



The Effect of Supervision Implemented by Principals on Guidance and Counseling Services at State Junior High Schools in Malang City

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Abstract

Educational institutions certainly want to improve the quality of school services in order to educational goals optimally. Guidance and counseling services aim to help students achieve academic goals, be able to decide, and responsible themselves and their environment. The quality control is then needed to entire process and supporting components. Principal as a supervisor must be able to coordinate the supervisor program all components. This study aims to describe how the effect of the implementation of supervision carried out on guidance and counseling services. This research was conducted at public junior high schools in Malang City. The method used is quantitative approach with descriptive research design, data processing using SPSS application. The results of the study obtained: (1) principals have implemented supervision techniques both individually and in groups well; (2) guidance and counseling services provided to students in public junior high schools in Malang City have been implemented according to the components of counseling guidance services well; (3) there is a positive influence of supervision on guidance and counseling services at public junior high schools in Malang City.

Keywords: effect; supervision; supervision techniques; guidance and counseling services

1. Introduction

Education is a key component in character development and personal growth, especially at the primary and secondary levels, such as Junior High School (SMP). Educational institutions certainly want to always improve the quality of their services, so that educational goals can be achieved optimally. Schools are educational institutions that are synonymous with two things, namely learning activities and the quality of graduates, and to achieve the quality of these two things, there needs to be cooperation between all elements in the educational institution (Baidowi & Syamsudin, 2022). Principals, teachers, staff, school supervisors and students need to work together to create a quality learning atmosphere and have an impact on the quality of competent graduates. The quality of education in Indonesia needs to be maintained on an ongoing basis. Efforts that can be made are quality control to monitor all processes and supporting components. In general, principals have roles as educators, managers, administrators, supervisors, leaders, innovators and motivators or commonly known as EMASLIM. As a principal supervisor, you must be able to coordinate all activities together with all components in it, one of which is the counselor. The principal is the key or milestone of how the school can run well or not (Putri, et.al, 2019). Teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education.

In this context, the teacher's role as a guide can be carried out with counseling guidance services (Amelisa & Suhono, 2018).

Guidance and Counseling Services, which is one of the special service areas in a school, is something that is needed by students, in the form of assistance that can be provided to students to improve students' abilities in academic and non-academic fields (Datul, et.al, 2022). Guidance and counseling services are not only an effort to help students when they encounter problems, but also include understanding, prevention, development and maintenance (Astika, 2021). The understanding referred to is how students are able to understand themselves and their environment, are able to control themselves and prevent negative things that have a bad influence on their development and their environment, are able to develop and maintain themselves through their talents and interests so that they have value that can be sold. Providing good guidance and counseling services certainly greatly influences the quality of learning carried out in the classroom. Therefore, a professional supervising teacher or counselor is needed and there is a need for continuous competency development. The guidance and counseling services in education units in Permendikbud No. 111 of 2014 are overall packaged in four service components, namely components: (a) basic services, (b) individualization and planning services, (c) responsive services, and (d) support system.

The principal as the Goodest leader has a big responsibility in carrying out his duties, including supervising and providing supervision over various aspects of education, including guidance and counseling. Hadis & Nurhayati (2012) stated that the supervisory role of a principal is very influential in improving the performance of staff and teachers. According to Gunawan & Benty (2017) supervision is a series of assistance efforts to teachers by supervisors to improve student learning processes and outcomes. Supervision by the principal is a process of supervision, guidance and evaluation carried out by the principal of teachers and support staff in their school. Supervision of guidance and counseling services is one part of supervision which aims to encourage counselor teachers to contribute optimally to the quality of education through improving guidance and counseling services. In the implementation of supervision, there are supervision techniques that can be carried out by school principals, including individual supervision techniques and group supervision techniques.

