

**Jurnal Ilmiah Pendidikan Citra Bakti**

p-ISSN 2355-5106 || e-ISSN 2620-6641

<https://jurnal.citrabakti.ac.id/index.php/jil>

THE ROLE OF CLASSROOM TEACHERS IN IMPLEMENTING GUIDANCE AND COUNSELING SERVICES TO ADDRESS STUDENTS' ACADEMIC AND SOCIAL PROBLEMS: A QUALITATIVE STUDY

Ni Wayan Suastini^{1)*}, I Wayan Juliawan²⁾, I Nyoman Rajeg Mulyawan³⁾, I Wayan Susanta⁴⁾

Guidance and Counseling, Universitas PGRI Mahadewa Indonesia

*Corresponding author email: wayansuastini2020@gmail.com**Article History***Received:*
April 9, 2026*Accepted:*
May 3, 2026*Published:*
May 20, 2026**Abstract**

This study aims to analyze the role of classroom teachers in implementing guidance and counseling services to address students' academic and social problems at SD N 3 Banjar Anyar. This research employed a qualitative descriptive approach with a field research design. Data were collected through observation, in-depth interviews, and documentation involving six classroom teachers as research subjects. The data were analyzed using the interactive model of Miles and Huberman, including data reduction, data display, and conclusion drawing. The findings reveal that students experience various problems across grade levels, including difficulties in social adjustment (Grade I), learning difficulties and disruptive behavior (Grade III), and truancy, low learning motivation, and anxiety toward the National Examination (Grade VI). Classroom teachers have performed guidance and counseling roles through personal, academic, and social guidance. However, the implementation has not been optimal due to limited knowledge, lack of training, and the absence of structured counseling programs. This study contributes to the understanding of the practical implementation of guidance and counseling services in elementary schools without professional counselors and highlights the need for systematic training and program development.

Keywords: classroom teachers, guidance and counseling, student problems

Abstrak. Penelitian ini bertujuan untuk menganalisis peran guru kelas dalam melaksanakan layanan bimbingan dan konseling untuk mengatasi permasalahan akademik dan sosial siswa di SD N 3 Banjar Anyar. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan desain penelitian lapangan. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi yang melibatkan 6 guru kelas sebagai subjek penelitian. Data dianalisis menggunakan model interaktif dari Miles dan Huberman, yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa siswa mengalami berbagai permasalahan pada setiap jenjang kelas, termasuk kesulitan dalam penyesuaian sosial (kelas I), kesulitan belajar dan perilaku mengganggu (kelas III), serta bolos sekolah, rendahnya motivasi belajar, dan kecemasan menghadapi Ujian Nasional (kelas VI). Guru kelas telah melaksanakan peran bimbingan dan konseling melalui bimbingan pribadi, akademik, dan sosial. Namun, pelaksanaannya belum optimal karena keterbatasan pengetahuan, kurangnya pelatihan, serta belum adanya program bimbingan dan konseling yang terstruktur. Penelitian ini memberikan kontribusi dalam memahami implementasi praktis layanan bimbingan dan konseling di sekolah dasar yang tidak memiliki konselor profesional, serta menekankan pentingnya pelatihan yang sistematis dan pengembangan program yang terencana.

Kata Kunci: Peran guru kelas, bimbingan dan konseling, permasalahan peserta didik

Background

Education is a process aimed at developing students' potential comprehensively, encompassing cognitive, affective, and psychomotor aspects. The success of education is not only measured by academic achievement, but also by students' ability to manage emotions, build social relationships, and develop good character. In this context, schools as formal educational institutions bear a significant responsibility in creating a learning environment that supports not only intellectual development but also the optimal development of students' personalities.

One of the efforts that can be undertaken to support students' holistic development is through guidance and counseling services. Guidance and counseling services are an integral part of the educational system, functioning to assist students in understanding themselves, recognizing their potential, developing their abilities, and overcoming various problems encountered in their daily lives. According to Prayitno (2015), guidance and counseling is a process of providing assistance carried out systematically, purposefully, and continuously so that individuals are able to develop their potential optimally and independently in facing life's challenges. In line with this, Winkel and Hastuti (2006) state that guidance and counseling aims to help individuals understand themselves and their environment and to make appropriate decisions.

