



Contents lists available at ojs.aeducia.org

Indonesian Journal of Guidance and Counseling Studies

Volume 2, Issue 2, (2025), 10.64420/ijgcs.v2i2

Journal homepage: <https://ojs.aeducia.org/index.php/ijgcs>

IJGCS

E-ISSN 3063-038X

P-ISSN 3063-0363

Review Article

Read Online: <https://doi.org/10.64420/ijgcs.v2i2.226>

Open Access

The Role of Guidance and Counseling Teachers in Implementing Responsive Services in Junior High Schools

Erik Farhan Syah^{1*}, Sri Liana Ali², Bakhrudin All Habsy³

^{1,2,3} Universitas Negeri Surabaya, Surabaya, Indonesia

ABSTRACT

Background: Guidance and counseling services are essential tools for students in overcoming various problems that may hinder their developmental tasks. These services play a significant role in helping students navigate personal, social, academic, and career challenges. **Objective:** This study aims to examine the concept, forms, and implementation of responsive services within the educational context. **Method:** The research method used is a systematic literature review, which analyzes various relevant journals and literature to gain a comprehensive understanding of responsive services in education. **Result:** The study findings indicate that responsive services can be implemented through individual counseling, consultations, case conferences, collaboration with relevant parties, and referrals to more competent experts as per the students' needs. **Conclusion:** This study concludes that responsive services play a crucial role in helping students overcome personal, social, academic, and career-related issues, thereby supporting their optimal development. **Contribution:** The contribution of this article is to provide a theoretical mapping of the forms of responsive services and their implications for the practice of guidance and counseling in schools. **Originality/Value:** This review article provides a novel theoretical contribution to the field of school guidance and counseling by synthesizing the evolving literature on the implementation of responsive services by guidance and counseling teachers in junior high schools, an area that has remained underexplored in an integrated manner. This review maps existing theoretical and methodological gaps, serving as a strategic benchmark and contributing to the development of an integrated conceptual framework and setting the direction for future empirical research agendas on school-based crisis intervention.

ARTICLE HISTORY

Received: May 21, 2025

Revised: September 12, 2025

Accepted: September 20, 2025

Published: September 26, 2025

KEYWORDS

Received: May 21, 2025

Revised: September 12, 2025

Accepted: September 20, 2025

Published: September 26, 2025

1. INTRODUCTION

In the school environment, students often face various challenges. However, when a student encounters such a problem, it must be addressed immediately by the guidance and counseling teacher. In such circumstances, the guidance and counseling teacher can use responsive services to resolve the problem. Responsive services in guidance and counseling involve assisting students/counselees who are experiencing problems or need immediate help, as failure to assist promptly can cause disturbances or problems in the process of achieving their developmental tasks (Asror, 2020). The strategy for providing responsive services can be implemented through consultations among guidance and counseling teachers, homeroom teachers, and subject teachers. This strategy aims to monitor and gather information on student development in the classroom, academic achievement, attendance, and personality. Thus, it is hoped that guidance and counseling teachers can more easily identify the causes of student problems (Hermawan et al., 2019).

* **Corresponding Author:** Erik Farhan Syah, erik.21080@mhs.unesa.ac.id

Department of Guidance and Counseling, Universitas Negeri Surabaya, Surabaya, Indonesia

Address: Jl. Lidah Wetan, Lidah Wetan, Kec. Lakarsantri, kota Surabaya, Jawa Timur 60213, Indonesia

How to Cite this Article:

Syah, E. F., Ali, S. L., & Habsy, B. A. (2023). The Role of Guidance and Counseling Teachers in Implementing Responsive Services in Junior High Schools. *Indonesian Journal of Guidance and Counseling Studies*, 2(2), 78-88. <https://doi.org/10.64420/ijgcs.v2i2.226>



Copyright © 2025 by the Author(s). This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) License (<https://creativecommons.org/licenses/by-sa/4.0/>)

The implementation of responsive services encompasses various types of services that can be provided to students according to the problems they encounter. Some types of responsive services include individual counseling, referral (case experts), collaboration with subject teachers and homeroom teachers, collaboration with parents, collaboration with related parties, case conferences, consultations, and peer guidance (Saniyyah, 2022). It is already known that responsive services are services that must be provided immediately to students who have problems. However, not all problems can be solved by guidance and counseling teachers alone. That is why guidance and counseling teachers need to establish relationships/collaborations with several parties. For example, suppose a student has a drug use problem. In such cases, guidance and counseling teachers who are unfamiliar with this area can refer the student to the police or other relevant parties (Anwar & Rohmat, 2022). Responsive services are intended for counselees, which in schools refers to students. These services aim to address problems that exist within an individual. These problems are very urgent and must be resolved immediately.

