

Analysis of Student Needs in Implementing Counseling Services at SMP Negeri 94 Central Maluku

Emma Rumahlewang¹, Sawal Mahaly², Jeanete O. Papilaya³

^{1,2,3}Universitas Pattimura Ambon

Received: 13 March 2023

Revised : 26 Marc 2023

Accepted: 1 April 2023

Abstract

Students at school are individuals who will definitely face various problems, but the complexity and types of problems experienced by each individual can vary. Problems that are generally experienced by students can be related to personal, social, learning, and career problems. In helping students overcome these problems, guidance and counseling teachers play an important role. By understanding and identifying specific problems, teachers can design appropriate guidance and counseling programs to help students deal with their personal, social, learning, and career problems. The purpose of this research is to help teachers, especially guidance and counseling teachers to carry out guidance and counseling services according to the needs of students. This type of research is a descriptive study with a sample of 64 students at SMP Negeri 94 Central Maluku. The method of determining the sample using saturated sampling. Based on the results of data processing, it can be concluded that the most dominant problem occurs in class IX. In this class, learning problems are the most dominant problem with a score of 117 (32.32%). This shows that class IX students at SMP Negeri 94 Central Maluku face difficulties in terms of information on graduation requirements and how to increase their concentration in studying. Therefore, it is necessary to give special attention and further efforts to assist students in overcoming these learning problems.

Keywords: Service, Problems, Learners

(*) Corresponding Author: emmarumahlewang02@gmail.com

How to Cite: Rumahlewang, E., Mahaly, S., & Papilaya, J. (2023). Analysis of Student Needs in Implementing Counseling Services at SMP Negeri 94 Central Maluku. *International Journal of Education, Information Technology, and Others*, 6(2), 303-314. <https://doi.org/10.5281/zenodo.7935221>

INTRODUCTION

Education is essentially a conscious effort with the aim of developing individual personality and potential in various aspects, including interests, talents and abilities throughout life. The educational process can be carried out through various techniques and methods according to the needs of students. One way to meet students' needs is through learning activities designed to develop the learning process, so that students can achieve good learning outcomes and provide benefits for their lives (Mahaly Sawal, 2021). In an effort to meet the needs of students, education involves various important aspects. In addition to personality development and individual potential, education also aims to form good attitudes, values and ethics in students.

In order to achieve educational goals, students need to get guidance that allows them to optimize their learning experience at school as much as possible (Arifah Abd Latif Dunggio, 2020). Effective guidance is very important for students

in achieving their educational goals. With guidance, students can take maximum benefit from every learning experience at school.

Students at school, as human beings, are bound to face various problems that cannot be ignored. However, the complexity of the problems experienced by each individual is certainly different. Problems faced by students include personal development, intelligence and skill variations, academic achievement, love needs, self-esteem development, adjustment, behavioral disorders, and learning difficulties. According to M. Hamdan Bakran Adz-Dzaky, individual problems can be classified into several categories. First, individual problems related to their spiritual relationship. Second, individual problems related to their personal aspects. Third, individual problems related to the family environment. Fourth, individual problems related to the work environment. And fifth, individual problems related to their social interactions (Tohirin, 2011). In dealing with such conditions, guidance and counseling play an important role in helping students overcome the difficulties they face.

Thus guidance and counseling is a service provided to students with the aim of developing their potential optimally. To achieve this goal, counseling guidance services require the performance of competent and professional counseling teachers/counselors, so that the services provided can suit the needs of students in various fields, such as personal, social, learning, and career (Rahmad et al., 2019). To realize the achievement of these goals, counseling guidance services must be carried out in a planned and systematic manner. Every step and plan in service must be structured in a structured guidance and counseling program. This program is designed to ensure that every aspect of guidance and counseling services, starting from identifying student needs, setting goals, to implementing guidance and counseling strategies, is well integrated.