At the elementary school level, guidance and counseling services play a highly strategic role. This is because students are in an early developmental stage that serves as the foundation for their future growth. At this phase, students begin to form study habits, social attitudes, and values that will influence their lives in the future. Yusuf (2012) states that guidance and counseling services in elementary schools aim to help students achieve their developmental tasks optimally, in personal, social, academic, and career aspects.

However, the implementation of guidance and counseling services in elementary schools still faces various challenges. One of the main issues is the uneven availability of professional personnel in the field of guidance and counseling. Based on the policy stipulated in Regulation of the Minister of Education and Culture Number 111 of 2014 concerning Guidance and Counseling in Primary and Secondary Education, guidance and counseling services are an integral part of the education system. Nevertheless, in practice, many elementary schools do not yet have dedicated guidance and counseling teachers, so the implementation of these services is delegated to classroom teachers.

This condition requires classroom teachers to perform a dual role, namely as instructors as well as counselors for students. According to Mulyasa (2013), teachers do not only act as transmitters of learning material, but also as guides who are responsible for helping students overcome various difficulties, both related to academic issues and personal and social problems. This role indicates that classroom teachers have very complex responsibilities in supporting the holistic development of students.

However, in reality, not all classroom teachers have an educational background in guidance and counseling. This condition often leads to the implementation of guidance and counseling services by classroom teachers being less than optimal. Classroom teachers tend to focus more on academic teaching activities, so the aspects of guidance and counseling do not receive maximum attention. In addition, limited time, lack of training, and insufficient understanding of counseling techniques become obstacles in implementing guidance and counseling services in elementary schools.

Based on the results of the initial observation conducted at SD 3 Banjar Anyar, various problems experienced by students were identified. These problems include difficulties in reading and writing, low learning motivation, lack of discipline, frequent disruptions in the classroom, and inappropriate behavior toward teachers as well as peers. These issues not only affect the learning process but also have the potential to hinder the students' personal and social development.

The results of interviews with classroom teachers indicate that at SD 3 Banjar Anyar there is no dedicated guidance and counseling teacher. Therefore, classroom teachers are required to take on the role of implementing guidance and counseling services. They are expected to be able to identify the problems faced by students, provide appropriate guidance, and assist students in finding solutions to those problems. In this situation, the effectiveness of guidance and counseling services largely depends on the competence and readiness of classroom teachers in carrying out their role as counselors.

Various previous studies have shown that the role of teachers in the implementation of guidance and counseling services has a significant influence on students' development.

Sukardi (2012) states that the involvement of classroom teachers in guidance and counseling services can help students overcome learning difficulties and behavioral problems. Rahman (2018) also found that classroom teachers have implemented guidance and counseling services in the form of academic guidance and social guidance, although the implementation has not been optimal. Meanwhile, Sari (2020) revealed that the lack of training and facilities is a major obstacle in the implementation of guidance and counseling services by classroom teachers. However, most of these studies are still general in nature and tend to emphasize the conceptual or ideal role of teachers in guidance and counseling services. Studies that specifically examine the actual practices of implementing guidance and counseling services by classroom teachers in schools that do not yet have professional counselors, especially in local contexts such as SD 3 Banjar Anyar, are still very limited. This indicates the existence of a gap (research gap) between the ideal concept of guidance and counseling services and their actual implementation in the field.

Moreover, there is still limited research that examines in depth the strategies used by classroom teachers in addressing students' problems, as well as the challenges encountered in implementing guidance and counseling services. In fact, understanding these aspects is crucial for improving the effectiveness of guidance and counseling services in elementary schools. Based on the above explanation, it can be concluded that the role of classroom teachers in implementing guidance and counseling services is highly important, especially in schools that do not yet have professional counseling staff. Therefore, further in-depth research is needed to explore how classroom teachers carry out guidance and counseling services, the types of problems faced by students, and the efforts made by teachers to address these issues.

Thus, this study aims to comprehensively examine the role of classroom teachers in implementing guidance and counseling services to address students' problems at SD N 3 Banjar Anyar. The results of this study are expected to contribute both theoretically and practically to the development of guidance and counseling services in elementary schools, particularly in schools that do not yet have specialized guidance and counseling teachers.

Although previous studies have discussed the role of teachers in guidance and counseling services, most of them focus on conceptual frameworks or general practices. There is still limited research that explores the real implementation of guidance and counseling services by classroom teachers in schools that do not have professional counselors, especially in specific local contexts such as SD N 3 Banjar Anyar. Therefore, this study fills the gap by providing an in-depth analysis of how classroom teachers implement guidance and counseling services and address students' problems in real school settings.