Guidance and counseling teachers play a vital role in implementing responsive services in junior high schools, which focus on meeting the holistic emotional, social, and academic needs of students (Akdemir, 2023) as the frontline in supporting student welfare, guidance, and counseling teachers are tasked with detecting and responding to problems faced by students, whether in personal, social, or academic aspects. These responsive services encompass a range of activities, including individual counseling, group guidance, and targeted interventions when students encounter difficulties or crises (McGough & Mylroie, 2024). Guidance and counseling teachers also play a role in creating a safe and supportive environment where students feel valued and cared for (Nkechi et al., 2016). Additionally, they collaborate with parents and other school officials to develop comprehensive solutions for student development. In the context of junior high school, the responsive services provided by guidance and counseling teachers are also important in helping students cope with the social and academic pressures that often arise during adolescence, as well as preparing them to face future challenges. Thus, the role of guidance and counseling teachers is not limited to problem-solving, but also encompasses prevention and the overall character development of students.

Although the role of guidance and counseling teachers in implementing responsive services in junior high schools has been recognized as important, a significant gap exists between expectations and reality in the field. Many schools still face limitations in terms of resources, such as the number of guidance and counseling teachers that is not proportional to the number of students, as well as a lack of adequate training for guidance and counseling teachers to address various student problems effectively. In addition, the responsive service approach that is implemented is often not fully integrated into the school curriculum, limiting its success to the individual efforts of guidance and counseling teachers without optimal support from all school components. This highlights the need to strengthen the support system, enhance the capacity of guidance and counseling teachers, and develop more comprehensive policies to enable the implementation of responsive services more effectively and comprehensively in schools.

This study aims to investigate the role of guidance and counseling teachers in implementing responsive services in junior high schools. Responsive services refer to an approach that focuses on meeting students' emotional, social, and academic needs through prompt and appropriate responses to the problems they face, both individually and in groups. Guidance and counseling teachers play a crucial role in creating an environment that supports students' personal development by providing emotional support, managing conflicts, and offering guidance throughout the learning process. With increasing challenges in the world of education, such as academic pressure, social problems, and psychological issues faced by adolescents, the role of guidance and counseling teachers has become increasingly important in ensuring student welfare and their success in reaching their full potential within the school environment.

2. METHOD

2.1 Research Design

The research method employed is a systematic literature review, where data are collected by gathering information and references from relevant books and previous studies. The analysis of this literature aims to provide a scientific overview of responsive services in junior high schools. This includes the techniques used in providing responsive services, the material covered, and the success rate. The term "literature study" refers to the use of theoretical studies and other sources to gain a deeper understanding of the objects, values, cultures, and norms that emerge in the setting being studied. Researchers in this article sought to collect data on responsive services in guidance and counseling in the educational environment, specifically in junior high schools. In this situation, the

researchers sought to gather various information to strengthen this study by reviewing several pieces of literature related to the research title and focus of the problem. The literature collected consisted of studies on responsive services that had been implemented in junior high schools.

2.2 Research Object

This library strategy is used to reveal the implementation of responsive services in junior high schools. According to Zed (Pratanti & Nuryono, 2021), the stages in library research are as follows: (1) Determining a general idea of the topic to be researched; (2) Finding information that can contribute to the research topic before starting scientific activities; (3) Clarifying the focus of the research to facilitate the search for literature sources; (4) Searching for and finding reading materials in the form of books, journals, theses, or magazines related to the research, then classifying these reading materials according to the predetermined research focus; (4) Read, understand, and prepare notes as a source of research reference; (5) Review and rephrase reading materials using language that is easier for you to understand; (6) Compile the results of the research report, which have been obtained from the literature review.

Table 1. Data Description of Article Review

No	Title	Year	Author(s)
1.	Guidance and Counseling Teacher Services in Handling Bullying Cases at SMP Negeri 4 Sindang (Kurnaengsih & Della Ovianny, 2021)	2021	Kurnaengsih & Della Ovianny
2.	The Impact of Responsive Services Through Group Counseling with Thought Stopping Technique in Reducing Public Speaking Anxiety Among Students of SMPN 1 Abung Surakarta Lampung Utara	2023	Anggun, 2023
3.	Individual Counseling Services to Address Math Anxiety in Middle School Students	2023	Febrianti & Naqiyah, 2023
4.	Guidance Counselor Competence in Providing Counseling Services at SMP Gunungjati Kembaran, Banyumas	2023	Zahirah, 2023
5.	Enhancing Children's Social Skills Using Learning from Home Literacy in Responsive Services with an Individual Format at SMP Negeri 3 Kota Bengkulu	2021	Rocky Farenza, 2021
6.	Responsive Counseling Services for Addressing Student Laziness in Learning at SMP Negeri 2 Cilongkok Banyumas	2023	Mawadah, 2023
7.	Counseling Services Strategies for SMP Negeri 9 Sorong Students Regarding Premarital Sex Cases	2021	Puttileihalat & Pattiruhu, 2021
8.	Evaluation of Home Visit Implementation in Middle Schools	2019	Arswimba, 2019
9.	Implementation of Anti-Bullying Policies by Counseling for Students Through Counseling Services at SMP Negeri 27 Medan	2023	Halim et al., 2023
10.	Development of a Group Counseling Service Guide Based on Adventure to Enhance Middle School Students' Resilience	2021	Nurdestama et al., 2021

