



URGENCY OF MANAGERIAL SKILLS FOR GUIDANCE AND COUNSELING TEACHERS IN SCHOOLS

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ABSTRACT

The central role of management in guidance and counseling requires counseling teachers to be able to implement these management functions optimally. Doing management is not as easy as imagined, requiring a lot of drive and skills, including one of which is managerial skills. This study was conducted with the aim of conducting a critical and thorough study of how the urgency of managerial skills for guidance and counseling teachers in carrying out management of all their activities. The method applied in this research is literature review. The conclusion from this study is that managerial skills are of high urgency to improve the effectiveness of guidance and counseling management implementation. This skill is a key aspect in an effort to create quality and useful management. An in-depth review of credible literature has also revealed that strong managerial skills can enhance organizational performance, productivity, and achievements, particularly in school guidance and counseling organizations. Therefore, this study recommends that guidance and counseling teachers and related stakeholders begin developing and improving the managerial skills of school counselors. Many efforts can be made, such as participating in training activities, workshops, seminars and so on.

ABSTRAK

Peran sentral manajemen dalam bimbingan dan konseling, menghendaki guru BK agar mampu mengimplementasikan fungsi-fungsi manajemen tersebut dengan optimal. Melakukan manajemen tidak semudah yang dibayangkan, membutuhkan banyak sekali dorongan dan keterampilan, termasuk salah satunya adalah keterampilan manajerial. Penelitian ini dilaksanakan dengan tujuan untuk melakukan kajian secara kritis dan menyeluruh mengenai bagaimana urgensi dari keterampilan manajerial bagi guru bimbingan dan konseling dalam melakukan manajemen terhadap keseluruhan kegiatannya. Metode yang diaplikasikan dalam penelitian ini adalah literature review. Hasil penelitian ini menyimpulkan bahwa keterampilan manajerial memiliki urgensi besar dalam rangka mendorong keefektifan pelaksanaan manajemen bimbingan dan konseling. Keterampilan ini menjadi aspek kunci dalam upaya menciptakan kualitas manajemen yang bermutu dan berdayaguna. Dari hasil literature review mendalam terhadap literatur-literatur kredibel yang dilakukan juga dipahami bahwa dengan keterampilan manajerial yang baik, akan mampu meningkatkan kinerja, produktivitas dan pencapaian organisasi, khususnya organisasi bimbingan dan konseling di sekolah. Maka dari itu, penelitian ini merekomendasikan kepada guru BK dan stakeholder yang terkait, agar kiranya melakukan pengembangan dan kapasitas keterampilan manajerial guru BK. Banyak upaya yang dapat dilakukan, seperti mengikuti kegiatan pelatihan, workshop, seminar dan sebagainya.

Kata kunci: Urgensi, Keterampilan Manajerial, Guru, Bimbingan dan Konseling, Sekolah

INTRODUCTION

It is undeniable that guidance and counseling management plays a central role (Wahid et al., 2025) in the optimal development of students (Zakaria et al., 2024). Because through good quality guidance and counseling management, it allows the guidance and counseling system and program prepared and implemented in schools to be realized effectively, efficiently and smoothly as a step towards achieving the expectations and goals of these guidance and counseling activities (Jarkawi & Madihah, 2022; Mazbur & Nuzliah, 2017; Rahmi et al., 2024). Some of the benefits of good guidance and counseling management are that it can increase the effectiveness and efficiency of services, improve coordination and collaboration, increase accountability and professionalism of school counsellors (Rahmi et al., 2024).

The importance of guidance and counseling management in schools is also proven by several previous studies. For example, research conducted by Ibrahim (2024) stated that there was a significant influence of guidance and counseling management on character development of students at Madrasah Aliyah in Bandung Regency. This is relevant to El Fiah (2018) who states that guidance and counseling is fundamental in shaping and developing student character in schools. Then research conducted by Mubarok (2020) at Ciledug Al-Musaddadiyah Garut Vocational School clearly shows that guidance and counseling management has a positive influence on students' academic discipline. In addition, research conducted by Usman et al. (2024) states that guidance and counseling management can help and encourage students in their career choices.

Based on previous research, we can see how important good guidance and counseling management practices are in schools. So based on this, we need to highlight one thing that will maximize this management activity. The urgent thing is the managerial skills of school counselors. In line with the opinion of Indika et al. (2024) that management activities that have good quality and quality are the existence of educational managerial abilities in schools to plan, organize, direct, and control available resources. Sulieman (2021) states that managerial skills are a competency that is very important in order to achieve the goals of a particular organization through individual activities. Individual managerial skills can influence knowledge acquisition and innovation, which in turn will improve organizational performance and productivity (Duan et al., 2022; Kasongo et al., 2021; Neamah et al., 2022) states that there appears to be a significant relationship between managerial skills and organizational productivity and performance.