Method

This study is a field research employing a qualitative descriptive approach. The qualitative descriptive approach was chosen because this study aims to understand and describe in depth the phenomena occurring in the field, particularly those related to the role of classroom teachers in the implementation of guidance and counseling services. According toutama (2012), qualitative descriptive research is a type of research that aims to describe and analyze various phenomena, events, and social activities that occur naturally in accordance with actual conditions. Therefore, this approach is considered relevant for examining the alignment between the role of classroom teachers as providers of guidance and counseling services and the guidelines implemented in schools.

The data sources in this study consist of primary data sources and secondary data sources. Primary data are the main data obtained directly by the researcher from the research subjects (Sugiyono, 2016). The primary data sources in this study were classroom teachers at SD N 3 Banjar Anyar, who served as key informants, totaling 6 individuals. Meanwhile, secondary data are supporting data obtained from various relevant sources, such as official school documents, archives, records, and literature related to the implementation of guidance and counseling services.

The data collection techniques in this study were carried out through observation, interviews, and documentation. Observation was conducted to obtain a direct overview of the conditions and activities related to the implementation of guidance and counseling services in the school. In-depth interviews were conducted with informants to gather more comprehensive information regarding the role of classroom teachers in implementing these services. Meanwhile, documentation was used to complement the data obtained through observation and interviews, as well as to serve as a means of verifying the collected data.

The data analysis technique used in this study is the interactive analysis model proposed by Matthew B. Miles and A. Michael Huberman. This model consists of three main stages: data reduction, data display, and conclusion drawing/verification (Sugiyono, 2011). Data reduction is carried out by selecting, focusing, and simplifying the data obtained from the field. Data display is presented in the form of a narrative description to facilitate understanding of the research findings. Furthermore, conclusions are drawn gradually by considering the findings obtained throughout the research process.

Results and Discussion

Based on the results of observations and interviews with classroom teachers, the researcher obtained data regarding various problems faced by students in grades I, III, and VI, along with the contributing factors. In grade I, the most prominent issue is the low ability of

students to adapt to a new social environment, namely the school environment. According to Allport and Traxler, as cited in Ahmad Susanto's book, adjustment is a condition in which an individual is able to establish good relationships with their environment and feels comfortable and happy in living their life. Conversely, children who experience difficulties in adjustment tend to exhibit behaviors that are not in harmony with the demands of their surrounding environment (Susanto, 2015).

Based on the statement of the first-grade teacher, students who experience difficulty adjusting to a new environment usually show several indications, such as still depending on the presence of their parents, being very quiet, and having limited interaction with their peers. This condition is generally caused by the students' basic characteristics, as they tend to be introverted and accustomed to relying on their parents. Being overly pampered also limits their opportunities to socialize, which results in difficulties in interacting with their peers.

One of the problems found among third grade students is difficulty in learning, particularly in reading and writing. Learning difficulties refer to a condition in which students experience obstacles in the learning process, preventing them from achieving optimal learning outcomes. Based on the classroom teacher's explanation, several students often fall behind during learning activities, such as when they are asked to write, complete assignments, or read. Their reading skills are still not fluent, and in some cases, students also have difficulty understanding the explanations given by the teacher.

The factors contributing to these problems are quite diverse. From a physical perspective, some students have poor health conditions, which cause them to be frequently absent due to illness. In addition, there are students who have not yet mastered the alphabet well. From an internal perspective, a lack of learning motivation, lazy habits, and low attendance rates also affect their abilities, which in turn impact their difficulties in reading and writing.

The second problem identified is the emergence of boredom in learning. Boredom is one form of problematic behavior, because when students feel tired or lose interest, it can lead to a low level of understanding and acceptance of the material delivered by the teacher. Based on a statement from one of the students, the boredom arises due to the learning process, which tends to be monotonous. The teacher more frequently uses a dictation method without variation, making the delivery of the material less engaging. This lack of creativity in teaching causes the learning atmosphere to become less enjoyable and ultimately leads students to feel bored.

The third problem identified is the habit of fighting in the classroom. Based on information from the classroom teacher, fights among students are generally triggered by teasing and disturbing one another, which then leads to feelings of offense and eventually

escalates into physical conflict. This finding is supported by the researcher's field observations, which show that the student in question is frequently involved in fights with classmates. Furthermore, this condition is presumed to be influenced by a lack of parental attention. This is related to the student's family background, particularly parental divorce, which has an impact on the development of less desirable attitudes and behaviors.

