

## Management and Support Systems of Guidance in Elementary Schools

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Article Info	Abstract
<b>Article History</b> Received: 25 May 2025 Revised: 18 June 2025 Accepted: 30 June 2025	This study aims to examine and analyze the management of the guidance system at SDN 27 Olo Ladang, as well as to identify the factors influencing the effectiveness of its implementation. This research uses a qualitative approach with a case study method. Data were collected through observation, interviews, and documentation. The findings reveal that the management of the guidance system in elementary schools still faces various challenges, including unstructured planning, lack of standardized implementation guidelines, limited facilities and professional counseling personnel, infrequent program evaluation, and low parental involvement in the guidance process. The guidance programs tend to be reactive and are not designed based on students' developmental needs. Based on these findings, improvements are needed in planning, teacher training, provision of supporting facilities, regular program evaluation, and strengthening parental involvement. Enhancing these aspects is expected to make the guidance system more effective in supporting students' academic, social, and emotional development in elementary schools.
<b>Keywords</b> Guidance Management, Elementary School, Guidance Program, Parental Involvement, Program Evaluation	

## INTRODUCTION

Education can be understood as a process encompassing both learning and guidance, designed to develop various aspects of elementary school students, including their academic, social, emotional, and character growth. Education is not solely focused on delivering subject matter but also aims to shape students' attitudes, values, and skills to help them face life's challenges. In this context, the guidance system in elementary schools plays a crucial role in supporting the educational process by helping students reach their full potential through structured and directed support.

The underlying issue of this research relates to the importance of guidance systems in elementary schools for supporting students' holistic development. Although many schools already have guidance programs in place, their implementation is often suboptimal. Contributing factors include limited resources, lack of coordination between guidance teachers and other stakeholders such as parents, and the absence of proper evaluation mechanisms to assess program effectiveness. This study aims to explore the existing management of the guidance system in elementary schools and to identify the factors that either support or hinder its success. By understanding these challenges, the research hopes to offer solutions for improving the structure and effectiveness of school-based guidance programs.

Theoretically, guidance systems in elementary schools are essential for fostering students' academic, social, emotional, and character development. However, existing literature indicates that many schools face difficulties in managing these programs effectively, particularly in terms of planning, implementation, and evaluation, which often lack integration. This research explores how guidance management in elementary schools can be optimized to create a more supportive environment for student development (Zaluchu, 2020).

Recent studies show that although guidance systems in elementary schools are gaining recognition, their implementation still encounters various obstacles. Surya Pratama et al. (2019) highlight that the limited number of school counselors and heavy workload of guidance teachers hinder effective implementation. Furthermore, the lack of proper training for guidance teachers to address students' psychological and social problems poses a significant challenge. This aligns with the findings of Maisaro et al. (2018), who note that many schools still lack a clear and structured guidance plan, despite the growing need for student support.

On the other hand, Arief (2021) emphasizes the importance of collaboration between schools and parents in ensuring the success of guidance programs. His study found that schools with effective guidance systems often maintain strong communication with parents and communities. However, many schools, especially in certain regions, still struggle to involve parents actively in the guidance process. Limited infrastructure and parental understanding of the role of guidance remain major barriers to achieving optimal outcomes. While many studies acknowledge the importance of guidance at the elementary level, most recent research is limited to individual factors or general policy discussions and does not delve deeply into the overall management of guidance systems at the school level. This study seeks to fill that gap by analyzing the factors influencing effective guidance management and offering practical recommendations for improvement.

Although numerous recent studies have examined elementary school guidance systems, a significant gap remains between empirical findings and the application of theory in practice. Most existing research focuses on individual aspects, such as the role of counselors or parental involvement, without addressing how the overall



management of the guidance system can be optimized. For instance, while many studies emphasize school parent collaboration, there is still a lack of research identifying concrete strategies for managing guidance programs that involve all stakeholders in an integrated manner. This reveals that, despite theoretical awareness of the need for planning and coordination, practical implementation in elementary schools remains poorly structured. Furthermore, much of the literature tends to overlook external factors that influence the effectiveness of guidance programs, such as socioeconomic conditions and regional education policies, which can impact the quality and availability of guidance services. This study attempts to bridge that gap by comprehensively analyzing how the guidance management system can be improved through the integration of supporting factors, including teacher training, school facilities, and stronger collaboration with parents and communities (Sawitri, 2014).

Based on the gap analysis identified, this study seeks to answer the following research question: “How can the management of the guidance system in elementary schools be optimized to effectively support student development?” The objective of this research is to explore and analyze the factors that influence the effectiveness of guidance system management in elementary schools and to identify strategies that can be implemented to enhance stakeholder involvement, including guidance teachers, parents, and the community. The novelty of this study lies in its holistic approach to evaluating and designing guidance management systems not only focusing on individual aspects but also integrating various internal and external factors that contribute to the success of school-based guidance programs.

## RESEARCH METHOD

This research employs a literature review as its primary method. Relevant theoretical frameworks draw from several approaches in educational management, guidance and counseling, and child development (Dananier & Khotimah, 2021). These theories serve as the conceptual foundation to strengthen the study. One such theory is educational management, which focuses on the principles and strategies for managing educational programs effectively and efficiently. A particularly relevant approach within this domain is School-Based Management (SBM), which emphasizes school autonomy in decision-making processes, including the management of guidance systems. Sound educational management involves systematic planning, effective organization, and continuous supervision—all aimed at enhancing the quality of educational and guidance services in elementary schools.

