



## Management of Guidance and Counselling Services in Directing Students for Career Selection

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**Abstract:** This research aims to describe (1) Planning, implementation, and supervision; (2) Obstacles faced and solutions in managing guidance and counseling services to direct students in choosing a career at SMA Negeri 14 Ogan Komering Ulu. This research is qualitative research with a case study method. Data collection used in this research included (1) in-depth interviews (*Depth interview*), (2) participant observation (*participant observation*), and (3) documentation. Based on this research, the results obtained are that 1) Planning, implementation, and management supervision of guidance services to direct students in career choices has gone quite well; 2) The obstacles faced by SMA Negeri 14 OKU in managing guidance and counseling services are internal factors, lack of depth in career determination, inadequate facilities and infrastructure, and teachers' busy teaching schedules; In overcoming these obstacles, four solutions have been implemented, namely 1) collaboration between BBK teachers and school personnel, 2) making a list of guidance service activities, 3) completing facilities and infrastructure BK room, and 4) manage a good time.

**Abstrak:** Penelitian ini bertujuan untuk mendiskripsikan: (1) Perencanaan, pelaksanaan, dan pengawasan; (2) Kendala yang dihadapi serta solusi dalam manajemen layanan bimbingan dan konseling untuk mengarahkan peserta didik dalam memilih karir di sekolah SMA Negeri 14 Ogan Komering Ulu. Penelitian ini merupakan penelitian kualitatif dengan metode studi kasus. Pengumpulan data yang digunakan dalam penelitian ini menggunakan (1) wawancara mendalam (*Depth interview*); (2) observasi partisipatif (*participant observation*), dan (3) Dokumentasi. Berdasarkan penelitian ini diperoleh hasil bahwa 1) Perencanaan, pelaksanaan, dan pengawasan manajemen layanan bimbingan untuk mengarahkan peserta didik dalam pemilihan karir sudah berjalan cukup baik; 2) Kendala yang dihadapi SMA Negeri 14 OKU dalam manajemen layanan bimbingan BK yaitu faktor internal, kurang mendalami dalam penentuan karir, sarana dan prasarana yang kurang memadai, dan padatnya jadwal mengajar guru; dalam mengatasi kendala tersebut terdapat 4 solusi yang dilakukan yaitu 1) kerjasama guru BBK dan personal sekolah, 2) membuat daftar kegiatan layanan bimbingan, 3) melengkapi sarana dan prasarana ruang BK, dan 4) menajamen waktu yang baik.

## A. Introduction

Educational institutions are not only tasked with transferring knowledge but also play an essential role in developing the character, life skills, and critical powers of participants' students to adapt to the dynamics of the times (Prasetia, 2020). This involves optimizing achievement through developing students' intellectual abilities and interests and enabling them to adapt to the dynamics of life. The primary mission of education is to take students to the gate of faith and piety to the Almighty God, fostering the character of the Student Profile Pancasila, enriching the treasures of knowledge, and fostering a sense of responsibility and high answer (Tamizzudin, 2017). Therefore, as Terry mentioned (in Su'ainah & Juarsa, 2017), educational management is a unique process that includes planning, organizing, implementing, and controlling to achieve specific goals by utilizing human and other resources.

Schools need to help students determine their future direction from an early age, both through direction and facilitation. As a formal educational environment, schools organize a series of organized activities that include the teaching and learning process, which usually runs smoothly but can sometimes be hampered by the problems of students who face challenges. Therefore, guidance and counseling in schools have the important task of guiding students in self-discovery and character formation, as well as helping them understand the surrounding environment and formulate plans for a bright future (Fitriani et al., 2022; Lattu, 2018).

This service not only provides treatment for problems currently faced by students but also provides preventive support and optimizes students' self-development as best as possible (Lesmana, 2021). Based on legal regulations, guidance and counseling are essential in helping high school students achieve optimal development. In other words, the role of guidance and counseling as an integral part of the education system in high school is very crucial, manifested in the provision of advice and counseling services that direct students to become future leaders who can compete in a globalized society (Kemdikbud, 2007). Apart from that, guidance and counseling in schools is also essential, supported by Minister of Education and Culture Regulation No. 111 of 2014, which aims to help students achieve maturity and independence in personal, social, learning, and career aspects and become competent (Nugraha & Rahman, 2017).

In management education, guidance and counseling are essential pillars in organizing, managing, and guiding students toward achieving specific goals. Previous research by Sukardi (1996) shows that managing guidance and counseling services involves good planning, organizing, implementing, and controlling processes to achieve goals effectively and efficiently.