The problem found in the sixth-grade class is truancy behavior. Truancy can be defined as the act of students being absent from school without a clear reason or with unjustifiable excuses. The impact of this behavior is quite significant, including students falling behind in their lessons and the potential to receive sanctions from both the school and their parents. Based on the homeroom teacher's explanation, this truancy behavior occurs because some students feel ashamed due to having previously failed to advance to the next grade. This condition causes them to withdraw from their social environment, including their peers, which further reinforces their tendency to skip school.

This finding is consistent with the opinion of Yusuf and Nurihsan (2012), who state that an individual's failure to achieve developmental tasks may lead to deviant behavior. Among elementary school students, such deviations include truancy and low learning motivation. This view is further supported by Nani Triani and Amir, who argue that truancy can result in delays in the learning process. This condition has the potential to cause students to become slow learners, meaning they experience difficulties in keeping up with learning activities. In addition, children tend to feel inferior to their peers, become shy, and withdraw from their social environment (Amir, 2013).

The second problem identified is the low learning motivation of students. Motivation plays a very important role in the learning process, as it serves as the main driving force for students to actively engage in learning activities. The success of the learning process is greatly influenced by the level of motivation possessed by students. Conversely, without motivation, students tend to experience difficulties in understanding the material delivered by the teacher, due to the lack of internal drive to learn. This condition ultimately has an impact on low learning outcomes (B. Uno, 2012).

Based on the results of interviews with several students, there are a number of factors that contribute to low learning motivation. These include the delivery of material by teachers, which is perceived as difficult to understand, an uncondusive and uncomfortable learning environment that does not provide adequate support, as well as internal factors within the students themselves. These various factors interact with one another, leading to a decline in students' interest and enthusiasm for learning, which ultimately affects their willingness to achieve optimal learning outcomes.

The third problem faced by students is anxiety in dealing with the National Final Examination. Based on students' statements, they feel anxious and fearful because they perceive the tested subjects as quite difficult. In addition, there is concern about being unable to answer the questions and fear of possibly not passing the exam. This condition is in line with the opinion of Sutardjo Wiramihardjo (2013), who states that anxiety is a general feeling in the form of fear or loss of self-confidence, which often does not have a clear source or form.

The implementation of guidance and counseling services in elementary schools is generally carried out by classroom teachers. This is due to the unavailability of professional counselors or specialized guidance teachers, as commonly found at the senior high school (SMA) level. In accordance with the regulations issued by the Ministry of Education and Culture (Kemendikbud), classroom teachers are responsible for delivering guidance and counseling services, which include personal, social, academic, and career guidance (Kemendikbud, 2016).

The role of first-grade teachers is very important in helping students who experience difficulties in adapting to a new environment, namely school. Teachers need to provide extra attention through a warm approach and guidance that focuses on the development of personal and social aspects. In addition, collaboration with parents or guardians is also key to supporting the child's adjustment process. In practice, teachers implement guidance and counseling services that emphasize personal and social development, such as training self-instruction, fostering independence, and developing appropriate behavior and social interaction skills.

The role of the third-grade classroom teacher in helping to address students' problems can be seen through their efforts to provide assistance to students who experience learning difficulties, particularly in reading and writing. In this context, the teacher provides guidance in the area of learning development. As stated by Erman Amti and Marjohan in a book by Ngalimun (2014), guidance and counseling services in the learning domain are a process of assistance provided to individuals in this case, students so that they are able to overcome various problems they encounter in their learning activities.

The efforts made by the teacher include intensive assistance, the use of spelling methods, and the provision of continuous reading and writing practice. Through consistent practice, students will become more accustomed to recognizing letters. Thus, students who experience difficulties in reading and writing, especially due to not yet mastering the alphabet, will find it easier to follow the reading learning process.

Teachers' efforts to help overcome students' learning boredom are carried out through several approaches. One of them is by providing advice and motivation, as well as applying more engaging teaching methods during the learning process. Motivation is an essential element in learning that cannot be ignored by teachers. In practice, classroom teachers deliver

motivation using gentle and persuasive language, which can foster students' willingness to continue learning.

In addition, teachers also instill awareness of the importance of having learning plans and targets, such as achieving high academic scores. Students are encouraged to be more focused in participating in lessons, not merely following personal desires, but also taking responsibility for understanding the material so that their learning outcomes can be optimal.