In one of the State Junior High Schools in Malang City, there was a case related to guidance and counseling services. This case involved a student who was bullied by his friends. This incident was quite serious because it resulted in the victim suffering physical injuries and having to receive hospital treatment. Guidance counseling in this case has a role to provide guidance and mediation between victims and perpetrators to prevent similar things from happening again. According to the results of the Indonesia-National Adolescent Mental Health Survey (I-NAMHS) in 2022, around 15.5 million teenagers, or 34.9 percent of the total, will experience mental health problems, and around 2.45 million teenagers, or around 5.5 percent of the total, will experience mental health problems. However, only about 2.6 percent of them actually seek counseling help, both for their emotional and behavioral problems." The need to prevent things that have a negative impact on student development can start from the counseling guidance services provided by counselors. Some of the research results above show that guidance and counseling services have not described good services, and supervision carried out by the principal is also not optimal in its implementation. So based on the explanation above, the researcher intends to describe how the effect of the implementation of

supervision by the principal on guidance and counseling services in public junior high schools in Malang City.

2. Method

The method used is a quantitative approach with a descriptive research design. The research consists of two variables, namely Principal Supervision (X) and Guidance and Counseling Services (Y). The research population was 108 using the entire population as a sample, so the total research sample was 108 respondents from State Junior High School guidance and counseling teachers Malang City. Data collection in the research used a research instrument in the form of a research questionnaire using a Likert scale with 5 alternative answers adapted to field conditions. Testing the feasibility of the instrument was carried out using expert tests by Educational Administration lecturers and Guidance and Counseling lecturers, then validity and reliability tests were carried out using the SPSS 20 For Windows program. This research uses descriptive analysis techniques to describe the level of implementation of principal supervision variables and guidance and counseling service variables. The analysis prerequisite tests carried out include normality tests, linearity tests, and heteroscedasticity tests. Hypothesis testing is carried out through the Pearson product moment correlation test, simple regression analysis, and the coefficient of determination test to determine whether there is an influence between variables.

3. Results and Discussion

3.1 Result

3.1 Result

3.1.1 Description of Principal Supervision (X)

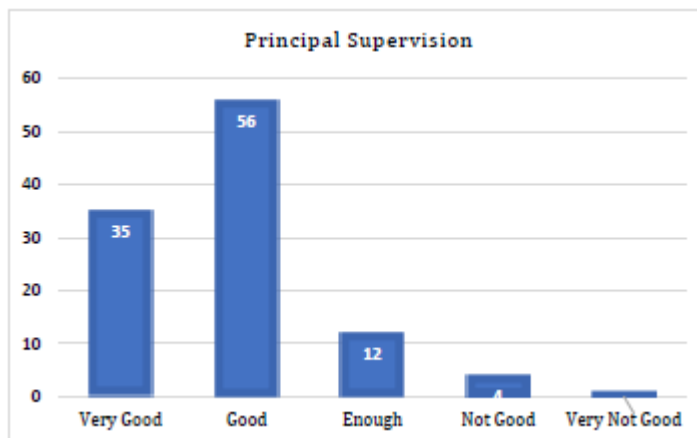
Variable principal supervision is variable freely explained in 2 sub variables, 14 indicators, and 23 items statement. Based on criteria category interval classes that have been determined by the researcher use the formula in chapter III is obtained results in table 3.1 as following:

Table 3.1 Variable Intervals Principal Supervision (X)

Interval Value	Category	Frequency	Percentage
95 - 115	Very Good	35	32%
77 - 94	Good	56	52%
59 - 76	Enough	12	11%
41 - 58	Not Good	4	4%
23 - 40	Very Not Good	1	1%
Total		108	100%

Based on Table 3.1 is obtained results that level variable principal supervision taken of 108 respondents that is as many as 35 teachers (32%) respondents state level principal supervision is at in category very good , 56 teachers (52%) respondents state level principal supervision is at in category good , 12 teachers (11%) respondents state level principal supervision is at in category enough , 4 teachers (4%) respondents state level principal supervision at in category not good , and 1 teacher (1%) respondent state level principal supervision is at in category very not good. The highest frequency is in the interval 95 - 115, so we can concluded that level principal supervision according to perception sample of BK

teachers in State Junior High Schools throughout Malang City in category good. As for the picture descriptive percentage principal supervision can seen in figure 3.1.