Guidance and management in schools are fundamental in shaping students' character so that each student can develop themselves positively regarding good character, attitudes, behavior, and morals (El Fiah, 2018). Guidance and counseling are also integral to education and help individuals achieve personal happiness, productivity in society, harmony with other individuals, and conformity between aspirations and potential

(Marsinun & Ilahi, 2020).

In career guidance programs at schools, this activity involves planning an individual's career throughout his life, where a person plans the career direction and goals to be achieved. According to Frank Parson and Winkel (in Dewi, 2022), individuals can choose a career field that suits their potential to achieve success in work. Career planning must be done before students enter the world of work directly, and this can only be achieved through effective system management. Zamroni & Rahardjo (2015) states that effective school management involves educational managers' ability to plan, organize, direct, and control resources. Good management is essential because it makes achieving organizational goals more accessible but achieving them will be challenging (Primayana, 2015).

Career guidance management must be formulated carefully, including in program planning, organizing implementation, and evaluating programs to improve school graduates' quality. Based on an interview with one of the guidance and counseling teachers at SMA Negeri 14 OKU, it was found that as many as 40% of students chose to continue their studies at university. In contrast, the rest chose to work, take courses, or get married. This is caused by students' lack of knowledge about career planning, high levels of anxiety, and limitations in choosing a mature career.

The information provided by guidance and counseling teachers is essential for students because it will influence their educational choices, job opportunities, positions, and careers after completing their education. However, the time available for guidance and counseling teachers to provide career guidance is limited due to other duties at school, so there is a need for professional guidance and counseling to help students overcome their career problems. According to Law Number 20 of 2003 concerning the National Education System, Article 1 Paragraph 6, and Law Number 111 of 2014, BK teachers must have competency and certification in guidance and counseling. By implementing optimal career guidance services by BK teachers, all students' career-related needs at school can be handled very well.

As a result, SMA Negeri 14 Ogan Komering Ulu is one of the formal educational institutions in Lubuk Raja - OKU District. From the results of the researcher's observations during the observation, this school has implemented career guidance for students with guidance and counseling services. However, career guidance activities at SMA Negeri 14 Ogan Komering Ulu are limited to providing information about careers and introduction to the world of work, only available in the BK Room or through posters and pamphlets from the university. However, there are still several obstacles in implementing guidance and counseling, such as limited resources, lack of scheduling specifically for guidance and counseling services, and the implementation of the guidance and counseling program as a whole is not yet optimal. Apart from that, the lack of supervision by guidance and counseling teachers makes evaluating this program less effective. The career-related problems high school students face are certainly not limited to this aspect alone. Therefore, based on this background and initial findings, researchers are interested in conducting further studies regarding the management of guidance and counseling services in guiding

students at SMA Negeri 14 Ogan Komering Ulu in choosing a career.

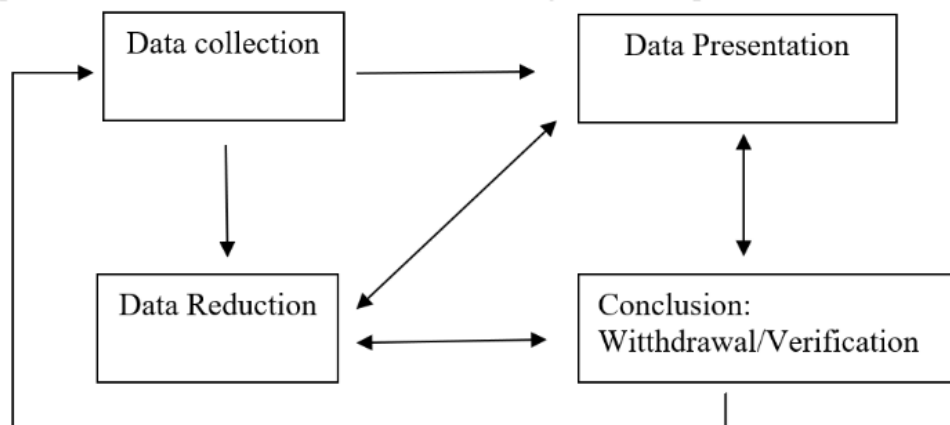
This research is different from previous research, such as that conducted by (Halimah & Kusumah, 2019) titled "Student Career Guidance Management *Management of Student Career Guidance and Counseling*." In previous research, researchers examined guidance and counseling management as a career guidance study, whereas in this research, the focus is more on the management of guidance and counseling services. Furthermore, research was conducted by (Restiany et al., 2022) with the title Management of School Guidance and Counseling to Determine Career Interests in High Schools (Case Study at SMA Negeri 1 Majalaya and SMA Negeri 2 Majalaya, Bandung Regency). Previous research focused on the management function of guidance and counseling services in planning, organizing, implementing, and evaluating obstacles and solutions. In contrast, this research focuses on the function of guidance services in planning, implementation, and supervision.