This section explains how the research was conducted, containing (1) the research design; (2) the population and sample or 'research targets'; (3) data collection techniques and instrument development; and (4) data analysis techniques. For qualitative research such as classroom action research, ethnography, phenomenology, case studies, and others, it is necessary to add the presence of researchers, research subjects, informants who assist in gathering research data, the location and duration of the research, and a description of the validity check of the research results.

2.3 Data Collection

Data were collected through a systematic multi-step documentary retrieval process based on library research principles (Zed, as cited in Pratanti & Nuryono, 2021). Academic databases and repositories including Google Scholar, Garuda (Garba Rujukan Digital), Neliti, and institutional university repositories were searched using combinations of boolean operators with key terms: "responsive services" OR "layanan responsif" AND "guidance and counseling" OR "bimbingan dan konseling" AND "junior high school" OR "SMP".

The eligibility of the retrieved documents was determined based on defined inclusion and exclusion criteria:

- a) Inclusion Criteria: (1) Peer-reviewed journal articles, theses, or research reports focused directly on responsive services conducted in junior high schools (SMP/MTs); (2) Published within the last five years (2019–2023) to reflect contemporary practices under current national educational frameworks; (3) Containing accessible, complete full-text manuscripts reporting operational procedures or empirical outcomes.

- b) Exclusion Criteria: (1) Conceptual non-empirical opinion pieces lacking systematic evaluation; (2) Studies focusing exclusively on elementary, high school, or higher education populations; (3) Incomplete articles or non-peer-reviewed notes.

Following screening against these criteria, 10 key empirical studies were selected for in-depth examination (summarized in Table 1).

2.4 Data Analysis

Data analysis was conducted using qualitative thematic analysis and descriptive content synthesis across the following structured stages:

- a) Data Familiarization & Note-Taking: Detailed examination of all selected manuscripts was performed, extracting descriptive metadata (authors, year, school locus, target population, sample sizes) and core responsive intervention parameters.
- b) Coding & Categorization: The intervention approaches identified in each study were coded into categorical modalities aligned with statutory guidelines (e.g., individual counseling, group counseling, thought-stopping techniques, cross-sectoral collaboration, home visits, and referral frameworks).
- c) Thematic Synthesis: Coded findings were synthesized to map patterns across three analytical dimensions: (a) types and mechanisms of responsive services implemented, (b) specific developmental problems addressed (e.g., bullying, academic laziness, math anxiety, public speaking anxiety, premarital sexual behavior), and (c) systemic barriers encountered (e.g., counselor workload disparities, time constraints, and lack of cross-disciplinary support).
- d) Validation and Integration: Extracted patterns were triangulated against national regulatory benchmarks (specifically Permendikbud Number 111 of 2014) and contemporary school counseling theories to construct a holistic conceptual framework of counselor roles and intervention efficacy in secondary schools.

3. RESULTS AND DISCUSSION

3.1 Results

3.1.1 Responsive Services

Responsive services are designed to meet the needs of students who require urgent and immediate attention. Responsive services are provided to resolve the problems experienced by students. These services can take the form of individual counseling, group counseling, and crisis counseling, which may be supported by referrals to experts or mediation involving parents. In providing responsive services, educational units need to do several things, such as: a. Mapping student needs by classifying problems in academic, social, and personality areas; b. Analyzing needs for appropriate handling by sorting problems according to type and collaborating with third parties, such as psychologists and therapy institutions, to overcome these problems; c. Implement services in various forms, including individual counseling, group counseling, and referral services such as reflection, where students are invited to reflect on the problems they face and find solutions.

One effective strategy is to recognize students and give them individual attention. This is done through empathetic communication and an open attitude. Providing services to students who have problems that need to be explicitly addressed. This is done through in-depth identification, treatment, and evaluation. The second strategy is to listen actively and be fully present when students speak. Active listening enables counselors to provide effective responses to clients. The third strategy is to engage students in discussions to help them understand their potential and recognize their strengths and weaknesses, both psychological and physical. The fourth strategy is to provide support to students in developing their potential to achieve success in their lives (Rokhyani, 2022). The types of responsive services in (Saniyyah, 2022) are as follows:

- 1) Individual and group counseling: provided to help clients who experience difficulties and obstacles in their developmental tasks.
- 2) Referrals: carried out if the counselor feels that they lack the ability to handle the problem, it is best to refer or hand over the case to a more authoritative party, such as a psychologist, psychiatrist, doctor, or the police.
- 3) Collaboration with subject teachers and homeroom teachers: the aim is for guidance and counseling teachers to understand better information about students (learning, attendance, and personal matters).
- 4) Collaboration with parents: this cooperation is important because it takes place not only at school but also at home through cooperation with parents as an effort to develop the potential of the counselee or student.