3.1.2 Service Data Description Guidance and Counseling Service (Y)

Variable guidance and counseling services is variable bound as described in 4 sub variables, 16 indicators, and 35 items statement. Based on criteria category interval classes that have been determined by the researcher use the formula in chapter III is obtained results in the table, as following:

T able 3.2 Variable Interval guidance and counseling services (Y)

Interval Value	Category	Frequency	Percentage
147 - 175	Very Good	55	51%
119 - 146	Good	46	43%
91 - 118	Enough	6	6%
63 - 90	Not Good	1	1%
35 - 62	Very Not Good	0	0%
Total		108	100%

Based on Table 3.2 is obtained results that level variable guidance and counseling services taken of 108 respondents that is as many as 55 teachers (51%) respondents state level guidance and counseling services is at in category very good , 46 teachers (43%) respondents state level guidance and counseling services is at in category good , 6 teachers (6%) respondents state level guidance and counseling services is at in category enough , 1 teacher (1%) respondent state level guidance and counseling services is at in category not good , and no There is respondents stated level guidance and counseling services is at in category very not good. The highest frequency is in the interval 147 - 175, so we can concluded that level service guidance counseling base according to perception sample of BK teachers in State Junior Good Schools throughout Malang City in category very good. As for the picture descriptive percentage guidance and counseling services can see in figure 3.2.

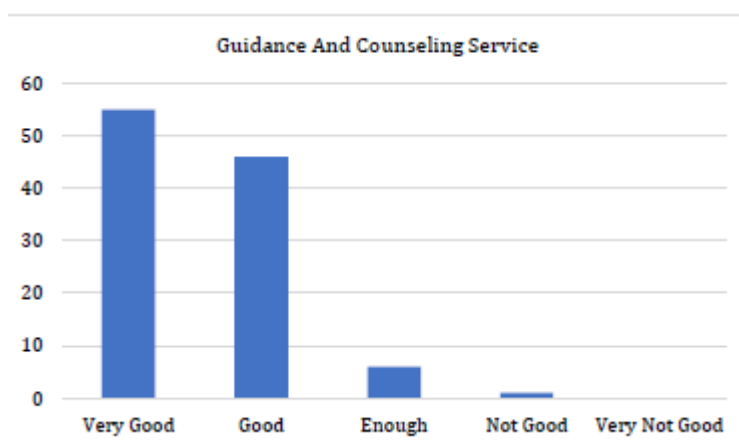


Figure 3.2 Analysis Results Descriptive Variable Guidance and counseling services

3.1.3 Analysis Correlation Product Moment Pearson

Testing use analysis correlation *product moment pearson (2-tailed)* for know is there is connection between principal supervision (X) with guidance and counseling services (Y). Product moment person correlation test results between principal supervision (X) with guidance and counseling services (Y) can seen in table 3.3.

Table 3.3 Hypothesis Test Results Principal supervision (X) with guidance and counseling services (Y).

		Correlations	
		Principal supervision	Guidance and Counseling Service
Principal supervision	Pearson Correlation	1	,440**
	Sig. (2-tailed)		,000
	N	108	108
Guidance and counseling services	Pearson Correlation	,440**	1
	Sig. (2-tailed)	,000	
	N	108	108

Based on hypothesis test calculations mark *pearson correlation* 0.440 which means that there is level sufficient correlation strong and earned mark significance of more than 0,000 small rather than 0.05 or (0.000 < 0.05). So it can be concluded that overall there is a relationship between principal supervision and guidance and counseling services, and the two variables have a positive relationship because the Pearson correlation value is positive.

3.1.4 Simple Regression Analysis

Simple regression analysis used for test influence between variable principal supervision (X) against variable guidance and counseling services (Y). If value significance < 0.05 means there is influence between variable X to variable Y, meanwhile If mark significance > 0.05 means No there is influence between variable X to variable Y. Regression test results can seen in table 3.4.