This research is significant because students can determine the educational choices they will make next. This research aims to dig deeper into managerial guidance and counseling services in guiding students in choosing a career at SMA Negeri 14 Ogan Komering Ulu. Whereas specifically, this research has two objectives: 1) to describe planning, implementation, and supervision of the management of guidance and counseling services in guiding students in choosing a career at SMA Negeri 14 Ogan Komering Ulu, and 2) to describe the obstacles faced and solutions in the management of guidance and counseling services to direct students in choosing a career in State High School 14 Ogan Komering Ulu.

## B. Method

This research uses a qualitative approach with a case study method. Data is obtained from observations, interviews, and documentation to obtain in-depth data. These data contain meaning, namely actual and definite data, a value behind the visible (observed) data. Data collection techniques in this research used (1) in-depth interviews, (2) participative observation, and (3) documentation. The sample in this research is the school principal, curriculum leader, student leader, four homeroom teachers, 2 BK teachers, five subject teachers, five parents/committees, and five students.

This research was conducted at SMA Negeri 14 OKU. The data analysis technique in this research uses the Miles and Huberman interactive model. The following is a picture of Miles and Huberman's data analysis technique model:



**Figure 1.** Chart of Data Analysis Components

## C. Result and Discussion

### Result

Guidance and Guidance Teachers are essential in managing guidance and counseling services to direct students' career choices at SMA Negeri 14 Ogan Komering Ulu. In obtaining data, researchers carry out activities from planning to implementation and supervision.

#### a. Planning

In planning at SMA Negeri 14 OKU, several things need to be considered in the management of guidance and counseling services in career selection, namely:

##### 1. Task distribution meetings for teachers and employees are held every semester

In January and July, a start-up meeting is held at the beginning of each semester, which includes a task distribution meeting between teachers/lecturers and staff. This meeting discusses the distribution of tasks, homeroom teacher positions, and allocation of teaching hours for subject teachers, as well as guidance and consultation. The BK teacher guides and advises students and provides supervision.

##### 2. Guidance and counseling teacher team working meeting

This meeting discussed planning the guidance and counseling activity program for one semester and the distribution of student assignments between instructors and supervisors per the assignment decision letter for each guidance and counseling teacher. Discuss the guidance and counseling program plan for SMA Negeri 14 Ogan Komering Ulu, including annual, semester, monthly, weekly, and daily programs (service units and support units for each level of class X, XI, and XII students. Program planning in the work meeting also discussed four areas of guidance and counseling services: personal, social, learning, and career.

### 3. Identify and define student needs in the guidance and counseling program

Identify student needs. Finding out students' problems can be done using tools such as questionnaires, observations from teachers, class teachers, or the teachers themselves related to the guidance and counseling program plan on career direction for students at SMA Negeri 14 Ogan Komering Ulu. So that students have an idea of the choice of continuing their studies (choosing college), courses, and work. Starting a family is not recommended for students because they are not psychologically ready. When ready before starting a family, one is continuing to study, work, or take courses to prepare for a family.

Filling out a career plan questionnaire does not examine everything that students want, so in students' choice plans for their future choices, there is influence from both parents, who are the closest people to students at home. At the same time, teachers, including the principal, deputy principal, homeroom teacher, and guidance counselor, are the closest people to students at school. Therefore, cooperation between all parties is needed to guide students in determining their future. The career plan questionnaire data analysis results can be used to formulate a more straightforward career guidance program.

### 4. Determine the priority of the BK program in the curriculum

Priorities are determined based on an analysis of the needs of students who will receive services. Students can understand by obtaining information about their needs in further study, work, and self-development courses. This program was developed for one year and then reduced to metered, monthly, weekly, and daily programs. This program refers to annual and biannual programs so that activities support each other in achieving the objectives of guidance and counseling services at SMA Negeri 14 Ogan Komering Ulu.