Furthermore, after identifying that students' learning boredom was caused by the monotonous use of the lecture method, the teacher made efforts to improve the situation. Based on the interview results, the teacher was committed to learning and implementing more varied and engaging teaching methods. The teacher began to seek references for appropriate methods aligned with the learning materials, both through platforms such as YouTube and from instructional strategy books. By applying more innovative teaching methods, it is expected that students will regain their enthusiasm and become more active in participating in the learning process.

Efforts made by teachers toward students who have a habit of fighting in the classroom begin with giving advice. This advice aims to shape better behavior so that students do not display defiant attitudes. Through this approach, it is expected that students will be able to realize their mistakes and improve their behavior patterns. However, if the behavior continues, the teacher will impose appropriate sanctions and contact the students' parents or guardians as a follow up measure.

The role of the sixth-grade classroom teacher in addressing students who have a habit of skipping school is carried out through individual guidance and counseling services. In this process, the teacher provides encouragement and motivation so that students no longer skip classes and become more enthusiastic in participating in learning activities. In addition, the teacher also organizes remedial activities or remedial teaching to help students understand the material that they have not yet mastered.

Another effort made by the teacher is assisting students who have low learning motivation and experience anxiety in facing the National Final Examination (UAN). The teacher provides encouragement as well as guidance on effective and efficient study strategies. This is in line with learning guidance services, one of whose main focuses is to foster students' learning motivation.

Improving learning motivation is an integral and inseparable part of the teaching and learning process. Teachers do not only serve as transmitters of knowledge but also as motivators who encourage students' enthusiasm for learning. Considering that each student has a different level of motivation, teachers need to consistently provide support so that

students remain motivated, are able to achieve academic success, and can develop their potential optimally.

In the implementation of guidance and counseling in schools, it is important to adhere to established rules and principles. According to Prayitno, principles are the result of theoretical studies and field analyses that serve as guidelines in carrying out an activity. In general, the principles of guidance and counseling cover several aspects. First, principles related to the target of services, namely all individuals within the school environment without exception. Second, principles related to individual problems. Third, principles associated with service programs, which must be implemented in an integrated manner with educational programs, and should be flexible, continuous, and comprehensive (Prayitno, 2012).

Thus, if the implementation of guidance and counseling does not refer to these principles and foundations, the service cannot be considered as genuine guidance and counseling. Therefore, these principles and foundations must be firmly upheld by teachers as implementers of guidance and counseling or by counselors in guiding students (Tohirin, 2007).

Based on the results of interviews with classroom teachers, it was found that the implementation of guidance and counseling has not fully adhered to the appropriate principles and standards. This condition is influenced by several constraints: (1) teachers' knowledge regarding the proper implementation of guidance and counseling is still limited, (2) classroom teachers, as providers of guidance and counseling services, have not received specialized training to deliver structured services, (3) the school has not yet developed a well-planned and systematic guidance and counseling program, nor conducted directed evaluations to measure its level of effectiveness. In addition, collaboration with parents in the implementation of guidance activities is still not optimal, which affects the achievement of the expected outcomes.

Conclusion

This study concludes that classroom teachers play a crucial role in implementing guidance and counseling services, particularly in schools without professional counselors. Students' problems vary across grade levels, including social adjustment, learning difficulties, behavioral issues, and academic anxiety. Although teachers have attempted to provide guidance services, the implementation remains suboptimal due to limited competence, lack of training, and the absence of structured programs. This study contributes to the development of guidance and counseling practices in elementary schools by emphasizing the importance of teacher training and systematic program planning. Practically, schools are recommended to develop structured counseling programs and provide professional development opportunities for teachers.