In line with this, Zainal Aqib explained that guidance was carried out with the aim of providing assistance to individuals. In order for these goals to be achieved, each individual who receives guidance services must be given the opportunity to: 1) Recognize and realize life goals and plan life based on these goals, 2) Recognize and understand personal needs, 3) Identify and overcome difficulties encountered, 4) Develop and utilize their abilities optimally, 5) Use their abilities for self-interest and public interest in the future, 6) Adapt themselves to the environment and demands that are around them 7) Develop themselves regularly and in accordance with optimal development (Mahaly, 2021a). Thus, the role of guidance and counseling teachers in schools is very important to help students understand and utilize their potential. Meanwhile, the purpose of guidance at school, when viewed from the perspective of students who receive guidance, can be formulated so that students can: 1) Overcome difficulties in understanding themselves, 2) Understand difficulties related to the environment, such as the school environment, family and community, 3) Overcoming difficulties in identifying and solving problems encountered, 4) Overcoming difficulties in channeling abilities, interests and talents in the fields of education and work 4) Receiving appropriate assistance from outside the school to overcome difficulties that cannot be overcome at school.

Counseling guidance services in schools involve various aspects, such as providing information, individual or group counseling, developing social skills,

making career plans, as well as emotional and psychological support. This service is designed to assist students in dealing with the personal, learning, social, and career problems they face (Herlinda et al., 2020). In providing guidance and counseling services, guidance and counseling teachers act as facilitators who help students to understand themselves, develop their potential, and overcome obstacles and conflicts that may arise in their lives. This service also aims to assist students in making the right decisions, building healthy social relationships.

LITERATURE REVIEW

Guidance and counseling in education units cover four interrelated service areas, namely personal, social, learning, and career development. These four service areas form a unified whole that cannot be separated in each individual student/counselee (Culture, 2016). Below, the four areas of guidance and counseling services will be explained:

1. Personal Field

The personal field in guidance and counseling includes the process of providing assistance by the guidance and counseling teacher or counselor to students/counselees in understanding, accepting, directing, making decisions, and realizing their decisions in a responsible manner related to the development of their personal aspects. The purpose of this service is for students/counselees to achieve optimal personal development and achieve happiness, well-being and safety in their lives. Aspects of development that are considered in the personal field include: a) Understanding one's own potential and recognizing strengths and weaknesses both physically and psychologically, b) Developing the potential to achieve success in life, c) Accepting the weaknesses that exist in oneself and overcoming them properly, d) Achieving harmony in the development of aspects of thoughts, feelings and actions, e) Reaching maturity or maturity of thoughts, feelings and actions in accordance with noble values. f) To optimally actualize oneself in accordance with one's potential and noble values of culture and religion. With the help of guidance and counseling in this personal area, it is hoped that students/counselees can develop themselves holistically and achieve their best potential, in accordance with the noble values that exist in culture and religion.

2. Social Field

The social field in guidance and counseling involves the process of providing assistance by counselors to students/counselees to understand their environment and be able to interact positively socially. The purpose of this service is for students/counselees to have skills in social interaction, overcoming social problems they face, adapting themselves, and having a harmonious relationship with their social environment, so as to achieve happiness and meaning in their lives. Aspects of development that are developed in the social field include: a) Empathy for the conditions of other people, b) Understanding the diversity of socio-cultural backgrounds, c) Respect and respect for others, d) Adapting to prevailing values and norms, e) Interacting socially effectively, f) Cooperate with others responsibly, g) Resolve conflicts with others based on the principle of mutual benefit.

With the help of counselors in this social field, it is hoped that students/counselees can develop skills in social interaction, understand socio-cultural diversity, respect others, adapt to the environment, work together effectively, and resolve conflicts with the principle of mutual benefit.

3. Field of Study

The field of study in guidance and counseling involves the process of providing assistance by guidance and counseling teachers or counselors to students/counselees in recognizing their own potential for learning, developing attitudes and study skills, planning education, facing exams, forming regular study habits, and achieving learning outcomes optimally. The purpose of this service is for students/counselees to achieve success, prosperity and happiness in their lives through developing their learning abilities. Aspects of development developed in the field of learning include: a) Recognizing one's own potential in learning aspects and understanding various obstacles that may be encountered in the learning process, b) Having positive study attitudes and habits, c) Having high motivation for lifelong learning, d) Develop effective study skills e) Have planning and decision-making skills related to further education, f) Have readiness in facing exams. With the help of guidance and counseling teachers in this field of study, it is hoped that students/counselees can recognize their learning potential, develop effective study attitudes and skills, plan education well, face exams with adequate readiness, form regular study habits, and achieve results optimal learning.