Guidance and counseling service planning activities involve all elements at SMA Negeri 14 Ogan Komering Ulu, starting from the principal, deputy principal, guidance and counseling teachers, subject teachers, and homeroom teachers. Because their roles are different, this school should also employ external staff related to services from counseling programs such as psychology institutions to find out the interests and talents of students and make it easier for guidance and counseling teachers to map students' career needs, not just based on the questionnaires given. During an interview with the guidance and counseling teachers, Mrs. Lina Esti Suryani, S.Pd, and Mrs. Anggi Mariya, S.Pd said:



Figure 2. Researcher interviews with Bk teachers

"There has only been a MoU with professional schools but only for a short time, until now it is no longer there and also the students themselves who are handled regarding careers are only 15-25% by us ma'am, that's low."

At this planning stage, the role of the guidance and counseling teacher is significant. There is no standard curriculum regarding guidance and counseling, so it is in the realm of curriculum preparation. Program planning by guidance and counseling teachers refers to the implementation of last year's program and is based on the problems students had in the previous year. The preparations carried out at the beginning of each academic year, which are included in the annual guidance and counseling work program, include:

1. Meetings between supervisors and other officers to discuss the program design as a consultation form.
2. Preparing a work program as a set of activities to be carried out in the following year and the obstacles faced from one year to the next, as well as formulating problems and objectives in the form of activities, individuals, facilities, finances, and proposed activities. These actions will be enforced and implemented within a certain period.
3. The required facilities include a guidance room, guidance room equipment consisting of data storage, a whiteboard, and an activity announcement board located outside or on the BK wall. From this facility, the researcher saw that there was no wall or bulletin board in the Bk room at SMA Negeri 14 Ogan Komering Ulu as a place for information related to study and career, which was intended to facilitate the information obtained by students.

## **b. Implementation**

Implementation is a follow-up movement to the plans that have been made, the organization that has been prepared, and the determination of personnel to achieve the expected goals effectively and efficiently. It cannot be separated from other management functions. Implementing career guidance and counseling service programs includes several aspects of time and implementation.

### **1. Implementation of career guidance and counseling service programs**

The career guidance and counseling service program at SMA Negeri 14 OKU is a program that takes place regularly and continuously since students are in class X to class XII. The guidance and counseling service program regarding kairi for class XII has a more intensive implementation time than classes X and XII. Where in class For class XII, a career guidance and counseling service program has been implemented through various activity formats. Therefore, implementing guidance and counseling services must follow a systematic work pattern. So that the guidance and counseling service program can run carefully and be implemented well, which can benefit students' development.

SMA Negeri 14 OKU adopted the 17 plus model, which consists of two processes: 1. Guidance Service Process The implementation of guidance services focuses on four service

areas: personal guidance services provided to all grade levels and learning and career services. Meanwhile, social guidance is only given to class X and class XI because of class.

The guidance process is directed at four service areas: personal guidance, study, and social guidance, which are provided to all class levels, while career guidance focuses on class. Apart from that, there are seven types of implementation services: orientation services, information services, placement services, learning services, individual counseling services, group counseling services, and group guidance services. So guidance and counseling services are part of education and one of the supports for implementing an adequate education system. The implementation of guidance and counseling at SMA Negeri 14 Ogan Komering Ulu, in general, has been able to help students develop their personalities, solve problems, and develop their talents and interests. All programs are implemented solely for the needs of students in particular.

It is implemented gradually and continuously from class X to class XII students by providing different service intensities. When students are in class, the hope is that they can be correct in choosing their specialization so that it will illustrate their future career plans. When students are in class XI, they will know more about college or advanced study, work, and skills courses. For class, The implementation of guidance and counseling services at SMA Negeri 14 Ogan Komering Ulu is carried out and strengthened by two supervising teachers with bachelor's degrees in education from the guidance and counseling (BK) department. The tasks that need to be carried out as a guidance and counseling teacher include: a) Preparing programs and implementing guidance and counseling service programs. b) Coordinating cooperation with class teachers and field of study teachers to resolve career problems and study difficulties. c) Provide services and guidance for students to participate and achieve excellence in teaching and learning. d) Provide suggestions and considerations for students and an overview of continuing education and fields suitable for future careers. e) Conduct performance assessments of orientation and consulting services. f) Summarize the results of the evaluation of guidance and consultation services. g) Developing programs to disseminate guidance and consulting services.

## **2. The process of implementing career guidance and counseling services**

The guidance and counseling service process is carried out when students face problems that interfere with the smooth learning and teaching process; in this case, counseling is carried out to achieve changes in the person being guided through views, attitudes, skills, and so on. This makes it more likely that the person being guided can accept himself, make decisions, direct himself, and ultimately realize himself optimally. In the counseling process, the provision of assistance is carried out through a relationship that is, in nature, a *face-to-face relationship* (one-on-one relationship), which is carried out by interviews between guidance and counseling teachers and students. Counselor interviews are provided using several approaches, namely *directive counseling*, *non-directive*, and *elective counseling*. This curriculum has no specific schedule for implementing guidance and counseling related to careers at SMA Negeri 14 Ogan Komering Ulu. However, school

policies and awareness of the importance of guidance and counseling, whenever there is free time, the guidance and counseling teacher must come to class and coordinate with the homeroom teacher in charge of guiding and advising the instructor as well as providing good theoretical advice and guidance for students' progress and enthusiasm in their studies and future careers.