- 5) Collaboration with relevant parties: an effort to establish cooperation with elements of society that are considered relevant and can improve service quality.
- 6) Consultation: counselors provide consultation services not only for students but also for teachers, parents, or school leaders who are involved in building perceptions and providing guidance to students.
- 7) Peer guidance: aimed at enabling students who become mentors to function as mentors or tutors for other students in academic and non-academic matters.
- 8) Case conferences: discussing student issues in a meeting attended by several parties who can provide information, assistance, and which is limited and closed in nature.

3.1.2 Implementation of Responsive Services

Appendix to Permendikbud Number 111 (2014) explains that responsive services are "the provision of assistance to students or counselees who are facing problems and need immediate help, so that students or counselors do not experience obstacles in the process of achieving their developmental tasks." It can be concluded that responsive services are services provided to counselors or students who have problems and need immediate help, because if help is not provided immediately, it can interfere with the process of achieving developmental tasks. The purpose of responsive services is "to help students or counselees who are experiencing certain problems related to personal, social, learning, and career development." The assistance provided is immediate, in the sense that it is given to students or counselees quickly because there is concern that it could hinder their development and escalate to a more serious level. The purpose of responsive services is to assist students who are experiencing problems in their personal, academic, or career development as soon as possible, so that these issues can be resolved promptly.

Appendix to Permendikbud Number 111 (2014) explains that the focus of responsive services is "assisting students or counselors who are clearly experiencing problems that interfere with their personal development and who potentially face certain problems but are not aware that they have problems." The problems faced can relate to their personal, social, learning, and career lives. Suppose they do not receive immediate assistance from experts or counselors (guidance and counseling teachers). In such cases, more serious problems may arise that can hinder the personal development process of students or counselors due to unmet needs or failure to complete developmental tasks (Habiba et al., 2020)

Table 2. Implementation of Responsive Services in Junior High Schools

No	Title	Year	Author(s)	Source and Research
1.	Guidance and Counseling Teacher Services in Handling Bullying Cases at SMP Negeri 4 Sindang (Kurnaengsih & Della Ovianny, 2021)	2021	Kurnaengsih & Della Ovianny	Using various counseling approaches and collaboration with subject teachers, class advisors, student affairs, school principals, and staff.
2.	The Impact of Responsive Services Through Group Counseling with the Thought Stopping Technique in Reducing Public Speaking Anxiety Among Students of SMPN 1 Abung Surakarta Lampung Utara	2023	Tarisa, 2023	Application of the Thought Stopping technique to reduce students' issues when speaking in public. Successfully reduced students' anxiety levels when speaking in public.
3.	Individual Counseling Services to Address Math Anxiety in Middle School Students	2023	Febrianti & Naqiyah, 2023	Use of motivation and relaxation techniques to handle students' anxiety in math.
4.	Guidance Counselor Competence in Providing Counseling Services at SMP Gunungjati Kembaran, Banyumas	2023	Zahirah, 2023	The responsive services were not maximized due to the counselor also working at other schools. Teen issues are still common in the school. Group counseling services and responsive services were not effective due to the lack of interaction with students, as the counselor could not always be present at the school.
5.	Enhancing Children's Social Skills Using Learning from Home Literacy in Responsive Services	2021	Rocky Farenza, 2021	Implementation of learning-from-home literacy activities for 10 randomly selected 7th-grade students over 7 meetings. The pre-test and post-test

No	Title	Year	Author(s)	Source and Research
6.	with an Individual Format at SMP Negeri 3 Kota Bengkulu Responsive Guidance and Counseling Services to Overcome Student Laziness in Learning at SMP Negeri 2 Cilongkok Banyumas	2023	Mawadah, 2023	results showed an improvement in children's social skills after the literacy activity compared to before. Five students had significant issues with learning laziness, resulting in poor behavior and consistently low academic performance. Four responsive services were provided: individual counseling, group counseling, collaboration services, and home visits, which resolved the students' issues with learning laziness.
7.	Counseling Services Strategies for SMP Negeri 9 Sorong Students Regarding Premarital Sex Cases	2021	Puttileihalat & Pattiruhu, 2021	Use of responsive services through collaboration between teachers or class advisors and parents, along with home visits conducted by the guidance counselor. This resulted in students beginning to understand the risks of premarital sex and its impacts.
8.	Evaluation of Home Visit Implementation in Middle Schools	2019	Arswimba, 2019	Home visits are an individual service included in responsive services. An evaluation at SMPK Santa Maria Malang showed a close-to-standard result, with 66% of activities completed, 29% partially implemented, and 4% not implemented. A major issue was the lack of time for implementation.
9.	Implementation of Anti-Bullying Policies by Counseling for Students Through Counseling Services at SMP Negeri 27 Medan	2023	Halim et al., 2023	The implementation of this policy resulted in several benefits, including preventing bullying among students, providing effective solutions for handling bullying cases, raising student awareness about the dangers of bullying and the importance of human rights, improving the quality of education, and creating a safe and comfortable learning environment. However, the implementation must be done accurately and effectively.
10.	Development of a Group Counseling Service Guide Based on Adventure to Enhance Middle School Students' Resilience	2021	Nurdestama et al., 2021	A guidebook titled "Development of a Group Counseling Service Guide Based on Adventure to Enhance Resilience in Middle School Students" was developed, focusing on providing media to help counselors implement group counseling services in the personal-social field to help students improve resilience and achieve emotional and intellectual maturity. The results were well-received and deemed appropriate for use, meeting criteria such as accuracy, usefulness, attractiveness, and ease of use, but it was not directly tested on students.