4. Career Field

Guidance and counseling teachers, or counselors, provide assistance to students/counselees in the process of growth, development, exploration, aspirations, and career decision making throughout their life span. This assistance is based on a rational and realistic understanding of self-potential and the opportunities available in the student/counselee's living environment, with the aim of achieving success in their lives. Aspects of development developed in the career field include: a) Having self-understanding which involves abilities, interests, and personality related to work, b) Having knowledge about the world of work and career information that supports the development of mature career competencies, c) Having a positive attitude towards the world of work, d) Understanding the relationship between the ability to master subjects and the requirements for expertise or skills in the field of work that become future career aspirations, e) Being able to explore careers by recognizing the characteristics of work, the required ability requirements, the socio-psychological environment of work, career prospects, and work welfare, f) Able to plan the future by designing life rationally to get roles that are in accordance with interests, abilities, and socio-economic conditions, g) Form career patterns that are in accordance with skills, abilities, and individual interests, h) Have the ability or maturity in making career decisions. With the help of guidance and counseling teachers in this career field, students/counselees are expected to experience good growth and development in terms of careers, explore career aspirations rationally, and make the right decisions based on information on their own potential and opportunities in their environment.

Therefore, in order to understand the characteristics and problems faced by students, it is recommended for guidance and counseling teachers to provide opportunities for students to fill out the Student Needs Questionnaire (AKPD). AKPD is a questionnaire that contains a series of questions regarding problems that are assumed to occur frequently in students. Through processing the results of this questionnaire, guidance and counseling teachers can design appropriate guidance and counseling programs to help students overcome the problems they experience (Transisilawati et al., 2019). By using AKPD, guidance and counseling teachers can collect more in-depth information about the needs, problems, and challenges faced by students. The questionnaire can cover various aspects, such as academic achievement, social relations, emotional well-being, and students' personal development. The results of processing the AKPD questionnaire will be a valuable guide in designing an effective guidance and counseling program.

In line with this, in Permendikbud number 111 of 2014 it is explained that the Education unit covers 4 fields including personal, social, study and career fields. The purpose of the private sector is to help students/counselees in a number of ways, namely: a) Understanding their own potential and recognizing their strengths and weaknesses, both physically and psychologically, b) Developing their own potential to achieve success in life, c) Accepting weaknesses that exist within themselves and deal with them well, d) Achieving harmony in development between thoughts, feelings, and Actions, e) Reaching maturity or maturity in accordance with the noble values in their lives, and f) Actualizing themselves optimally according to their potential themselves, taking into account the noble values of culture and religion. In personal guidance and counseling, efforts are made to assist students/counselees in understanding and developing themselves, overcoming challenges and weaknesses they may face, and achieving maturity and self-actualization in accordance with the noble values prevailing in their culture and religion. . The Social Sector aims to help students/counselees, the guidance and counseling program aims to enable them to: a) Develop empathy for the conditions of other people, b) Understand the diversity of socio-cultural backgrounds, c) Respect and appreciate others, d) Adjust to prevailing values and norms, e) Interact socially effectively, f) Cooperate with others in a responsible manner, and g) Resolve conflicts with others based on mutually beneficial principles. Through guidance and counseling, students/counselees are assisted to develop healthy social skills and conflict management. The Field of Study aims to help students in a number of ways, namely: a) Recognizing their own potential in learning aspects and understanding various obstacles that may be encountered in the learning process, b) Developing positive study attitudes and habits, c) Encouraging high motivation to learn throughout life, d) Developing effective learning skills, e) Assisting in planning and determining further education, and f) Helping students to be prepared to face exams. Through guidance and counseling, students are encouraged to realize their learning potential and overcome various obstacles that might hinder their learning process. They are also guided to develop a positive attitude towards learning, a strong motivation to continue learning throughout life, and effective study skills. While the Career Field aims to assist students in several matters related to careers, namely: a) Helping students to have self-understanding