References

- Amala, A. K., & Kaltsum, H. U. (2021). Peran guru sebagai pelaksana layanan bimbingan dan konseling dalam menanamkan kedisiplinan bagi peserta didik di sekolah dasar. *Jurnal Basicedu*, 5(6). <https://doi.org/10.31004/basicedu.v5i6.1579>
- Aminah, S., & Susanto, H. (2020). Implementasi layanan bimbingan dan konseling di sekolah dasar dalam meningkatkan perkembangan peserta didik. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 5(7), 1001–1006.
- Amir, N. T. (2013). *Pendidikan anak berkebutuhan khusus lamban belajar (slow learner)*. PT Luxima Metro Media.
- Anwar, H., Nurmala, M. D., & Wahyuningsih, L. (2024). Peran guru kelas sebagai pelaksana bimbingan dan konseling dalam mengatasi kesulitan belajar di sekolah dasar. *Edu Sociata: Jurnal Pendidikan Sosiologi*, 7(2). <https://doi.org/10.33627/es.v7i2.2985>
- Aqib, Z. (2012). *Ikhtisar bimbingan dan konseling di sekolah*. Yrama Widya.
- B.Uno, H. (2012). *Teori motivasi dan pengukurannya*. PT Bumi Aksara.
- Daulay, M., Karneli, Y., Ildil, I., & Netrawati, N. (2025). Strategi intervensi konseling bagi korban kekerasan dan pemerkosaan. *Ristekdik: Jurnal Bimbingan dan Konseling*, 10(7), 678–693.
- Dewi, D. T. K. (2019). Peran guru kelas pada pelaksanaan bimbingan konseling dalam menumbuhkan sikap tanggung jawab peserta didik di sekolah dasar. *Caruban: Jurnal Ilmiah Ilmu Pendidikan Dasar*, 2(2). <https://doi.org/10.33603/cjiipd.v2i2.2357>
- Fatmawati, E., & Aziz, D. K. (2024). Optimalisasi bimbingan dan konseling dalam meningkatkan kemandirian belajar siswa. *INSIGHT: Jurnal Bimbingan dan Konseling*, 13(1), 25–36.
- Hakimah, M., Sunarti, T., Febriyanti, I., & Elfiyanti, I. (2026). Perkembangan gerakan bimbingan konseling di Indonesia dari masa ke masa. *Harmoni Pendidikan: Jurnal Ilmu Pendidikan*, 3(1), 103–109. <https://doi.org/10.62383/hardik.v3i1.2871>
- Hallen, A. (2005). *Bimbingan dan konseling*. Quantum Teaching.
- Harahap, J. S., Hayati, R., & Dasril. (2025). Manajemen bimbingan konseling dalam meningkatkan keterampilan layanan konseling guru BK. *Conseils: Jurnal Bimbingan dan Konseling Islam*, 5(1), 1–10.
- Hidayat, D. R., & Pratiwi, T. I. (2019). Peran guru dalam pelaksanaan layanan bimbingan dan konseling di sekolah dasar. *Jurnal Kajian Bimbingan dan Konseling*, 4(2), 87–94.
- Kemendikbud. (2016). *Panduan operasional penyelenggaraan bimbingan dan konseling sekolah dasar*. Direktorat Jenderal Guru dan Tenaga Kependidikan.
- Kurnia, C., Jannah, D. N., Sa'adah, E., & Parihin, W. (2026). Peran layanan bimbingan dan konseling sosial dalam meningkatkan interaksi sosial siswa sekolah dasar. *Ristekdik: Jurnal Bimbingan dan Konseling*, 11(1), 39–50.
- Lestari, R. B., Japar, M., & Lianasari, D. (2024). Menurunkan academic burnout melalui konseling kelompok. *INSIGHT: Jurnal Bimbingan dan Konseling*, 13(1), 18–24.
- Mulyasa, E. (2013). *Menjadi guru profesional: Menciptakan pembelajaran kreatif dan menyenangkan*. Remaja Rosdakarya.
- Naini, R., Muarifah, A., Mashar, R., Herdiansyah, D., & Kunanti, A. (2024). Hubungan intellectual humility dan psychological well-being pada siswa. *Jurnal Bimbingan Konseling Indonesia*, 9(1), 24–33.