Table 3.4 Result Test Simple Regression Analysis

Model	Understandarized Coefficients		Standardized Coefficients	t	Sig.
	B	Std Error	Beta		
1 (Constant)	96,468	9,646		10,001	,000
Principal Supervision	,334	,066	,440	5,046	,000

Based on Table 3.4 is known that Constant (a) value is 96,468, whereas mark principal supervision (b/ coefficient regression) of 0.334, so equality the regression can written:

$$Y = a + Bx$$

$$Y = 96.468 + 0.334X$$

The constant value of 96.468 means that the constant value of the guidance and counseling services variable is 96.468, and every 1% increase in the value of principal supervision, the value of guidance and counseling services will increase by 0.334. The regression coefficient is positive so it can be said that the direction of the influence of variable X on variable Y is positive. Based on the significance value of the coefficient table, the significance value is 0.000 < 0.05 so it can be concluded that the principal supervision variable (X) affects the guidance and counseling services variable (Y).

3.1.5 Coefficient Determination

Coefficient determination used for see how much big influence between variable free that is principal supervision to variable bound yeah guidance and counseling services, if R number 2 become small or the more near with zero means the more small influence variable free to variable bound , and if R value 2 the more close to 100% then the more big influence variable free to variable bound (Sahir , 2021). Coefficient test results determination can seen in table 3.5.

Table 3.5 Results Test Coefficient Determination

Model	R	R Square	Adjusted R Square	Std. Error of The Estimate
1 Total Residual Regression	,440 *	,194	,186	15,763

Based on Table 4.15 explains big mark correlation / relationship R ie of 0.440. From this output obtained coefficient determination (Rsquare) of 0.194, which contains understanding that influence variable free that is principal supervision to variable bound that is guidance and counseling services is amounted to 19.4%. Can concluded that variable X has connection significant of 18.6% against variable Y, while 81.4% have connection with other outside variables study.

3.2 Discussion

3.2.1 Implementation of principal supervision

The results of the descriptive analysis show that the assessment of guidance and counseling teachers in state junior Good schools throughout Malang City regarding the implementation of supervision carried out by school principals based on the supervision techniques carried out is in the good category. The principal is responsible for guiding teachers

in their professional development, as well as conducting research to determine teacher development that is appropriate to current conditions (Tanama dkk., 2016). The position of the principal as a supervisor is important for improving the quality and professionalism of the work of teachers and school staff, one of which is guidance and counseling teachers. This is in accordance with the opinion Rahim, dkk. (2022) which states that supervision is an important activity as an effort to encourage guidance and counseling teachers to carry out their duties professionally and further improve their abilities, so that it is really necessary for a principal as a supervisor to carry out his duties as an effort to improve the quality of education, especially in guidance and counseling services. .

In the implementation of principal supervision, researchers focused on two sub-variables, namely individual supervision techniques and group supervision. Based on the results of research data with respondents totaling 108 guidance and counseling teachers in state junior Good schools throughout Malang City, the implementation of supervision techniques carried out by principals tends to be carried out more often using group supervision techniques. Group supervision techniques are one way of carrying out supervision carried out on more than one teacher (Ismuha, 2019). Group supervision techniques emphasize interaction between fellow guidance and counseling teachers both within one school and from various schools with the aim of being able to exchange ideas about anything related to counseling guidance, both problems faced by guidance and counseling teachers or things that can be done to improve and maintain the quality of counseling guidance services. In its implementation, school principals in State Junior Good Schools throughout Malang City have directed guidance and counseling teachers to take part in MGBK activities or seminars related to guidance and counseling, and hold joint guidance and counseling teacher meetings. Teacher council meetings are held to discuss matters relating to guidance and counseling services in schools and as a place to exchange ideas between guidance and counseling teachers and school principals as supervisors in overcoming the problems faced. This is in line with what was stated Gunawan & Benty (2017) that teacher deliberations and teacher meetings were held to discuss various matters related to the implementation of education and as a place to exchange ideas between teachers. So it is hoped that with this implementation teachers can help each other solve problems they face and gain new experience in the field of guidance and counseling, apart from that the principal can find out what problems or obstacles are being experienced by teachers and try to help them.