c. The Role of Guidance and Counseling Teachers

After obtaining several research journals and theses, several responsive services were found to be implemented in schools. Responsive services include individual counseling, group counseling, collaborative services, home visits, and other support options. In the search for responsive services in junior high schools, several issues were found that can be summarized. Responsive services have been implemented and produced satisfactory results, both in terms of counseling techniques and application. However, some experience obstacles because they rarely go directly into the field to supervise the guidance process. Others are constrained by time limitations, resulting in suboptimal results. Within their scope, guidance and counseling teachers play a central role as the center of information in the school environment. Not only do they resolve student problems, but guidance and counseling teachers must also play an active role in all guidance and counseling services at school. The main goal is to create ideal conditions in a prosperous school.

With the above description of the implementation of responsive services, guidance, and counseling, teachers can re-examine and refine the services that should be carried out. Guidance and counseling teachers should also

make better use of their time and interact more effectively with students, thereby optimizing the implementation of services.

3.2. Discussion

This study aims to understand the role of Guidance and Counseling teachers in implementing responsive services in junior high schools. Based on the results of a literature review, it was found that responsive services have a significant contribution in helping students overcome personal, social, academic, and career problems. Guidance and counseling teachers, as the parties responsible for providing these services, have a key role in responding to students' needs quickly and effectively.

First, the results show that individual counseling is one of the most frequently used responsive service methods by guidance and counseling teachers. This method provides students with the opportunity to discuss directly the problems they face, whether they are personal issues, such as family problems, social issues, like friendships, or academic problems that can interfere with the learning process. In this service, guidance and counseling teachers serve as active listeners, helping students find solutions to their problems and providing the necessary emotional support (Akdemir, 2023). Individual counseling has been proven effective in helping students to be more open and express their feelings, which in turn can improve their mental and emotional well-being (Shoshani & Steinmetz, 2014).

Second, this study also found that collaboration between guidance and counseling teachers and related parties, such as parents and subject teachers, is essential in the implementation of responsive services. In many cases, students face problems that require a multidisciplinary approach. Collaboration enables guidance and counseling teachers to gather more comprehensive information about the problems students face and find more effective solutions (Akdemir, 2023). For example, if a student is experiencing academic difficulties, guidance and counseling teachers can collaborate with subject teachers to develop a learning plan tailored to the student's needs (Bintani, 2020). With support from various parties, responsive services can run more effectively and be more integrated.

Furthermore, referrals to experts or professionals are also a type of responsive service often used by guidance and counseling teachers (Šteh et al., 2023). When the problems faced by students are more complex and require special handling, such as mental health problems or behavioral disorders, guidance and counseling teachers can refer students to more competent experts, such as psychologists or psychiatrists (Lai-Yeung, 2014). This study demonstrates that these referrals are crucial in providing students with access to more specialized and comprehensive services, as well as ensuring that they receive care tailored to their specific condition.

In addition, consultation with other parties, such as fellow guidance and counseling teachers or the principal, is also an important part of responsive services (Mayworm et al., 2016). In these consultations, guidance and counseling teachers can discuss various problems faced by students and find the best solutions for handling them (Akdemir, 2023). This allows guidance and counseling teachers to gain additional perspectives from colleagues or school leaders, so that the approach taken can be more comprehensive and targeted.

Finally, case conferences have also been found to be an effective method in responsive services. Through case conferences, guidance, and counseling teachers can gather parties related to student problems to discuss appropriate solutions together (Amali et al., 2023). These conferences enable a broader exchange of information about the student's condition and provide an opportunity for each party to play an active role in addressing the problems faced by the student (Neuwirth et al., 2021). The study's results indicate that this method can enhance cooperation among related parties, leading to solutions that are more focused and aligned with the students' needs.