which includes abilities, interests, and personality related to work, b) Providing knowledge about the world of work and supporting career information development of career competencies, c) Encouraging students to have a positive attitude towards the world of work, d) Helping students understand the relationship between the ability to master lessons and the requirements for expertise or skills needed in the field of work that becomes their future career aspirations, and e) Helping students develop the ability to form their career identity by recognizing the characteristics of work that match their interests and abilities. Through guidance and counseling, students are encouraged to get to know themselves better, acquire the necessary knowledge about the world of work, and understand how their skills and interests can be related to appropriate career choices (Permendikbud No 111 Tahun, 2014).

RESEARCH METHOD

This type of research is quantitative research, while the design of this research using a descriptive approach is intended to describe the problems experienced by students of SMP Negeri 94 Central Maluku. The population of this study were all students of SMP Negeri 94 Central Maluku, totaling 64 people. Based on a relatively small population (less than 100), the research sample was determined by the total population, namely the researcher took the entire population of 64 students as the research sample. Sampling in this study using *saturated sampling technique*. After collecting data using the Student Needs Questionnaire (AKPD), which consists of four problem areas, the next step is to analyze the data using a computerized AKPD program (Jeanete O Papilaya, 2023).

RESEARCH RESULT

In general, the problems that occur in SMP Negeri 94 Central Maluku students can be seen in the following table:

Table 1. Class VII Student Problems

Service Field	No	Statement	f	%
Personal	1	I don't know about my potential yet	16	8,511
	2	Felt like cheating on exams	14	7,447
	3	I don't understand my strengths and weaknesses yet	14	7,447
	4	I don't know my true identity yet	14	7,447
	5	Not really worshipping God Almighty	13	6,915
Amount			71	37,77
Social	1	Words sorry, please and thank you sometimes I forget to say in association	12	6,383
	2	Feel shy to interact with the teachers and staff at school	12	6,383
	3	Want to solve problems with playmates	12	6,383
	4	Don't know about bullying and how to deal with it	12	6,383
Amount			48	25,53
Study	1	Still having trouble understanding certain subjects	11	5,851
	2	Study at home if told/ordered by parents	11	5,851
	3	Don't know how to achieve at school	11	5,851
Amount			33	17,55
Career	1	Do not know how to get educational assistance (scholarships)	13	6,915
	2	Not much is known about the types of work in society	12	6,383

3	Feeling confused about choosing extracurricular activities at school	11	5,851
Amount		36	19,15
Total number		188	100

Based on table 1.1 regarding the problems of class VII students of SMP Negeri 94 it can be illustrated that the most dominant level of problems is personal problems with a total of 71 (37.77%) on the subject of self-potential for that guidance and counseling teachers in providing guidance and counseling services that material is much needed by students. While the lowest problems were in the field of learning with a total of 33 with a presentation of 17.55% on the subject of difficulties in understanding lessons, studying at home, many distractions and ways to achieve achievements. Thus the role of the counseling teacher, homeroom teacher and parents is needed to help overcome the problems experienced by students.

Table 2. Class VIII Student Problems

Service Field	No	Statement	f	%
Personal	1	Not yet know about the forms of juvenile delinquency	12	6,522
	2	Do not understand good and correct ethics in the association of peers	10	5,435
	3	Sometimes we forget to be grateful for the favors and gifts from God Almighty	9	4,891
	4	Don't know how to control emotions	9	4,891
	5	Words sorry, please and thank you sometimes I forget to say in association	9	4,891
Amount			49	26,63
Social	1	It's embarrassing to talk about sex and boyfriends to your parents	15	8,152
	2	Feeling that there is still little understanding of adolescent reproductive health	10	5,435
	3	Not much is known about the impact of dating	10	5,435
	4	Often disagree with others	9	4,891
Amount			44	23,91
Study	1	Do not understand about learning styles and strategies that suit them	9	4,891
	2	Feeling difficulty in understanding the lesson	9	4,891
	3	My parents don't really care about my learning activities	9	4,891
Amount			27	14,67
Career	1	Not much is known about the types of professions in society and their prospects	12	6,522
	2	Not able to make a mind map (mind mapping)	11	5,978
	3	Do not know about the kinds of intelligence	11	5,978
	4	Do not understand how the left brain and right brain work	10	5,435
	5	Often scolded by parents for wasteful	10	5,435
	6	Not used to saving	10	5,435
Amount			64	34,78