According to Mrs. Suci Muliani, S.Pd as the curriculum representative stated the implementation of the career guidance and counseling program at SMA Negeri 14 Ogan Komering Ulu as follows:



**Figure 3.** Researcher interview with Waka. Curriculum Ibu Suci Meliani, S. Pd

"The career guidance and counseling program at SMA Negeri 14 Ogan Komering Ulu is implemented by guidance and counseling teachers to help direct students who are confused, uncertain and have no goals after completing their education where they will continue their higher education or college, work and take courses. As far as I know, the guidance and counseling teacher will provide guidance in determining the choice of major and assist in registering students to continue their education/college. "Everything is done as a form of excellent service, and also for students who are not studying; they also receive consultation guidance."

Guidance and counseling services are not tedious services, but guidance and counseling itself tries to be flexible to the needs of students. Also, this service does not need to be provided monotonously in the classroom. However, they can use the service directly anywhere in the virtual counseling room. So this is where guidance and counseling teachers play an essential role in disseminating information in various ways. Where according to the principal, Mr. Ansyordin, S.Pd stated that:



**Figure 4.** Researcher's interview with the principal, Mr. Ansyordin, S. Pd

"Communication via social media such as WhatsApp groups, school social media for information and guidance and counseling teachers coming to class or vice versa, students coming to the counseling room to consult regarding careers, studies or whatever"

In implementing guidance and counseling services, there are several services used by Bk teachers related to guidance and counseling services related to directing students in their careers, including a) Service areas, consisting of personal, social, study, and career guidance. b) The service content consists of orientation services, information services, placement and learning services, learning services, group guidance services, group counseling services, and individual counseling services. c) BK service methods and techniques consist of two direct and indirect methods. d) Supporting activities for BK services instrument application, data collection, case conferences, home visits, and case transfers.

### **c. Supervision**

Counseling guidance can be supervised through activities:

#### **1. Process Evaluation**

The supervision process is evaluated periodically at the end of each semester. The Principal, or Waka, carries out periodic supervision. Curriculum by visiting the guidance and counseling room to observe activities carried out by career guidance and counseling services in groups, classically, individually, and individually. Process evaluation is used to determine the extent to which the effectiveness of guidance and counseling services is seen from the process. To implement management evaluations of guidance and counseling services to be good, they must constantly refine and develop further evaluations.

In the evaluation process, there are supervision activities. Supervision is the process of monitoring activities to assess educational programs that have been completed and achieved their objectives. In this context, supervision is carried out to monitor guidance and counseling service activities in schools related to students' careers. Supervision is a supervisory activity scheduled to be carried out every semester according to a schedule prepared by the deputy principal for curriculum. In implementing this supervision, the principal is assisted in his assessment by the curriculum and the senior or oldest teacher at the school. Supervision aims to control the implementation of guidance and counseling services, monitor possible obstacles, find solutions to problems, and improve service quality.

Thus, at SMA Negeri 14 Ogan Komering Ulu, guidance and counseling services have been provided by supervising student career guidance and counseling services in various forms, such as classical, group, individual, and memorable. The school principal carries out this supervision with the help of the curriculum sector and senior or oldest teachers, directly or through documentation studies and attachments to implement service activities.

## 2. Evaluation of results

Results evaluation is the acquisition of effectiveness information from summative assessment results. Summative assessments are activities aimed at students to assess whether or not the objectives of guidance and counseling services have been achieved. For example, summative assessments are taken from daily values. This type of assessment plays a significant and specific role.

The supervision carried out in the evaluation above is on implementing guidance and counseling services, followed by follow-up in the form of coaching and development of guidance and counseling activities. In this evaluation, the benchmark for the success of implementing guidance and counseling is the attitudes and behavior of students. Therefore, evaluation supervision in implementing guidance services and counseling regarding students' careers must be done as well as possible. This evaluation is carried out continuously as feedback from the guidance and counseling process that has been implemented.

