



## The Existence of “Journals” In Supporting the Effectiveness of Guidance and Counseling Implementation in Schools

Mutiara Fadilah Al Panzil<sup>1\*</sup>, Khairuddin<sup>2</sup>

<sup>1,2</sup> Universitas Islam Negeri Sumatera Utara Medan

[mutiarafadillah70@gmail.com](mailto:mutiarafadillah70@gmail.com)

Submitted: 15 December 2024 ; Revised: 27 December 2024 ; Accepted: 13 January 2025

### Abstract

This study aims to explain the existence of "journals" in supporting the effectiveness of guidance and counseling (BK) services in schools, focusing on SMP Al Ulum. The background of this research highlights the importance of a well-structured and accurate journal format to support the success of BK services, both in documentation and the implementation of counseling activities. This study employs a qualitative method with a descriptive approach. Data were collected through observation, direct interviews, and document analysis. The results of the study indicate that: 1) The format and content of journals used in schools include essential elements relevant to BK services, 2) The rationale for using journals is to meet the need for systematic service reporting and to support transparency in the BK process, and 3) The existence of journals has proven to enhance the effectiveness of individual counseling services, particularly in recording and evaluating student development. Therefore, journals serve as strategic tools in optimizing BK service implementation in schools. This study recommends adopting standardized journal formats for more optimal results.

**Keywords:** Guidance Counseling, "journal", Services, School

### Abstrak

Penelitian ini bertujuan untuk menjelaskan keberadaan “jurnal” dalam menunjang efektivitas penyelenggaraan layanan bimbingan dan konseling (BK) di sekolah, dengan fokus pada SMP Al Ulum. Latar belakang penelitian ini adalah pentingnya format jurnal yang baik dan benar untuk mendukung keberhasilan layanan BK, baik dalam hal dokumentasi maupun pelaksanaan kegiatan konseling. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif. Data dikumpulkan melalui observasi, wawancara langsung, dan analisis dokumen. Hasil penelitian menunjukkan bahwa: 1) Format dan isi jurnal yang digunakan di sekolah mencakup elemen-elemen penting yang relevan dengan layanan BK, 2) Latar belakang penggunaan jurnal adalah untuk memenuhi kebutuhan pelaporan layanan yang sistematis dan mendukung transparansi proses BK, serta 3) Keberadaan jurnal terbukti menunjang efektivitas layanan konseling individu, khususnya dalam mencatat dan mengevaluasi perkembangan siswa. Dengan demikian, jurnal menjadi alat strategis dalam mengoptimalkan penyelenggaraan BK di sekolah. Penelitian ini merekomendasikan penerapan format jurnal yang standar untuk hasil yang lebih maksimal.

**Kata kunci:** Bimbingan Konseling, “jurnal”, Layanan, Sekolah

**How to Cite:** Panzil, M. F. A., & Khairuddin. (2025). The Existence of “Journals” In Supporting the Effectiveness of Guidance and Counseling Implementation in Schools. *Tarbiyah wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran*. 12(1) 53-59. doi: <https://doi.org/10.21093/twt.v12i1.9626>



<https://doi.org/10.21093/twt.v12i1.9626>

Copyright© 2025, Mutiara Fadilah Al Panzil & Khairuddin  
This is an open-access article under the [CC-BY License](https://creativecommons.org/licenses/by/4.0/).



## INTRODUCTION

Various guidance and counseling services provided to students are specifically directed at helping students to develop into independent, responsible, creative, productive and honest individuals, so that students can truly develop more optimally (Nasution and Abdillah 2019). These services include: orientation services, information services, learning services, placement services, content mastery services, individual counseling services, group counseling services, group guidance services, mediation services, and consultation services. In particular, individual counseling services are services that help students in alleviating their personal problems. Individual counseling services are services provided by a Guidance and Counseling teacher to a student in order to alleviate the student's personal problems (Sudrajad, 2009). Then Sudrajad mentioned that in the individual counseling atmosphere, the counseling teacher provides a space and atmosphere that allows the counselee to open themselves as transparently as possible. In this atmosphere, of course, the counselee or student is in the atmosphere of expressing various problems to the counseling teacher, of course, in a comfortable atmosphere, full of warmth and openness, full of confidentiality and feeling valued, so as to create an atmosphere that is conducive in expressing the thoughts or feelings he is experiencing. Therefore, a special room is needed for individual counseling.