Total number	184	100
---------------------	-----	-----

From table 1.2 regarding the problems of students at SMP Negeri 94 Central Maluku Class VIII the most dominant problem areas include the career field with a total of 64 (34.78%) on the subject they do not know much about the types of professions in society and their prospects. Thus, in providing counseling guidance services, counseling guidance teachers are expected to plan material about the types of professions in society and their prospects so that students can find out. While the lowest problem area is the learning field with a score of 27 (14.67%) on the subject of not understanding learning styles, difficulties in understanding the material, and parents not caring about students' learning activities for that collaboration between guidance and counseling teachers, homeroom, Subject teachers and parents are expected to help overcome the problems experienced by students.

Table 3. Problems of Class IX Students

Service Field	No	Statement	f	%
Personal	1	Worry/fear of not being able to graduate from school	25	6,906
	2	still hard to control emotions	24	6,63
	3	do not know the various types of human personality	22	6,077
	4	feel that they often throw garbage out of place	22	6,077
	5	Sometimes I still like to cheat during tests	19	5,249
Amount			112	30,94
Social	1	Don't know about the current forms of juvenile delinquency and how to respond to them	22	6,077
	2	Feeling that you don't understand the tips for successful social life	19	5,249
	3	Don't know the consequences of getting married at an early age	19	5,249
	4	Not many know the impact of dating among teenagers	19	5,249
Amount			79	21,82
Study	1	Don't know the information on graduation requirements	24	6,63
	2	Do not understand how to increase the concentration of learning	24	6,63
	3	Do not understand how to increase motivation to learn	23	6,354
		Don't know the tips for success in facing exams	23	6,354
		Still can't study regularly	23	6,354
Amount			117	32,32
Career	1	Not familiar with the types of organizations in society	12	3,315
	2	Don't understand the world of work	11	3,039
	3	Do not understand the problem of specialization / majors in SMA / MA	11	3,039
	4	Ways or strategies to enter a favorite school	10	2,762

5	The problem of specialization/majors in SMK/MAK	10	2,762
Amount		54	14,92
Total number		362	100

Based on table 1.3 regarding the problems of class IX students at SMP Negeri 94 Central Maluku, it provides information that the most dominant problem area is learning problems with a score of 117 (32.32%) on the subject of information on graduation requirements and how to increase learning concentration. In line with this, counseling teachers in providing guidance and counseling services, the material is really needed by students. While the lowest problem areas are career problems with a score of 54 (14.92) on the subject of starting favorite schools and specializations or majors. For this reason, guidance and counseling teachers provide guidance and counseling services to students.

Based on the results of data processing, it can be concluded that the most dominant problem occurs in class IX. In this class, learning problems are the most dominant problem with a score of 117 (32.32%). This shows that class IX students at SMP Negeri 94 Central Maluku face difficulties in terms of information on graduation requirements and how to increase their concentration in studying. Therefore, it is necessary to give special attention and further efforts to assist students in overcoming these learning problems.

DISCUSSION

Based on the findings, learning problems which are the most dominant problems in class IX at SMP Negeri 94 Central Maluku with a score of 117 (32.32%) can be the focus of discussion. This problem shows that students experience difficulties related to information on graduation requirements and how to increase learning concentration. To solve this problem, several steps can be taken. First, it is important for the school to provide clear and easy access to information regarding graduation requirements. This can be done through the provision of a comprehensive graduation guide, both in print and digital form, which includes academic requirements, credit requirements, and information related to the evaluation process. Second, it is necessary to pay attention to how to increase student learning concentration. Schools can organize concentration and time management training for students, which involve effective techniques such as setting up a conducive learning environment, using relaxation techniques, and prioritization methods. Third, involving parents is also an important step. Communication between the school and parents can assist in monitoring and supporting the student learning process. The school can hold meetings with parents to discuss learning problems faced by students, as well as provide suggestions and strategies that can be applied at home (Zainal, 2018).

