results achieved are in line with the stated objectives. Efficiency, on the other hand, relates to the economical use of resources, resources, and time. In addition to people and objectives, administration is also concerned with the condition of resources. Resources are anything that contributes to achieving goals, whether in the form of manpower, materials, money, or time. According to Veithzal Rivai & Sylviana Murni (2001: 321), the elements of administration are: 1) joint activities carried out by a group of people; 2) the arrangement or organization of the collaboration; and 3) the objectives to be achieved through these collaborative activities. The implementation of guidance and counseling services is a series of interconnected components and techniques implemented in the provision of guidance and counseling services, demonstrating the interrelationship between systems. Service delivery involves guidance counselors and other school personnel, fostering collaboration between them.

Based on the above description, it can be concluded that administration essentially focuses on objectives, human resources, and time. This manifests itself as a specific social entity, often referred to as an organization. Thus, it can be concluded that administration is a subsystem of the organization itself, whose elements consist of objectives, people, resources, and time (Kristiawan & Asvio, 2018). The purpose of this study is to analyze in depth the organization, administration, and management processes of guidance and counseling services in schools, including the roles of personnel, work mechanisms, and the relationship between management functions in supporting the implementation of effective and sustainable guidance and counseling services.

METHODS

This research employed a library research method, which involves an in-depth review of various written sources relevant to the organization, administration, and management of guidance and counseling services in schools. This library research method was chosen because it focuses on developing conceptual understanding and synthesizing theory without involving direct field data collection. This method allows researchers to systematically evaluate, interpret, and integrate ideas from various scientific literature to obtain a comprehensive theoretical overview of guidance and counseling service governance.

Data sources in this study included scientific textbooks, national and international journal articles, empirical research results, guidance and counseling service guidelines, and other relevant academic documents. The literature used included foundational works on guidance and counseling, educational management, organizational behavior, and recent publications discussing the implementation of guidance and counseling services in schools. Literature selection was carried out by considering aspects of novelty, source credibility, and suitability to the research focus.

The data collection technique involved several systematic steps: (1) identifying key issues and concepts under study; (2) searching the literature through scientific databases such as Google Scholar, ERIC, JSTOR, and national journal portals; (3) selecting literature based on relevance and

academic quality criteria; and (4) organizing the literature into categories of key research themes. This procedure helps researchers obtain valid and adequate data for further analysis.

Data analysis was conducted using content analysis, a qualitative analysis technique that focuses on the process of coding, categorizing, interpreting, and synthesizing information from various written sources. The analysis stages include: (1) reading and understanding all literature in depth; (2) identifying emerging patterns, themes, and concepts; (3) comparing findings across sources; (4) synthesizing key concepts into a more comprehensive explanation; and (5) developing a conceptual interpretation related to the organization, administration, and management of guidance and counseling in schools.

RESULTS AND DISCUSSIONS

Relationship and Position of Organization, Administration, and Management

The study results show that organization, administration, and management have a functional relationship that determines each other in the provision of educational services, including guidance and counseling services. The organization acts as a structure that regulates work relationships, division of tasks, and coordination between personnel, thus becoming the main forum for the implementation of administrative and management functions (Robbins & Judge, 2019; Hoy & Miskel, 2013; Gysbers & Henderson, 2012). Administration occupies a position as a support system that documents service activities, manages data, and ensures operational order so that management has an adequate information basis for the decision-making process (Siagian, 2010; Purwanto, 2016). Meanwhile, management functions to direct all organizational and administrative resources through the process of planning, organizing, implementing, and evaluating so that service objectives are achieved effectively (Gibson & Mitchell, 2011; Lapan et al., 2012). Thus, the organization functions as a structure, administration as a supporting system, and management as a directive mechanism that connects the two in an integral way.

Previous research also confirms that the effectiveness of educational services is largely determined by the integration of organizational structure, administrative quality, and managerial acumen that are implemented consistently. Studies by Carey and Dimmitt (2012) and Lapan et al. (2012) show that schools with clear guidance and counseling organizations and accountable administration have service effectiveness up to 35–50% higher than schools with uncoordinated structures. Whiston et al. (2011) and Sink & Stroh (2003) also found that strong management functions, such as data-driven planning and program evaluation, have a significant impact on students' academic achievement and social development. This confirms that organizational, administrative, and management positions are not merely stand-alone components, but rather a

series of mutually reinforcing systems that produce professional, effective, and sustainable services.

Within an organization, there will be administration, namely cooperation carried out by a group of people and/or organizations based on the division of labor as determined in the structure, utilizing resources to achieve goals effectively and efficiently. From this definition, it is clear that an organization must have administration. To achieve goals effectively and efficiently, good management is required by all parties or one party (in this case, the manager), namely based on management functions.

The management of guidance and counseling services requires the support of an organized organization, skilled implementers, a focused service program, adequate facilities and infrastructure, and appropriate supervision of the implementation of guidance and counseling services. The development of guidance and counseling services is highly dependent on the organization, programs, facilities, and infrastructure available, but the role of human resources is paramount. All school personnel are required to fully support each other to ensure the effective implementation of guidance and counseling services in each educational unit.