The use of daily "journals" in individual counseling services in schools can be a form of guidance services provided face-to-face between counseling teachers and students to help individuals overcome personal, academic, career, social, or emotional problems. This service aims to provide support, help individuals recognize and understand their problems, and find effective solutions according to individual needs and circumstances. With the use of "Journal", counseling teachers are greatly helped in individual counseling services (Nugrahanti and Sukoco 2023).

"Journal" is very helpful in the effectiveness of counseling services at school, for counseling teachers with the existence of a daily "Journal" which helps in recording such as service targets containing student names and service activities that are being carried out by counseling teachers such as individual counseling services, "Journal" makes it easier for counseling teachers to find out the results of the implementation they have done with students, by checking every week through the "Journal" and seeing student progress after being given individual counseling services (Bahri 2020).

According to Frank W. Miller (1968) quoted in the book *Teaching BK Basics* (Saputra et al., 2024) states that the definition of guidance is the process of helping individuals to achieve self-understanding and self-direction needed for adjustment at school, family and society. The term development means a series of progressive changes that occur as a result of the process of maturity and experience. As said by Van and Daele (Hurlock, 1980) that development is a qualitative change. This means that development is not just an increase in the size of a person's height and weight or a person's ability, but a process of integration of many complex structures and functions.

The main purpose of schools using "journals" is to make it easier for counseling teachers and students in the difficulties faced by students, by recording every day the activities carried out in the "journal" and checking every week to find out the results achieved are in accordance with what the counseling teacher wants, through daily "journals" counseling teachers can evaluate daily activities, successes, and challenges that students face, in terms of individual, group, academic, career, and environment (Nasution 2021). The background of the "journal" at school is the counseling teacher, with the difficulties faced by counseling teachers during the 2020 covid period, counseling teachers are very difficult to carry out counseling guidance in schools such as individual counseling services, so a daily "Journal" was formed which was agreed upon by counseling teachers at school.

## RESEARCH METHODS

This research uses a qualitative method with a phenomenological approach. The concept of this phenomenological approach is based on the theory of Edmund Husserl (1970), which emphasizes that a person's actions are identical to the motives that drive these actions. To understand individual human actions, it is necessary to see the motives that underlie these actions. Phenomenology explains the phenomenon, its meaning for individuals, and tries to understand the meaning of events in relation to people in certain situations by conducting interviews with several individuals. (Tumangkeng, S. Y. L., & Maramis, J. B., 2022). Data collection used in this research includes observation, direct interviews, and documentation. The focus of discussion in this study is how the format and content of the "journal" used in schools, what is the background of the use of "journals" as a report of counseling services in schools, and how the existence of "journals" in supporting the effectiveness of counseling services in schools.

## RESULTS AND DISCUSSION

The findings of the research are determined by describing the results of interviews with BK teachers and direct observation to schools so that the findings of this study are in the form of using a format properly and correctly that has been made by the BK teacher himself with the date of the appropriate activity carried out on that day, and the target activities that refer to the goals and results to be achieved through various activities or interventions carried out by the BK teacher. These goals are also designed to assist students or clients in developing their potential, overcoming personal or academic problems, and improving the overall well-being of students outside and inside the school.

The format used in this school is in the form of a table with 5 sideways columns with several details listed such as number, date of activity, target activity, service activities, and results achieved, the contents in the "journal" format contain no, date of activity, target activity which is filled with the name of the student concerned or the name of the student who is carrying out the service activity, service activity, service activities contain activities that are being carried out by students on that day such as group guidance, individual counseling, these service activities are usually used according to student needs, results achieved, the results achieved are listed in the "journal" format which will be filled in when service activities have been carried out and these results will be checked every week to see student progress after participating in service activities.