Mugiarso explained that the main purpose of counseling is to help each individual student to develop optimally. One form of service provided in guidance and counseling is classical guidance. Classical guidance is considered a basic service because it has the largest portion of guidance and counseling services in schools. Classical guidance has characteristics that are preventive and oriented towards the personal development of students in various fields, including personal,

social, learning, and career fields. In the personal field, classical guidance aims to help students recognize and develop their potential, increase self-confidence, overcome personal problems, and develop healthy life skills. In the social field, classical guidance aims to help students understand and develop healthy social relationships, build communication and cooperation skills, and overcome problems that may arise in social interaction. In the field of study, classical guidance aims to help students improve their learning abilities, develop effective study strategies, manage their time well, and overcome any learning difficulties they may face. Finally, in the career field, classical guidance aims to help students understand the various types of professions that exist, get to know the world of work, explore their interests and talents, and plan career paths that suit their goals and aspirations (Shalima Meynar, 2013). Through classical guidance, it is hoped that every student can get the necessary guidance and support to optimize their personal development. With an emphasis on prevention and potential development, classical tutoring can assist students in overcoming challenges and achieving success in various aspects of their lives.

Analysis of student needs is an important first step for guidance and counseling teachers in planning and implementing appropriate guidance and counseling programs. This analysis helps in identifying personal, learning, social, and career problems faced by students. By using the results of the needs analysis, guidance and counseling teachers can design programs that can assist students in overcoming their personal problems. For example, if a needs analysis reveals personal problems such as low self-esteem, the teacher can plan individual counseling services that focus on developing self-potential and increasing student self-confidence (Mahaly, 2021b)

In addition, the results of the analysis also enable guidance and counseling teachers to plan tutoring programs that suit the needs of students who experience learning problems. This program can involve individual or group guidance that helps students develop effective learning strategies, improve concentration, and overcome learning difficulties. In the social field, needs analysis provides information about social problems faced by students. Thus, guidance and counseling teachers can plan group counseling programs that support students in building social skills, improving interpersonal relationships, and overcoming social conflicts. Finally, in the career field, needs analysis allows guidance and counseling teachers to design career guidance programs that help students get to know various types of professions, explore their interests and talents, and plan career paths that suit their goals and aspirations.

Thus, an analysis of the needs of students becomes an important basis for guidance and counseling teachers in planning guidance and counseling programs that are specific and relevant to the personal, learning, social, and career problems faced by students.

In Abdul Rahman's research study it was explained that counseling teachers as the main executors of tutoring services, counseling guidance teachers have the following tasks: a. Socialize guidance and counseling services so that they can be accessed by all students. b. Planning guidance and counseling programs according to the needs of students and schools. c. Carry out all planned guidance and counseling service programs. d. Carry out all the guidance and counseling support

program activities. e. Assessing the program and the results of the implementation of services and activities supporting counseling guidance. f. Follow up based on the results of the assessment of services and support activities for guidance and counseling. g. Administering the activities of the service unit and the guidance support activities it carries out. h. Responsible for their duties and activities in overall guidance and counseling services to the head of the guidance and counseling coordinator and the school principal (Abdul Rahman, 2015). Thus guidance and counseling teachers have an important responsibility in providing guidance and counseling services that involve planning, implementing, evaluating, and following up. They must also involve the head of the guidance and counseling coordinator and the head of the school in reporting and being accountable for their duties and activities in the overall guidance and counseling service.

CONCLUSION

Based on the results of data processing, it can be concluded that students at SMP Negeri 94 Central Maluku face a variety of very varied problems. The analysis shows that each grade level has the most dominant problem area. At the grade VII level, the most dominant problem is a personal problem. With a percentage of 37.77%, 71 students experienced this problem. These personal problems are mainly related to self-potential, where students may face emotional challenges, conflicts between friends, or other personal problems. Meanwhile, at the grade VIII level, the most dominant problem area is the career field. With a percentage of 34.78%, there are 64 students who face this problem. They experience difficulties in understanding the types of professions in society and their prospects in the future. At the class IX level, learning problems become the most dominant problem. With a score of 117 (32.32%), a number of students experienced difficulties in this regard. The focus of this problem is mainly related to information regarding graduation requirements and ways to increase study concentration. They may need further assistance understanding graduation requirements and developing effective strategies for increasing concentration while studying. In order to overcome this problem, collaboration between schools, parents and students is very important. Students need to be encouraged to communicate openly about the problems they face, while schools and parents must provide a supportive environment and the necessary resources. Counseling and social skills development programs can also help students deal with their personal problems.