This study confirms that the responsive services provided by guidance and counseling teachers are crucial in supporting student development in junior high school. By employing various methods, including individual counseling, collaboration, referral, consultation, and case conferences, guidance and counseling teachers can offer prompt and tailored support to students in need. These services not only focus on problem-solving, but also on prevention and character development. Therefore, every school needs to optimize the role of guidance and counseling teachers and provide them with adequate training, enabling them to deliver more effective and positive responsive services to students.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Implications

The implications of this research are the importance of increasing understanding and evaluation of responsive services implemented in guidance and counseling programs in junior high schools. For guidance and counseling

teachers, the results of this study are expected to encourage them to understand students' holistic needs better and make improvements to existing programs, thereby providing more effective services that align with student development. Meanwhile, for students, this research provides an understanding that guidance and counseling services do not only focus on academic issues, but also cover career, social, and emotional aspects, as well as introducing them to additional programs such as home visits, which can provide further support in overcoming the various challenges they face.

4.2 Research Contributions

The contribution of this research lies in a deeper understanding of the role of Guidance and Counseling (BK) teachers in implementing responsive services in junior high schools (SMP), as well as how these services can provide more comprehensive support for student development. This research also contributes to the development of guidance and counseling theory by highlighting the importance of a responsive approach in dealing with students' personal, social, academic, and career issues. In addition, this research offers practical insights for guidance and counseling teachers to evaluate and improve the service programs implemented, as well as broaden students' understanding of the benefits of guidance and counseling services, which extend beyond educational aspects to encompass their various developmental needs.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Research Limitations

The limitations of this study lie in the use of a literature review method that relies on secondary sources, such as existing books and journals, making it impossible to access primary data directly from the field or interact directly with students and guidance and counseling (BK) teachers. This limits the study's ability to delve deeper into the experiences and direct perceptions of those involved in implementing responsive services in junior high schools.

5.2 Recommendation for Future Research

For further research, it is recommended to use qualitative or quantitative research methods that involve collecting primary data through interviews, observations, or direct surveys of students, Guidance and Counseling teachers, and other related parties in junior high schools (SMP). This can provide a deeper understanding of the implementation of responsive services, the challenges they face, and the direct impact these services have on student development.

6. CONCLUSION

Guidance and counseling services play a vital role in supporting student development in schools, primarily through service programs designed to meet the individual needs of students. One form of service that is very important in this context is responsive service, which is designed to provide immediate assistance to students facing problems that affect their personal, social, academic, and career well-being. Responsive services aim to detect and respond to problems quickly and effectively, ensuring that these issues do not hinder the learning process or the overall development of students. The role of Guidance and Counseling (BK) teachers is vital in implementing these services, as they must be able to recognize the problems faced by students, listen attentively, and provide support tailored to the students' needs. This more personalized and proactive approach is key to creating an environment that supports student growth and development in school.

Responsive services are not limited to addressing students' personal problems, but also encompass various aspects that impact their lives, including social and academic issues, as well as their career development. Guidance programs tailored to students' needs will help them overcome challenges that arise in every aspect of their lives. Through techniques that have been proven effective, such as individual counseling, group guidance, and intervention programs, responsive services can provide more comprehensive solutions to overcome stress or anxiety. Several previous studies have shown that the implementation of responsive services by guidance and counseling teachers can improve student well-being, help them manage their emotions, and reduce anxiety that can interfere with learning. Therefore, it is essential for guidance and counseling teachers to continually update their knowledge and skills in applying various relevant techniques to address the problems faced by students.

Going forward, one essential suggestion is for guidance and counseling teachers to pay more attention to the individual needs of students in greater depth. Responsive services must be based on a good understanding of the problems faced by students and what they need to overcome them. Guidance and counseling teachers also need to

establish closer cooperation with parents and other relevant parties to ensure that the support provided to students is more effective and impactful. This collaboration is important so that information about students' conditions can be more integrated and provide more comprehensive solutions. With closer cooperation between guidance and counseling teachers and parents, it is hoped that guidance and counseling services can be maximized, resulting in a more positive impact on student development and creating a school environment that is more focused on student welfare and success.

Acknowledgments

The authors would like to thank their colleagues who have provided a wealth of information and facilitated this research.

Author Contribution Statement

All authors discussed the results, contributed to the final manuscript, and approved the final version for publication. Erik Farhan Syah: Conceptualization, Methodology; Validation; Formal analysis, Data Curation. Sri Liana Ali: Conceptualization, Writing - Review & Editing. Bakhrudin All Habsy: Conceptualization, Writing - Review & Editing.

Declaration of Generative AI (GenAI) Usage in Scientific Writing

The authors leveraged ([Perplexity](#)) in a limited and supportive role for preliminary reference exploration, while manually verifying all cited sources for accuracy and relevance. All instances of Generative AI usage in this article were conducted by the authors in accordance with the [IJGCS GenAI Tool Usage Policy](#), with the authors assuming full responsibility for the originality, accuracy, and integrity of the work.