In addition, a relevant theory in the field of guidance and counseling is Erik Erikson’s Psychosocial Development Theory, which outlines the stages of social and emotional development that children experience. At the elementary school stage, children are typically developing their identity and social relationships. Therefore, guidance at this level should be directed toward helping children achieve healthy



development appropriate to their developmental tasks and age. Furthermore, the Collaborative Model in educational collaboration theory is essential in this context, as it highlights the importance of cooperation between schools, parents, and the wider community in supporting optimal student development. Strong collaboration among stakeholders has been shown to increase both the effectiveness of guidance programs and student learning outcomes.

Lastly, the holistic development theory offers a comprehensive approach to both education and guidance. This theory emphasizes that student development should encompass academic, social, emotional, and character domains. A model aligned with this approach is Howard Gardner's Theory of Multiple Intelligences (1983), which underscores the importance of nurturing diverse types of intelligences in children. By applying this theory, guidance programs in elementary schools can be tailored to meet the individual needs and potentials of each student, thereby making the support provided more effective and meaningful in promoting students' overall growth.

## **RESULTS AND DISCUSSION**

### **Weakness in Guidance Program Planning**

Observations show that the planning of the guidance program at SDN 27 Olo Ladang has not been carried out systematically. There is no annual work plan document specifically for guidance. Program implementation tends to be reactive, only conducted when certain problems arise in the school, such as students facing academic or behavioral issues. As a result, guidance activities do not run continuously and lack clear achievement indicators.

### **Lack of Standardization of Programs Across Schools**

The guidance programs implemented in the elementary schools in the area do not have uniform standards. Each school develops its own program based on its conditions and available resources. There is no common policy guideline or reference, resulting in disparities in the quality and types of guidance services applied between schools. This causes the quality of guidance to depend heavily on the initiative of individual teachers or school principals.

### **Limited Supporting Facilities**

Physical facilities for guidance activities are still very limited. Dedicated counseling rooms are generally unavailable, so guidance activities are often held in classrooms or teachers' rooms that do not support privacy and comfort for students. Facilities such as educational media, psychological test tools, and other supporting devices are also inadequately provided, which hinders the optimal running of the guidance process.

### **Shortage of Professional Guidance Staff**

The number of guidance counselors with formal education backgrounds in counseling is very limited. Most guidance tasks are carried out by classroom teachers



who lack formal training in counseling. This naturally impacts the quality of services provided. Teachers tend to use regular teaching approaches rather than counseling approaches centered on students. This limitation also makes it difficult for teachers to handle complex student problems.

### **Unstructured Program Evaluation**

Evaluation of the guidance program implementation has not become a routine part of school management. Schools rarely conduct assessments or reflections on the effectiveness of the programs run. As a result, schools lack sufficient data or information to determine whether the guidance services have successfully helped students academically, socially, and emotionally. Evaluations that are conducted are incidental and incomplete.

### **Minimal Parental Involvement**

Parental involvement in the guidance program is still considered low. Most parents are only invited to school when serious problems occur with their child. There is no regular forum or activity that involves parents in the planning or implementation of guidance. This causes the guidance provided to be unintegrated with the family environment, even though parental support is very important in helping students overcome personal and social problems.

### **General Conclusion of Field Findings**

Overall, the management of the guidance system in elementary schools is still not running optimally. The main issues include the lack of thorough planning, limited expert staff and facilities, absence of implementation standards, weak evaluation, and minimal parental involvement. Therefore, comprehensive improvements are needed, including program planning based on student needs, training for guidance teachers, enhancement of facilities and infrastructure, and strengthening cooperation between schools and families.

### **Discussion**

Field findings indicate that the management of the guidance system in elementary schools requires many improvements, especially in planning, implementation, and program evaluation. Irregular planning leads to inconsistent implementation across schools. This aligns with the findings of Kholilah & Khusumadewi (2018), which state that many schools run guidance programs unsystematically.

The lack of standardization and official policies in guidance implementation causes significant variation in quality among schools. This is worsened by limited competent human resources and inadequate supporting facilities. As Suryahadikusumah & Dedy (2019) stated, many schools lack professional guidance staff, causing classroom teachers to often double as counselors without sufficient training.

Program evaluation is also a concern. Weak evaluation causes difficulties in determining whether the guidance program has a positive impact on students. The



absence of a monitoring and evaluation system means program improvements are not data-driven. This is reinforced by Kurnianto (2018), who emphasizes the importance of structured evaluation in supporting successful guidance.

From the external involvement perspective, minimal parental participation is a serious obstacle to the success of guidance programs. Schools should establish more intensive communication with parents to create synergy in supporting students, as emphasized by Nida Winarti et al. (2022), who state that the success of educational programs depends greatly on collaboration between schools and families.

The implication of these findings is the need for schools to develop more systematic and sustainable guidance programs. Guidance teachers should receive special training, and program evaluation must be conducted regularly. In addition, parental involvement must be strengthened through structured and participatory communication. With better management, elementary school guidance programs can function optimally to support the holistic development of students.

## CONCLUSION

Management in Elementary Schools (SD) plays an important role in creating an effective and efficient educational environment. Managerial aspects include the management of human resources, the organization of teaching and learning activities, as well as the monitoring and evaluation of learning. Supporting systems in elementary schools, such as a relevant curriculum, adequate facilities, and supporting technology, also facilitate the education process. Furthermore, guidance in elementary schools is crucial to assist students' development both academically and socio-emotionally. This guidance program involves teachers, parents, and counselors to provide the necessary support so that students can develop optimally. Collaboration between management, support systems, and guidance is the key to creating a comprehensive learning environment that supports educational success at the elementary school level.

Effective management in elementary schools encompasses the management of resources, curriculum, and learning evaluation. Support systems such as facilities and technology back the education process, while guidance involving teachers, parents, and counselors is essential for students' academic and socio-emotional development. All these aspects collaborate to create an optimal learning environment in elementary schools.

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