These studies and research highlight the importance of individual managerial skills for an organization's performance and productivity (Asghar et al., 2023; Guzmán et al., 2023). The same applies to guidance and counseling in schools as an organization. However, to date, no research has specifically addressed the importance of managerial skills for school guidance counselors. Therefore, evidence based on previous research and literature is required. Therefore, this study is necessary to identify the underlying connection regarding the urgency of these skills, which can serve as a guide for developing the competencies of guidance and counseling teachers. The completion of this research will provide guidance and counseling teachers with an understanding that every guidance and counseling teacher in a school should possess these skills, thereby enabling them to demonstrate good performance in the implementation of guidance and counseling. Consequently, the findings of this study can encourage guidance and counseling teachers to continuously upgrade their capabilities, particularly in managerial skills, so that they can effectively manage guidance and counseling programs and activities that are effective and impactful for the development of all students. Furthermore, educational institutions can work to ensure that every guidance and

counseling teacher in schools possesses these skills.

METHOD

This research uses a qualitative approach, utilizing the literature review method. This method is a selection of available documents or reading sources (whether published or not) on a particular topic, which contains, data, ideas, information and evidence written from a certain perspective in fulfilling certain objectives about the nature of the topic and how the topic should be researched, as well as an effective evaluation of these documents in relation to the research being conducted (Sajeevanie, 2021). This process involves examining existing written works that have been written and published to achieve specific research objectives. (Chigbu et al., 2023). A literature review should assess and then describe how past research relates to current research, why researchers conduct research, and how researchers choose certain methodologies or theories to use (Sajeevanie, 2021; Shahsavar & Kourepaz, 2020). According to Snyder (2019), building your research on existing knowledge and connecting it to that knowledge is the foundation of all academic research. The literature review research method is an excellent research method, because the results of the research can be the basis for conceptual models, as well as provide input for policy and practice (Snyder, 2024).

RESULT AND DISCUSSION

Guidance and Counseling Management

One of the things that has great essence in order to achieve organizational goals, including guidance and counseling organizations is management activities (Irwanti et al., 2025; Neviyarni, 2023). With good and measurable management by guidance and counseling teachers that encourage increased service effectiveness (Arsini et al., 2023), and also improve the collaboration process with other stakeholders in encouraging the achievement of guidance and counseling goals (Neviyarni, 2023). Because if a solid collaboration is formed with other parties, the more effective the guidance and counseling teacher will be in supporting student development (Handrian et al., 2025).

Dunham & Pierce state that management can be defined as the activities of planning, organizing, directing, and controlling all available resources in an effort to achieve organizational goals (Kaehler & Grundei, 2019). Another definition interprets management as activities that involve planning, organizing, actualizing, and controlling as organizational efforts and mobilizing all available organizational resources to achieve predetermined organizational goals (Syukur et al., 2022; Yusuf, 2015). Based on the various definitions mentioned above, it can be concluded that BK management is an activity of managing people and activities through a process of planning, organizing, implementing, supervising, and evaluating with the aim of maximizing available resources in order to achieve BK objectives.

The implementation of guidance and counseling management activities certainly has functions and objectives. There are many sources that state that BK management functions are divided into four parts, namely planning, organizing, implementing, and supervising (Jarkawi et al., 2017; Mawarny & Yunus, 2023; Susilowati, 2018; Yusuf, 2015). These four functions are the main steps in implementing guidance and counseling management. The overall implementation of programs and services will be maximized, effective and efficient if these functions are realized optimally. These four functions are sustainable and mutually reinforcing. So to achieve the expected results, it is necessary to maximize the overall function, not just in certain parts.

The first function of guidance and counseling management is planning. This function is a very important basic function in management (Dhlamini, 2025). Planning will provide

the possibility to determine the means or steps needed to meet organizational goals. According to Jarkawi et al. (2017) program planning is the process of determining decisions related to what goals will be achieved, programs and types of services that will be implemented to students, as well as the parties involved in the implementation of the program later. Planning activities include activities related to analyzing the needs of students and the environment, facilities and infrastructure that support counseling guidance services, and compiling counseling goals that have relevance to the vision, mission, and goals of the school. This work is carried out in order to determine the techniques, strategies, and objectives of the counseling program in order to help students develop optimally (Fataroni et al., 2024).