The main purpose of schools using "journals" is to make it easier for counseling teachers and students in the difficulties faced by students, by recording every day the activities carried out in the "journal" and checking every week to find out the results achieved are in accordance with what the counseling teacher wants, through daily "journals" counseling teachers can evaluate daily activities, successes, and challenges that students face, in terms of individual, group, academic, career, and environment. The background of the "journal" at school is the counseling teacher, with the difficulties faced by counseling teachers during the 2020 covid period, it was very difficult for counseling teachers to carry out counseling guidance in schools such as individual counseling services, so a daily "journal" was formed which was agreed upon by the counseling teachers at the school.

The use of daily "journals" in individual counseling services in schools can be a form of guidance services provided face-to-face between counseling teachers and students to help individuals overcome personal, academic, career, social, or emotional problems. This service aims to provide support, help individuals recognize and understand their problems, and find effective solutions according to individual needs and circumstances. With the use of "Journal", counseling teachers are greatly helped in individual counseling services.

"Journal" is very helpful in the effectiveness of counseling services at school, for counseling teachers with the existence of a daily "Journal" which helps in recording such as service targets containing student names and service activities that are being carried out by

counseling teachers such as individual counseling services, "Journal" makes it easier for counseling teachers to find out the results of the implementation they have done with students, by checking every week through the "Journal" and seeing student progress after being given individual counseling services.

### **Format and content of the "journal" used at school**

The format and content of the "journal" commonly used at school are: Activity Date, The date of this activity contains the time of service implementation carried out at school. Objectives of activities, The objectives of activities in guidance and counseling (BK) services refer to the goals or results to be achieved through various activities or interventions carried out by BK teachers. These goals are designed to assist students in developing their potential, overcoming personal or academic problems, and improving their overall well-being. Service activities, Service activities in guidance and counseling (BK) refer to various activities or programs designed and implemented by BK teachers to help students achieve personal, social, academic, and career development goals. These activities vary depending on the needs of the individual or group being served and may include different types of interventions and support. And in this journal, the service activities are explained, namely individual counseling services. The format of the "Journal" is:

#### ***Activity date***

The date of the activity contains the date of the service activity carried out by the counseling teacher.

#### ***Target activities***

The target of the activity is an individual or group that is the target of receiving counseling services. The targets of this activity are generally students at school.

#### ***Service activity Activity***

Service activities are a series of activities carried out by counseling teachers to help individuals or groups achieve optimal development in various aspects, such as academic, social, emotional, and career. Such as individual counseling services

#### ***Results achieved***

The results achieved refer to the positive changes or achievements that occur after the implementation of individual counseling services. These outcomes can be developments in students' personal, social, academic or career aspects. The main goal is to help students overcome problems, improve their adjustment ability, and optimize their potential.

Based on the results of interviews with counseling teachers at Al Ulum school obtained on March 26, 2024.

The existence of the "Journal" is very helpful in the implementation of individual counseling services such as recording everything from the beginning of the student's problem to the development of the student after the service is provided and to the BK teacher's goal in providing individual counseling services. Such as helping to overcome students' personal problems facing pressure from school which makes them often skip school. Then the counseling teacher conducts individual counseling service activities through a daily "Journal".

The purpose of using a "journal" is as a tool to record students' activities, progress, and reflections on a daily basis. The main purpose of using a daily "journal" is to monitor progress, identify problems, and systematically plan corrective measures. The "journal" is very important for the success of counseling services at school, and will be a separate record by the counseling teacher.

Boud, Keogh, & Walker's (1985) daily "journal" supports the process of reflection as an important part of learning. Students' reflection through journaling helps them identify areas for improvement and design strategies to overcome learning difficulties. In general, daily "journaling" is used as a tool to develop students' self-awareness, reflection and thinking skills, and support their academic and emotional development in the school environment.