- Nengseh, E. S., dkk. (2024). Peran guru kelas dalam pelaksanaan bimbingan dan konseling di sekolah dasar. *Jurnal Kajian Ilmu Pendidikan (JKIP)*, 5(1), 12–17. <https://doi.org/10.55583/jkip.v5i1.923>
- Ngalimun. (2014). *Bimbingan konseling di SD/MI: Suatu pendekatan proses*. CV Aswaja Pressindo.
- Ningtyas, R. D. C., Nugroho, M. A., & Aisyahri, T. (2025). Implementasi bimbingan konseling spiritual dalam mengatasi perilaku menyimpang siswa. *Al-Irsyad: Jurnal Bimbingan Konseling Islam*, 7(2), 167–184.
- Nitami, S. D., & Daulay, N. (2024). Penerapan konseling kelompok dengan pendekatan CBT untuk menurunkan kecemasan berbicara. *Jurnal Bimbingan Konseling Indonesia*, 9(1), 13–23.
- Nurihsan, A. J. (2012). *Bimbingan dan konseling*. Refika Aditama.
- Nurihsan, Y. L. (2012). *Landasan bimbingan dan konseling*. Remaja Rosdakarya.
- Prasety, F. D. (2024). Dampak toxic relationship terhadap kesehatan mental siswa. *INSIGHT: Jurnal Bimbingan dan Konseling*, 13(1), 1–5.
- Prayitno. (2012). *Jenis layanan dan kegiatan pendukung konseling*. Fakultas Ilmu Pendidikan Universitas Negeri Padang.
- Purwoko, B., & Wiyono, B. B. (2018). Layanan bimbingan dan konseling di sekolah dasar dalam menghadapi permasalahan peserta didik. *Jurnal Ilmu Pendidikan*, 23(2), 85–92.
- Rahayu, A. (2025). Peran strategis guru kelas dalam layanan bimbingan dan konseling di SD/MI. *JGK (Jurnal Guru Kita)*, 10(1), 290–306. <https://doi.org/10.24114/jgk.v10i1.71977>
- Rahman, F., & Hidayah, N. (2020). Pelaksanaan layanan bimbingan dan konseling di sekolah dasar: Studi kasus di Indonesia. *Jurnal Bimbingan Konseling Indonesia*, 5(2), 79–86.
- Rahmawati, P., & Roghibah, V. T. (2025). Strategi guru BK dalam membangun kedisiplinan siswa. *Al-Irsyad: Jurnal Bimbingan Konseling Islam*, 7(2), 151–166.
- Sabrial, J., & Hayati, R. (2025). Penguatan kompetensi guru dalam layanan konseling sekolah. *Conseils: Jurnal Bimbingan dan Konseling Islam*, 5(1), 1–12.
- Setyowati, E., & Wibowo, M. E. (2019). Strategi guru dalam menangani masalah belajar siswa sekolah dasar melalui layanan bimbingan dan konseling. *Jurnal Penelitian Pendidikan*, 19(2), 123–130.
- Sugiyono. (2016). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Sukardi, D. K. (2012). *Bimbingan dan penyuluhan belajar di sekolah*. Usaha Nasional.
- Sutama. (2012). *Metode penulisan pendidikan kuantitatif, kualitatif, PTK, R&D*. Fairus Media.
- Sutirna. (2018). Perkembangan bimbingan dan konseling di sekolah dasar serta tantangannya. *Jurnal Konseling dan Pendidikan*, 6(1), 1–8.
- Susanto, A. (2015). *Bimbingan dan konseling di taman kanak-kanak*. Kharisma Putra Utama.
- Tohirin. (2007). *Bimbingan dan konseling di sekolah/madrasah berbasis integrasi*. PT Raja Grafindo Persada.
- Utami, D. S., Mareza, L., & Hakim, M. (2024). Peran guru kelas pada pelaksanaan layanan bimbingan konseling dalam pembentukan nilai moral peserta didik di sekolah dasar. *Edusaintek: Jurnal Pendidikan, Sains dan Teknologi*, 11(4). <https://doi.org/10.47668/edusaintek.v11i4.958>

- Wahyuni, E. D. S. (2022). Bimbingan dan konseling di era disrupsi. *Jurnal Ilmiah Kependidikan*, 1(2), 12–21.
- Wiramihardjo, S. (2013). *Pengantar psikologi abnormal*. Refika Aditama.
- Wulandari, E., & Adiningtiyas, S. W. (2023). Peran guru kelas dalam pelaksanaan bimbingan konseling di sekolah dasar. *Jurnal Bimbingan dan Konseling Pandohop*, 3(2), 25–31. <https://doi.org/10.37304/pandohop.v3i2.10953>
- Yulianti, S., dkk. (2024). Transformasi profesi bimbingan dan konseling di Indonesia. *Journal of Social Science Research*, 4(3), 1651–1663.
- Yusliana, Y., Nurina, P., & Setiyadi, D. (2024). Pola asuh orang tua dalam perkembangan anak. *Jurnal Bimbingan Konseling Indonesia*, 9(1), 1–13.
- Yusuf, S., & Nurihsan, J. (2012). *Landasan bimbingan dan konseling*. Remaja Rosdakarya.