The next function in guidance and counseling management is organizing. Jarkawi (2024) states that this function is related to organizing and determining the structure of the program, dividing the roles and responsibilities of each, and then arranging the schedule and place of implementation of guidance and counseling services. Relevant to the statement of Rahman et al. (2023) which states that the organizing function is the stage where the division of tasks, authority, and responsibilities is carried out, and then also determines how the flow of services provided by each teacher. Therefore, in this organization, each member involved in the process of implementing the guidance and counseling program must always coordinate and work well together so that the goals that have been set can be achieved properly (Jarkawi et al., 2017).

Then the implementation function which is classified as the most important step of management activities, implementation focuses on activities that are directly related to other individuals in an organization. The meaning is as an effort to make planning a real condition which is of course accompanied by direction (Nasution & Abdillah, 2019). This implementation is carried out on the basis of the results of planning and organizing that has been passed, then this step is a follow-up by using all the resources owned, of course, by paying attention to the rules and policies that have been organized (Hifsy et al., 2022). Therefore, it can be understood that the implementation function is the spearhead of the entire guidance and counseling management process. This function is also the determining factor whether the planning and organization carried out are effective in reality in the field.

The last function in guidance and counseling management is the supervisory function. This function cannot be ignored in the guidance and counseling management process. How important this process is according to Corner's opinion that supervision determines half of the success of achieving goals (Sukardi, 2003). Demands are given to guidance and counseling teachers to have a variety of skills, so that they are able to provide optimal services in order to improve service quality and professionalism. So one of the efforts to support the improvement of professionalism is by providing supervision (Fadhlullah et al., 2023). Whether then the implementation of planning, organizing to implementation is carried out as expected, or vice versa. Then it can be easily examined the role of the supervisory function in guidance and counseling management.

Urgency of Managerial Skills for Guidance and Counseling Teachers

Gentry et al. (2008) state that managerial skills are very important for a manager in an organization. Supported by the statements of several experts that every individual who acts as a manager or the like, regardless of the type of organization being led, the individual is required to have managerial skills, which in this case will affect the level of performance and achievement of the organization (Hysong, 2006; Popescu et al., 2020). Kast dan Rosenzewish explained that managerial ability is an activity related to management, namely as the main

force in the organization in order to manage and coordinate human and material resources (Zulaikha, 2011). In addition, according to Silva, (2021) managerial skills are a collection of qualities and attributes that exist in individuals that can encourage them to be able to effectively manage the organization. Based on the above statements, it can be concluded that managerial skills in guidance and counseling are abilities possessed by guidance and counseling teachers to carry out all functions of guidance and counseling management, from planning to supervision, so that in this case they can effectively achieve the goals and expectations of the organization.

Fawri & Neviyarni (2021) state that guidance and counseling teachers must have the ability to manage and organize, or in this case called good management skills, so that later the steps of the service program become structured and planned. guidance and counseling teachers must have massive management skills, so that they then have the ability to plan, organize and supervise efficiently (Indika et al., 2024), because this is a basic competency (Zamroni & Rahardjo, 2015). Indika et al. (2024) state that the existence of good managerial skills is key in creating quality and quality management. The importance of these skills is also proven by Umami et al. (2022) that it is very important for guidance and counseling teachers to be able to carry out guidance and counseling program management. This is so that guidance and counseling teachers really have the ability to design service programs properly and optimally.

Based on the in-depth literature review that has been conducted, it can be understood and seen that managerial skills have great urgency in encouraging the effectiveness of guidance and counseling management activities in schools. Not all school counselors have good quality in these skills, so steps need to be taken to improve the quality of these managerial skills. Because with low managerial skills, there is a potential for the creation of guidance and counseling programs that are not planned, organized, implemented and supervised properly and efficiently.

CONCLUSION

The important position of management in guidance and counseling requires guidance and counseling teachers to implement it optimally. This management process can be maximized with the encouragement of good managerial skills. Not all guidance and counseling teachers have good managerial skills, so that they are able to carry out management optimally. The results of this study conclude that managerial skills have great urgency in order to encourage the effectiveness of management implementation, which includes planning, organizing, implementing and supervising activities. This skill is a key aspect in efforts to create quality and useful management. From the results of the literature review conducted, it is also understood that with good managerial skills, it will be able to improve performance, productivity and organizational achievement. Therefore, this study recommends that guidance and counseling teachers and related stakeholders should start developing and building the managerial skills of guidance and counseling teachers. Many efforts can be made, such as participating in training activities, workshops, seminars and so on. This study also recommends that future researchers conduct empirical studies on the managerial skills of guidance and counseling teachers within a broader context.

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