### **Background on the use of "journal" as a report of counseling services at school**

A daily "journal" formed by counseling teachers at school and approved by coordination. This "journal" has only been formed in the last 3 or 2 years, precisely during the covid period in 2020, the "Journal" was finally formed to facilitate and streamline guidance and counseling services such as individual counseling at school. According to the teachers in the school, the "journal" is very helpful in carrying out activities. The positive impact of the "journal" itself is very much by making it easier for each Bbk teacher for student problems that are experienced every day and can monitor and see the development of students in individuals and groups.

The formation of the "journal" itself is due to the difficulties experienced by counseling teachers during the covid period, counseling teachers had difficulty in carrying out individual counseling services because before the "Journal" counseling teachers only recorded when implementing it with a makeshift notebook owned by counseling teachers, and before having a daily "Journal" counseling teachers usually only carry out individual counseling services without seeing and knowing the progress of students after individual counseling services are provided. However, after the establishment of the daily "Journal" the counseling teachers can see the development of students regularly after providing individual counseling services and see the results of these services whether they are appropriate or not, and explain the problem and the response of the counseling teacher, the use of the right counseling approach theory so as to achieve problem solving by the counseling teacher, conclusion and follow up. if it is not what the counseling teacher wants and there is also no good development for the student, the service will be provided again by the counseling teacher to the student.

### **The existence of a "journal" in supporting the effectiveness of individual counseling services at school**

Guidance and counseling services in schools are a service program intended for both problematic and non-problematic students, as an effort to help students develop themselves optimally through various kinds of guidance and counseling services that are independent. The existence of guidance and counseling in schools becomes an important part, if the existence of guidance and counseling service programs can really be implemented fully and optimally in schools. This achievement requires the existence of professional guidance and counseling teachers and a comprehensive guidance and counseling program. The guidance and counseling program contains four service components, namely basic guidance services, responsive services, individual planning and system support (ABKIN, 2007). Basic services are defined as the process of providing assistance to all students through structured experience preparation activities in class or groups that are presented systematically in order to develop long-term behavior in accordance with the stages and tasks of development needed in developing the ability to choose and make decisions in living their lives.

Responsive service is the provision of assistance to students who face needs and problems that require immediate help, because if it is not immediately assisted it can cause interference in the process of achieving developmental tasks. Individual planning is defined as assistance to students so that they are able to formulate and carry out activities related to future planning based on experience of their strengths and weaknesses, as well as an understanding of the opportunities and opportunities available in their environment. System support is a component of management activities, work procedures, infra structure and continuous professional development of counseling teachers, which indirectly provides assistance to students or facilitates the smooth development of students. One component of the guidance and counseling program that is also important is responsive services, one of which is individual counseling. The existence of individual counseling is important, because it is a service that can reach individuals as a whole and more personally.

The provision of counseling services is intended to help students who experience difficulties, experience obstacles in achieving their developmental tasks. Through counseling, students are helped to identify problems, causes of problems, find alternative solutions to problems and make more informed decisions (Sudrajad, 2010). In many schools the counseling process is often only a confiding session where the client conveys the problem and the counselor gives advice only, whereas in a counseling session a complete counseling package is needed. The complete counseling package starts from structuring, informed consent, explaining the problem and being responded to by the counseling teacher, using the right counseling approach theory so as to achieve problem solving by the counseling teacher, conclusion and follow-up. And all of that will be recorded in the daily "Journal" from structuring to the problems that students are facing and achieving problem solving by students.

## CONCLUSIONS AND SUGGESTIONS

The conclusions of this study are (1) "Journal" is very helpful in the implementation of individual counseling services such as recording everything from the beginning of the student's problem to the student's development after the service is provided and to the BK teacher's goal in providing individual counseling services. (2) after the establishment of the daily "Journal", counseling teachers can see the progress of students regularly after providing individual counseling services and see the results of these services whether they are appropriate or not, and explain the problems and responses of counseling teachers, the use of the right counseling approach theory so as to achieve problem solving by counseling teachers. (3) the existence of the "Journal" makes individual counseling services that were previously only like a question and answer session between the counseling teacher and students which made the service ineffective, but with the "journal" individual counseling services are carried out in accordance with explaining the problem and responded to by the counseling teacher, the use of the right counseling approach theory so that the counseling teacher achieves problem solving, conclusions and follow-up, and all implementations are supported by the existence of the "Journal".