REFERENCES

- Abdul Rahman. (2015). *Peranan guru bimbingan dan konseling terhadap pelaksanaan bimbingan belajar di smk negeri 1 loksado*. 1–14.
- Arifah Abd Latif Dunggio. (2020). Implementasi Penggunaan Daftar Cek Masalah Oleh Guru Bimbingan Dan Konseling. *Jurnal Ilmu Pendidikan*, 4(1), 13–24.
- Herlinda, F., Hasgimianti, H., Irawati, I., & Rahima, R. (2020). Problematika Penerapan Instrumentasi Daftar Cek Masalah di Sekolah Menengah Pertama Kota Pekanbaru. *Educational Guidance and Counseling Development Journal*, 3(1), 30–39.
- Jeanete O Papilaya, S. M. (2023). Pengungkapan Masalah Siswa SMP Negeri 94 Maluku Tengah. *Pedagogika: Jurnal Pedagogik Dan Dinamika Pendidikan*,

11(1), 96–101.

- Kebudayaan, K. P. dan. (2016). Panduan Operasional Penyelenggaraan Bimbingan dan Konseling Sekolah Menengah Pertama . *Ditjen Guru Dan Tenaga Kependidikan Kemendikbud*.
- Mahaly, S. (2021a). Efektivitas Pelaksanaan Layanan Bimbingan Pribadi Oleh Guru Bimbingan Konseling. *Al-Ittizaan: Jurnal Bimbingan Konseling Islam*, 4(1), 1–5. <https://doi.org/10.24014/ittizaan.v4i1.13238>
- Mahaly, S. (2021b). Pelaksanaan Asesmen Kebutuhan Peserta Didik dalam Memberikan Layanan Bimbingan Klasikal di SMA Laboratorium Universitas Pattimura Ambon. *Al-Ittizaan: Jurnal Bimbingan Konseling Islam*, 4(2), 38. <https://doi.org/10.24014/ittizaan.v4i2.14918>
- Mahaly Sawal, R. E. (2021). Cooperation Between Counseling courses Teacher And Teacher in Hekping Students' Learning Activities. *International Journal of Education, Information Technology and Others (Ijeit)*, 4(2), 467–473. <https://doi.org/10.5281/zenodo.5221556>
- Permendikbud No 111 Tahun. (2014). Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia tentang Bimbingan dan Konseling pada Pendidikan Dasar dan Pendidikan Menengah. *Pedoman Evaluasi Kurikulum*, 1–7. simpuk.kemenag.co.id
- Rahmad, M., Husen, M., & Fajriani, F. (2019). Analisis Kebutuhan Siswa Dalam Penyusunan Program Layanan Bimbingan Dan Konseling. *Jurnal Ilmiah Mahasiswa Bimbingan Dan Konselin*, 4(2), 88–98.
- Shalima Meynar, K. K. (2013). Persepsi Siswa Kelas XI Terhadap Layanan Bimbingan Klasikal Di SMAN 7 Semarang. *Indonesian Journal of Guidance and Counseling : Theory and Application*, 4(2), 70–71.
- Tohirin. (2011). *Bimbingan dan Konseling di Sekolah dan Madrasah (berbasis integrasi)*. Rajawali Pres.
- Transisilawati, U., Rosely, E., & Wisnu Wijayanto, P. (2019). *Aplikasi Pengidentifikasian Permasalahan Siswa Berbasis Web (Studi Kasus: Smpn 21 Bandung)*. 5(3), 2182–2188.
- Zainal, A. (2018). *Panduan Strategi Belajar Efektif*. Rajawali Pres.