### d. Obstacles and management solutions for guidance and counseling services in directing students toward careers

Counseling guidance teachers have a counseling service program that must be implemented in schools and provided to students. Implementing this activity program will cause certain obstacles, which will cause the counseling guidance implementation process not to be carried out smoothly. Obstacles in implementing counseling activities are due to an unexpected condition that is also not desired by the counseling guidance teacher, so this condition needs to support the smooth process of implementing the counseling. The existence of several obstacles experienced and faced in the implementation of counseling is an inhibiting factor for counseling guidance teachers to carry out the planned counseling program and the students themselves.

Based on the research results, it can be stated that the obstacles in the management of guidance and counseling services in directing students toward careers at SMA Negeri 14 Ogan Komering Ulu are as follows:

- 1) Internal factors are inhibiting factors originating from students themselves, which are related to career planning, where there is no parental support related to limited family economic conditions or differences of opinion between students and parents in choosing their careers.
- 2) Guidance and counseling teachers need more in-depth guidance for students in determining their careers. Because the interviews for classes X and
- 3) If adequate advice and infrastructure are provided, implementing guidance and counseling services at SMA Negeri 14 Ogan Komering Ulu will run smoothly and improve the quality of these services.
- 4) The subjects at SMA Negeri 14 Ogan Komering Ulu are so busy that guidance and counseling cannot be taught in class as permanent subjects. Therefore, guidance and counseling are carried out in free time or flexibly for students by taking time from other

subjects.

Meanwhile, the solution to the above obstacles faced is as follows:

1. There is a need for strong collaboration between guidance and counseling teachers and school personnel to help parents and students deal with economic problems by directing them to programs provided by the government, such as KIP Kuliah. Explained and assisted so as not to burden parents on costs when students continue their careers in higher education and choose official bond schools that do not require costs for education. Socializing through the initial PPDB meeting (admission of new students) every school year so that parents are prepared for the direction their children will go after graduating in their careers.
2. The guidance and counseling teacher lists activities, days, and times so that career guidance and counseling services start from the beginning and continue until the students can decide on their careers in class XII later. The school principal, head of curriculum, head of student affairs, homeroom teacher, and field of study teachers fully support this.
3. The BK room at SMA Negeri 14 Ogan Komering Ulu, such as Mading Bk, has facilities and infrastructure. It contains announcements related to job information, courses, and further education, with posters and pamphlets related to career choices in the world of work, institutional institutions' courses or special skills, and the world of further education or studying at a university that students desire.
4. Guidance and counseling teachers must be highly accurate and creative in managing their time to provide better attention and observe student development.

## Discussion

Guidance and counseling services are assistance efforts provided by a trained and experienced guidance and counseling teacher to students with problems. Guiding and educating are an integrated part of the educational process, equipping students to solve all the life problems they face regarding careers. This aims to develop individual potential optimally and adapt to the environment.

The education system is based on Law No. 20, article 3 of 2003, concerning the National Education System. Guidance and Counseling Services in Schools aim to help optimize student development and help solve student problems in various service areas. The service areas in counseling guidance consist of personal, social, learning, and career areas. This service sector is also applied to middle school (SMA/SMK) students, referred to as teenagers. In this research, the objectives are more focused on:

### **1. Planning, Implementation, and Management Supervision of Guidance and Counseling Services in Directing Students in Career Choices at SMA Negeri 14 OKU.**

This research has obtained data regarding managing guidance and counseling services in directing students' career choices at SMA Negeri 14 Ogan Komering Ulu. Researchers proposed three management stages, generally consisting of 1) Planning, 2)

Implementation, and 3) Supervision. Therefore, planning means thinking about what to do with your resources. The guidance and counseling teacher at school determines the goals to be achieved during a specific time and determines activities to achieve the goals and matters related to the guidance and counseling program. This research is relevant to research conducted by (Khasanah, 2019) regarding this research. This research produced findings in the form of a description of the management function of student career guidance at State Vocational High School 2, Bogor City, which consists of 1) Career guidance planning carried out at the beginning of the school year at official meetings; 2) The career guidance organization consists of several personnel and has different main tasks and functions; 3) The implementation of career guidance has gone well through several programs that have been planned in official meetings although there are still obstacles, in classical and individual forms; 4) The program evaluation is carried out by the school principal at the end of the school year so that it can be used as material for consideration in preparing the program for the next school year.