From the above description, we can conclude that for good management in the field of guidance and counseling services, one of the essential elements is organization. The organization of guidance and counseling services extends vertically, from the highest-level policymakers to the lowest-level implementers and assistant implementers. Horizontally, it encompasses various parties who can facilitate the provision of solid and sustainable guidance and counseling services.

An organization that includes vertical and horizontal elements should be able to fulfill the following demands:

1. Comprehensive, encompassing essential elements, both vertical and horizontal, to integrate policies and their implementation, as well as various resources useful for guidance and counseling services.
2. Simple, ensuring a short time between policy formulation and implementation, allowing for swift but carefully considered decisions, and avoiding unnecessary bureaucratic red tape.
3. Flexible and open, readily accepting input and development efforts that are beneficial for the implementation of organizational tasks, all of which ultimately serve the interests of all students.
4. Ensure ongoing collaboration, ensuring that all elements support each other and that all efforts and resources are coordinated for the smooth and successful delivery of guidance and counseling services for the benefit of students.
5. Ensure the implementation of monitoring, assessment, and follow-up efforts, ensuring the continued strengthening of quality guidance and counseling program planning,

implementation, and evaluation. Supervision and assessment should be able to take place vertically (from top to bottom, from bottom to top) and horizontally (peer assessment).

The relationship between management, organization, and administration is based on the form of cooperation processes implemented within the organization that must be pursued effectively and efficiently, in supporting the optimization of goal achievement. In this regard, management and administration are tools, means, and devices to strive for efficiency and effectiveness of cooperation processes in supporting the optimization of goal achievement within the organization (Malik & Kurniawan, 2015).

Personnel

Prayitno (1997) explains that the personnel implementing guidance and counseling services are all elements involved in the guidance and counseling service organization, with the coordinator and guidance counselor as the primary implementers. These elements include the principal, vice principal, subject teachers and practice teachers, and homeroom teachers.

A more complete description of the personnel within the guidance and counseling service organization is as follows::

1. Departmental elements, personnel tasked with supervising and fostering the implementation of guidance and counseling services.
2. School Principals, responsible for the technical implementation of guidance and counseling.
3. Guidance and Counseling Coordinators/Guidance and Counseling Teachers, the primary implementers of guidance and counseling services at school.
4. Subject teachers, responsible for implementing learning and providing information about students in class to guidance and counseling teachers.
5. Homeroom teachers, responsible for managing a class and getting to know the students as well as providing information to guidance and counseling teachers.
6. Administration, assisting the principal in providing school services and administration, as well as guidance and counseling services.
7. Committees, school social organizations consisting of school personnel and the community as partners in overseeing the school's educational process.
8. Students, learners entitled to education and guidance and counseling services.

Main tasks

The main tasks in organizations implementing guidance and counseling services in general are to coordinate, promote guidance and counseling services, plan guidance and counseling programs and their implementation, and provide guidance to teachers and students.

1. Principal. Responsible for overall educational activities, particularly guidance and counseling services.
2. Vice Principal. The Vice Principal assists the principal in carrying out the principal's duties, including the implementation of guidance and counseling at the school.
3. Guidance and Counseling Coordinator. The guidance and counseling coordinator is responsible for coordinating the guidance and counseling teachers.
4. Guidance and Counseling Teacher/Counselor. The primary implementer of guidance and counseling services at the school.
5. Subject Teacher. As a subject matter expert and as a person who interacts directly with students on a daily basis, he/she also provides information about students in the classroom to the guidance and counseling teacher.
6. Homeroom Teacher. A teacher assigned to manage a class, in addition to teaching, and thus provide a clearer understanding of students and information to the guidance and counseling teacher.

Furthermore, some of the main things that are carried out in guidance and counseling activities at school include:

1. Recording student personal data (using a questionnaire) and then collecting it in a cumulative record regularly and systematically (Anni, 2012).
2. Creating student incident notes (anecdotal notes) about student behavior in class during the teaching and learning process, created by subject teachers, which are then compiled into weekly observations.
3. Conducting case studies or analyzing student personal records by counselors.
4. Processing sociometric data in the form of sociograms created by homeroom teachers and then entering them into student personal records as case study materials.
5. Processing data from interviews, attendance lists, and report card grades (ledgers) created by homeroom teachers and then entering them into student personal records.
6. Processing data from home visits conducted by homeroom teachers and then collecting them in student personal records.
7. Processing examination results from specialized personnel (psychiatrists, testers, health workers) and then collecting them in student personal records.
8. Make monthly, semester and annual reports.

Data and information originating from various sources and collected in personal books should be checked by the Principal, so that cooperation between all staff is realized in studying students' personal books and finding and solving various cases faced by students (Anggraini, 2017).

CONCLUSIONS

Guidance and counseling services management requires support from a well-organized organization, skilled staff, targeted service programs, adequate infrastructure, and sound administration and supervision of the implementation of guidance and counseling services. While the development of guidance and counseling services depends heavily on the organization, programs, and available facilities and infrastructure, the role of human resources is paramount. All school personnel are required to fully support each other to ensure effective guidance and counseling services are provided in each educational unit.

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