## REFERENCES

- ABKIN, (2007). Rambu-Rambu Penyelenggaraan Bimbingan dan Konseling dalam Jalur Pendidikan Formal. Jakarta: Dirjen. PMPTK Depdiknas R.I
- Bahri, Syaiful. 2020. "STUDI EVALUASI KINERJA GURU BIMBINGAN DAN KONSELING DI SEKOLAH." *PENCERAHAN* 14(1):39–61.
- Brock, M., Yu, B. dan Wong, M. 1992. "Menjurnal" bersama: Penyimpanan buku harian kolaboratif dan pengembangan guru " . Dalam *Perspektif pengembangan guru bahasa kedua* , Diedit oleh: Flowerdew, J., Brock, M. dan Hsia, S. 295 – 307. Hong Kong: Universitas Kota Hong Kong.
- Creswell, John W., et al. "Qualitative research designs: Selection and implementation." *The counseling psychologist* 35.2 (2007): 236-264.
- Farozin, Muhammad. "Bimbingan Klasikal dalam POP BK." (2016)
- Fatchurahman, Muhammad. "Problematik pelaksanaan konseling individual." *Jurnal Bimbingan dan Konseling Ar-Rahman* 3.2 (2018): 25-30.
- Fitzpatrick, Jody L., et al. *Program evaluation: Alternative approaches and practical guidelines*. Boston: Pearson, 2012.
- Furqon, M. A., and Aip Badrujaman. "Model evaluasi layanan dasar berorientasi akuntantanbilitas." Jakarta: PT Indeks (2014).
- Herdiansyah, H. (2010). Metodologi penelitian kualitatif untuk ilmu-ilmu sosial

- Nasution, Henni Syafriana, and Abdillah Abdillah. 2019. *Bimbingan Konseling: Konsep, Teori Dan Aplikasinya*. edited by R. Hidayat. Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI).
- Nasution, Hikmatu'tsaniah. 2021. "Kerja Sama Guru BK dan Guru Mata Pelajaran Dalam Mengatasi Masalah Kesulitan Belajar Siswa di MAN 1 Medan." skripsi, Universitas Islam Negeri Sumatera Utara.
- Nugrahani, F., & Hum, M. (2014). Metode penelitian kualitatif. Solo: Cakra Books, 1(1), 3-4
- Nugrahanti, Ardita Yuli, and Dewin Sukoco. 2023. "KONSELING INDIVIDU MELALUI PENDEKATAN CLIENT CENTERED THERAPY DALAM MENGATASI INDISCIPLINER SISWA." *Aflah Consilia: Jurnal Bimbingan Dan Konseling* 2(1):11–19.
- Riyadi, M. (2014). Profesionalisme Bimbingan dan Konseling. <https://riyadiscorpio.wordpress.com/2014/01/03/profesionalisme-bimbingan-dankonseling-di-sekolah/> Diakses tanggal 10 Desember 2017
- Saputra, R., Korohama, K. E., Suarja, S., Nurjanah, N., Lase, J. F. E., Suryadi, H., ... & Nihaya, M. (2024). Buku Ajar Dasar-Dasar Bimbingan dan Konseling. PT. Sonpedia Publishing Indonesia.
- Sudrajad, A. (2009). Layanan Konseling Individual. <https://akhmadsudrajat.wordpress.com/2009/01/12/proses-layanan>
- Sugiyono. (2010). Metode penelitian kuantitatif, kualitatif, dan R&D. CV Alfabeta.
- Sugiyono, Sugiyono, and Muslikah Muslikah. "Evaluation Models of Guidance and Counseling Service Based CIPP in Senior High School." *4th International Conference on Early Childhood*