Conflict of Interest Statement

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript

Funding Statement

The authors declare that no funds, grants, or other financial support were received during the preparation of this manuscript or the conduct of this study.

REFERENCES

- Akdemir, A. (2023). School guidance & counseling in the 21st century: a focused review. *ISPEC International Journal of Social Sciences & Humanities*, 7(4), 994-1002. <https://doi.org/10.5281/zenodo.10437673>
- Amalia, A., Lessy, Z., & Rohman, M. (2023). A social collaboration model between guidance and counseling teacher and parent to guide students during distance learning. *Al-Ishlah: Jurnal Pendidikan*, 15(1), 785-794.
- Anwar, S., & Rohmat. (2022). Model Bimbingan Alih Tangan Kasus (Referral) di SMA Negeri 1 arangreja Purbalingga. *Jurnal Ilmiah Mandala Education*, 8(2), 1471-1482. <https://doi.org/10.58258/jime.v8i2.3228>
- Ardimen. (2017). Bimbingan dan Konseling Komprehensif Berbasis Karakter Cerdas Dan Aplikasinya Melalui Bimbingan Teman Sebaya Di Era Globalisasi. *Edukasia: Jurnal Penelitian Pendidikan Islam*, 12(2), 483-508.
- Arswimba, B. A. (2019). Evaluasi Pelaksanaan Home Visit Di Smp. *Jurnal Selaras : Kajian Bimbingan Dan Konseling Serta Psikologi Pendidikan*, 1(2), 111-120. <https://doi.org/10.33541/sel.v1i2.882>
- Asror, M. (2020). Studi Analisis Program Bimbingan Konseling Komprehensif Berbasis Islam Untuk Meningkatkan Resiliensi Siswa. *Pamomong: Journal of Islamic Educational Counseling*, 1(1), 1-13. <https://doi.org/10.18326/pamomong.v1i1.1-13>
- Bintani, K. (2020, August). Personal development plan as a guidance and counseling strategy in Higher Education. In *2nd International Seminar on Guidance and Counseling 2019 (ISGC 2019)* (pp. 18-22). Atlantis Press. <https://doi.org/10.2991/assehr.k.200814.004>
- Febrianti, S., & Naqiyah, N. (2023). Layanan Konseling Individu Untuk Menangani Kecemasan Matematika Siswa Smp. *Jurnal BK UNESA*, 12(2), 130-137. <https://ejournal.unesa.ac.id/index.php/jurnal-bk-unesa/article/view/52350>