Planning for overall school goals and how best to meet those goals. Planning is essential for all management functions because other functions will only work well with planning. Planning is the initial stage in carrying out a program that will be implemented. Planning is a preparation for preparing a program so that it can be directed towards achieving the goals of a program. As a guidance and counseling teacher, planning is essential to prepare for implementing guidance and counseling management in schools. A plan carried out at SMA Negeri 14 OKU school, among other things, is initially holding a task distribution meeting for teachers and employees, which is held every semester, holding guidance and counseling teacher team meetings, as well as holding identification and setting boundaries for students' needs in the guidance and counseling program. Counseling. It also determines the priority of the counseling guidance program in the curriculum. A well-developed planning program will be implemented with the support of adequate facilities and infrastructure (in research by Fikriyani, 2021). This involves structured stages in formulating goals, strategies, and steps to achieve the expected results in counseling guidance services.

Based on the results of interviews with guidance and counseling teachers at SMA Negeri 14 OKU, the stages in carrying out After a complete plan has been prepared based on the considerations that go into holding guidance and counseling activities at SMA N 14 OKU, adapt the conditions and needs of the school to the needs and problems of students, and by paying attention to the necessary, guidance and counseling personnel, division of duties and responsibilities and forms of cooperation between officers, then the implementation of guidance and counseling is ready to be implemented. This research is relevant to research carried out by (Fikriyani, 2021) regarding career guidance programs that can increase students' planned career exploration. Every program planning that the guidance and counseling teacher and counselor will carry out requires media supporting the program. This media is like a training guide to achieve planned learning and is designed to help students achieve the goals they want to achieve, as well as a program package that

contains clear instructions and can train students' independence (Pambudi et al., 2019).

Also related to the theory from Sukardi (2008) is the implementation of guidance and counseling service activities directly related to counselees (students/students). The implementation of guidance and counseling at SMA N 14 OKU is carried out by guidance and counseling teachers by the class coordinator of each guidance and counseling teacher. Subject teachers assist according to their schedule. Guidance and counseling teachers motivate each other by encouraging each other's performance guidance and counseling teachers in realizing the expected goals according to the existing program.

Implementation in the management of counseling guidance programs. At this stage, the BK teacher carries out his duties of providing counseling guidance services. According to one of the guidance and counseling teachers at SMA Negeri 14 OKU, career guidance can be done individually or in groups during free time. After graduating from school, some of the students' plans to implement the guidance and counseling program management were obtained from interviews with guidance and counseling teachers from the last three years. Remarkably, few students continued their studies at university, only reaching a percentage of 5% - 15% while working to help their parents on a rubber plantation and getting married. At this implementation stage, the BK teacher carries out his duties to provide counseling guidance services, such as research conducted by (Sinaga et al., 2022), which examined patterns in implementing guidance and counseling management in schools. In this phase, the BK teacher carries out tasks according to the program that has been planned, both annually and semesterly (Sinaga et al., 2022). Researchers, along with the principal and deputy, also conducted interviews. Principals, Subject Teachers, Class Teachers, Students, and Committees expressed their commitment to advancing the implementation of management in schools related to more in-depth career guidance and counseling services for students.

Meanwhile, in guidance and counseling activities, supervision (monitoring and evaluation) is used to observe the development and performance of counseling guidance. Monitoring cannot be separated from the program. Monitoring cannot be separated from management programs (Arifin, 2016). Monitoring or evaluation helps analyze what is needed in program implementation. Research from (Multidisciplinary, 2024) examines evaluations that can identify guidance and counseling needs. In counseling guidance, monitoring and evaluation is carried out by school supervisors with the main task of conducting an assessment of the implementation of guidance and counseling activities and coaching supervising teachers through providing direction, guidance, examples, and suggestions to supervising teachers to improve the quality of implementation of guidance and counseling in schools (by Minister of Administrative Decree No. 118/1995 and Implementation Guidelines), contents of Ministerial Decree *number* 118 of 1996 concerning Functional Positions School Superintendent and Figures. The credit is said to be that the school supervisor is a state official). Guidance and counseling supervision activities in schools involve direct dynamic interaction between supervising teachers and school supervisors in guidance and counseling with coordination by the school principal. Guidance

and counseling supervision activities in schools involve direct dynamic interaction between supervising teachers and school supervisors in guidance and counseling with coordination by the school principal.

So, supervision is carried out by the school principal and supervisors in the Guidance and Guidance Division, where process and results evaluations are performed. In the evaluation process, there is supervision. Research according to [Susanto \(2018\)](#), In carrying out this supervision, the most common thing to do is to conduct contact sessions with the individual being analyzed over several periods. A supervision process model is beneficial for explaining some of these problems, one of which is by conducting a reflective analysis of the content of the ongoing counseling session. This guidance focuses on the client himself, analyzing what is said, how various parts of the client's life are interconnected, and what the client wants. Some of the information these clients provide can also guide supervisors in unconsciously articulating their thoughts. The aim of conducting this library research is to explain the best methods or methods that supervisors can use to supervise their clients.