- Habiba, B., Mulyani, S., Nia, N. I., & Nugroho, P. (2020). Konsep Layanan Responsif bagi Siswa yang Mengalami Kesulitan Belajar secara Daring Dimasa Pandemi Covid-19. *Konseling Edukasi "Journal of Guidance and Counseling,"* 4(2), 305–322. <https://doi.org/10.21043/konseling.v4i2.7583>
- Halim, A., Ilmi, A. A., Panggabean, M. D. P., Azizah, N., & Yanda, R. A. (2023). Implementasi Kebijakan Anti Perundungan (bully) Oleh Konseling Pada Siswa Melalui Layanan Konseling Di SMP Negeri 27 Medan. *PUSTAKA: Jurnal Bahasa dan Pendidikan*, 3(2), 207–223..
- Hermawan, H., Komalasari, G., & Hanim, W. (2019). Strategi Layanan Bimbingan Dan Konseling Untuk Meningkatkan Harga Diri Siswa: Sebuah Studi Pustaka. *JBKI (Jurnal Bimbingan Konseling Indonesia)*, 4(2), 65. <https://doi.org/10.26737/jbki.v4i2.924>
- Kurnaengsih, & Della Ovianny. (2021). Layanan Guru Bimbingan Dan Konseling Dalam Penanganan Kasus Bullying Di Smp Negeri 4 Sindang (Studi Kasus Siswa Kelas IX SMP Negeri 4 Sindang Indramayu). *Counselia; Jurnal Bimbingan Konseling Pendidikan Islam*, 2(2), 1–11. <https://doi.org/10.31943/counselia.v1i2.17>
- Lai-Yeung, S. W. C. (2014). The need for guidance and counselling training for teachers. *Procedia-Social and Behavioral Sciences*, 113(2014), 36–43.
- Mawadah, Y. N. (2023). *Layanan Responsif Guru Bk Dalam Mengatasi Kemalasan Belajar Siswa di SMP Negeri 2 Cilongok Banyumas*. <https://repository.uinsaizu.ac.id/18814/>
- Mayworm, A. M., Sharkey, J. D., Hunnicutt, K. L., & Schiedel, K. C. (2016). Teacher consultation to enhance implementation of school-based restorative justice. *Journal of Educational and Psychological Consultation*, 26(4), 385–412. <https://doi.org/10.1080/10474412.2016.1196364>
- McGough, K., & Mylroie, R. (2024). Counseling as a Responsive Service. In *School Counselors as Practitioners* (pp. 53–82). Routledge.
- Neuwirth, L. S., Jović, S., & Mukherji, B. R. (2021). Reimagining higher education during and post-COVID-19: Challenges and opportunities. *Journal of adult and continuing education*, 27(2), 141–156. <https://doi.org/10.1177/1477971420947738>
- Nkechi, E. E., Ewomaoghene, E. E., & Egenti, N. (2016). The role of guidance and counselling in effective teaching and learning in schools. *RAY: International Journal of Multidisciplinary Studies*, 1(2), 36–48.
- Nurdestama, H. M., Flurentin, E., & Ramli, M. (2021). Pengembangan Panduan Layanan Konseling Kelompok Berbasis Petualangan Untuk Meningkatkan Resiliensi Siswa SMP. *Buletin Konseling Inovatif*, 1(2), 74. <https://doi.org/10.17977/um059v1i22021p74-82>
- Permendikbud. (2014). Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 111 Tahun 2014 Tentang Bimbingan dan Konseling Pada Pendidikan Dasar dan Pendidikan Menengah. *Republik Indonesia*, 1–45.
- Pratanti, A. D., & Nuryono, W. (2021). Studi Kepustakaan Konseling Keluarga untuk Mengurangi Kecanduan Game Online pada Peserta Didik. *Jurnal BK UNESA*, 12(1), 624–640. <https://ejournal.unesa.ac.id/index.php/jurnal-bk-unesa/article/view/44420>
- Puttileihat, A. G., & Pattiruhu, H. (2021). *Strategi Layanan Bimbingan Konseling Bagi Siswa Smp Negeri 9 Kota Sorong Terhadap Kasus Seks Bebas Counseling Guidance Service Strategy For Students Of Smp Negeri 9 Sorong City On*.
- Rocky Farenza, I. W. D. (2021). Meningkatkan Keterampilan Sosial Anak Menggunakan Literasi Belajar Dari Rumah Dalam Layanan Responsif Dengan Format Individual Di Smp Negeri 3 Kota Bengkulu. *Jurnal Consilia*, 2(1), 66–74. <https://doi.org/10.33369/consilia.4.1.26-33>
- Rokhyani, E. (2022). Dalam Program Kurikulum Merdeka. *Prosiding Seminar & Lokakarya Nasional Bimbingan Dan Konseling 2022*, 13–20.
- Saniyyah, N. (2022). *Pelayanan Bk Model Komprehensif* (Issue 20016024, pp. 1–14). <https://osf.io/preprints/osf/bzxp>
- Setiowati, A., & Astuti Dwiningrum, S. I. (2020). Strategi Layanan Bimbingan Dan Konseling Di Sekolah Dasar Untuk Mengatasi Perilaku Bullying. *Elementary School: Jurnal Pendidikan Dan Pembelajaran Ke-SD-An*, 7(2), 188–196. <https://doi.org/10.31316/esjurnal.v7i2.750>
- Shoshani, A., & Steinmetz, S. (2014). Positive psychology at school: A school-based intervention to promote adolescents' mental health and well-being. *Journal of happiness studies*, 15(6), 1289–1311. <https://doi.org/10.1007/s10902-013-9476-1>
- Šteh, B., Mažgon, J., & Mrvar, P. G. (2023). Sometimes I Really Need the School Counseling Service”: Some Aspects of School Counsellor–Teacher Collaboration. *International Journal of Learning, Teaching and Educational Research*, 22(2), 207–227. <https://doi.org/10.26803/ijlter.22.2.12>

Tarisa, A. (2023). *Pengaruh Layanan Responsif Melalui Konseling Kelompok Dengan Teknik Thought Stopping Dalam Mereduksi Kecemasan Berbicara Di Depan Umum Pada Peserta Didik Smpn 1 Abung Surakarta Lampung Utara Tahun Pelajaran 2022/2023* (Doctoral dissertation, UIN Raden Intan Lampung).

Zalfa, Z. (2023). *Kompetensi Guru BK dalam Melaksanakan Layanan Bimbingan Konseling di SMP Gunungjati Kembaran, Banyumas (Ditinjau dari Latar Belakang Pendidikan Sarjana)* (Doctoral dissertation, UIN Prof. KH Saifuddin Zuhri Purwokerto).

Article Information

Copyright holder: © Syah, E. F., Ali, S. L., & Habsy, B. A. (2025) First Publication Right: Indonesian Journal of Guidance and Counseling Studies Article info: DOI: https://doi.org/10.64420/ijgcs.v2i2.226 Word Count: 6413	Publisher’s Note: The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of AEDUCIA and/or the editor(s). AEDUCIA and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content. This Article is licensed under: CC-BY-SA 4.0
---	---