With practical guidance and counseling management, schools' guidance and counseling systems can run smoothly, efficiently, and effectively to achieve the goals of guidance and counseling activities. According to [Zamroni & Rahardjo \(2015\)](#), guidance and counseling management is an effort to optimally utilize all existing components and resources, such as personnel, funds infrastructure, and information systems, in the form of guidance and counseling data. This aims to provide guidance and counseling services by the stated objectives. Regulation of the Minister of Education of the Republic of Indonesia Number 111 of 2014 also regulates the governance of guidance and counseling, from planning, organizing, resource placement, and leadership to control. Therefore, this research places more emphasis on essential points related to the implementation of management in schools.

The role of Guidance and Counseling (BK) teachers is vital for student development in providing services and information related to career planning. Guidance teachers help students understand their interests, talents, and career goals and provide the guidance and support necessary to plan steps toward the desired career. Through their counseling services, BK teachers help students identify options that suit their potential and needs and provide relevant information about career opportunities and requirements. Thus, investing in the role of guidance and counseling teachers in schools is a crucial step to ensure that students have adequate access and the support necessary to plan and achieve their career goals.

## **2. Obstacles and Management Solutions for Guidance and Counseling Services Directing Students' Career Choices at State High School 14 Ogan Komering Ulu.**

Challenges and obstacles in guidance services at SMA Negeri 14 Ogan Komering Ulu, namely:

- 1) Internal factors, inhibiting factors originating from students themselves related to career planning, where there is no parental support related to limited family economic

conditions or differences of opinion between students and parents in choosing their career;

- 2) Guidance and counseling teachers need more in-depth guidance for students in determining their careers. Because the interviews for classes X and
- 3) To increase the effectiveness of guidance and counseling services at SMA Negeri 14 Ogan Komering Ulu, adequate support and infrastructure is needed so that implementation can run well;
- 4) The density of subjects at SMA Negeri 14 Ogan Komering Ulu means that guidance and counseling cannot be taught on a scheduled basis in class. Therefore, they are carried out in their free time or are available to students.

In facing these challenges, schools must find solutions to overcome these problems. From several previous studies, I as a researcher found several solutions to the obstacles I faced as a researcher, including:

1. There is a need for strong collaboration between guidance and counseling teachers and school personnel to be able to help parents and students deal with economic problems by directing them to programs provided by the government, such as KIP Kuliah;
2. The guidance and counseling teacher lists activities, days, and times so that career guidance and counseling services start from the beginning and continue until the students themselves can determine their career in class XII later. Alternatively, in a way, coordinating among teams with other teachers or collaborating with other parties. And carry out socialization of Guidance Counseling among students;
3. The BK room at SMA Negeri 14 Ogan Komering Ulu, such as Mading BK, has facilities and infrastructure.
4. Guidance and counseling teachers must be highly accurate and creative in managing their time to pay more attention to and observe student development.

#### **D. Conclusion**

Based on the analysis and discussion presented, several things can be concluded in this research: 1) Management guidance and counseling services in directing students in career choices. At SMA Negeri 14 OKU, the school has gone from planning to implementing a guidance and counseling program on the 17-plus pattern and supervision. 2) Guidance service management constraints and counseling in directing students in choosing a career at SMA Negeri 14 OKU focus on internal factors, assistance in providing information from guidance and counseling teachers, inadequate facilities and infrastructure, and busy lesson schedules, which makes it impossible for BK to be taught in class. In overcoming obstacles, BK teachers have four solutions to overcome this cooperation and strong relationship between guidance and counseling teachers and school personnel, making a list of activities, equipping facilities and infrastructure in the guidance and counseling room, and high accuracy and creativity by the guidance and counseling teachers, especially in timing.

Based on these conclusions, there are several suggestions from researchers, namely

- 1) The principal hopes that the results of this research can be used as related feedback

management of guidance and counseling services in identifying obstacles faced and carrying out follow-up solutions to existing obstacles. 2) Regarding guidance and counseling teachers' results, it is hoped that this research can increase the role of BK teachers in optimizing the management of guidance and counseling services in their careers. 3) For future researchers, It is hoped that the results of this research can provide related scientific developments in the management of guidance and counseling services and student career selection.

In conclusion, the management of guidance and counseling services in directing students in choosing careers at SMA Negeri 14 OKU is pretty good. The study further encouraged improving the management of guidance services and counseling in directing students at SMA Negeri 14 OKU, which will be even better.

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