Second, the principal in implementing individual supervision of guidance and counseling teachers also has a good category level after group supervision. Arikunto stated that individual supervision is assistance by supervisors to individual teachers both in the classroom and outside the classroom (Supriatman, 2019). Individual supervision is carried out between supervisors and individual teachers so that the results obtained are deeper and more individual in nature. Individual supervision carried out by the principal through class visits, both planned and unplanned. Supriatman, (2019) stated that class visits aim to help teachers solve problems experienced in the classroom and try to help solve these problems with the teacher concerned. Furthermore, there is classroom observation by observing the teacher while teaching in class. This aims to obtain objective data related to the implementation of learning in the classroom. The principal can also provide personal advice and input to the guidance and counseling teacher both in formal and non-formal meetings, and recommend guidance and counseling teachers to carry out individual assessments. Self-assessment is one of the supervision techniques where teachers assess themselves. This technique requires a

measuring tool, one of which is a self-evaluation checklist, with the hope that teachers will be able to independently find out what their strengths and weaknesses are, but this technique requires objectivity and honesty. (Supriatman, 2019).

It can be concluded that the principal has implemented his role as supervisor well in terms of implementing supervision based on individual and group techniques for guidance and counseling teachers in State Junior Schools throughout Malang City. This is in line with previous research which stated that supervision is a service to teachers both individually and in groups. The principal has made efforts to maintain and improve the quality of educational services by carrying out quality control on all processes related to education, one of which is guidance and counseling services. The function of the principal as a supervisor was stated by, Hanafiah (2018) among others: (a) raising the enthusiasm of teachers to carry out their main duties and functions well; (b) fostering good cooperation between teachers; (c) strive to improve the competence of teachers and school employees, one of which is by sending teachers to undergo training or upgrading; and (d) fostering good working relationships between schools . With the supervision both individually and in groups that has been implemented by the Principals in State Junior Good Schools throughout Malang City, it shows that the principal has fulfilled the function of the principal as a supervisor well.

3.2.2 Guidance and Counseling Services

The results of the descriptive analysis show that the overall level of guidance and counseling services in State Junior Good Schools throughout Malang City is in the Good category. Of the 108 BK teachers in State Junior Good Schools throughout Malang City as respondents, 87 teachers (81%) were Bachelor of BK graduates while the other 21 teachers (19%) came from non-BK, this is in accordance with what has been stipulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 Article 1 Point 4 which states that "Guidance and Counseling Teachers are educators who have a minimum academic qualification of a Bachelor of Education (S-1) in the field of Guidance and Counseling and have competence in the field of Guidance and Counseling."

Based on the findings, guidance and counseling teachers in State Junior Good Schools throughout Malang City have implemented guidance service components in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 including (a) basic services; (b) individual specialization and planning services; (c) responsive service; and (d) system support, with the level of implementation in the good category. Of the four sub-variables, responsive service occupies the best first level in its implementation. Responsive services are the provision of assistance to students/counselees who face problems and need immediate help so that students/counselees do not experience obstacles in the process of achieving their developmental tasks (PERMENDIKBUD Number 111 of 2014), Yusuf emphasized that responsive services aim to fulfill The needs of students who are deemed to be experiencing obstacles in completing their development assignments (Ardimen, 2017), guidance and counseling teachers in State Junior High Schools Malang City provide services related to problems faced by students both *online* and *offline* , the existence of these two service systems means that guidance and counseling teachers have attempted to handle student problems immediately. because apart from direct service, students can request service *online* if students feel they cannot do it directly, this is in line with previous research that responsive service aims to help students who experience problems and need help

immediately because it is feared that this is related to personal development , social or environmental, apart from that it means that teachers are trying to keep up with developments in the digital era. Guidance and Counseling teachers also try to help find the best solution for students by considering things related to the problems they are experiencing, and if the Guidance and Counseling teachers are having problems or are unable to help their students, they will try to hand them over to other counselor who can help students overcome them. problems quickly. The essence of responsive service is how teachers try to help overcome problems that are being experienced by students and disrupt their personal development or the surrounding environment immediately.

Basic counseling guidance services in State Junior High Schools Malang City are in second place and are also in the good category in terms of implementation. Basic services aim to help counselees so that they can achieve their developmental tasks optimally which focus on the development of personal, social, learning and career aspects (PERMENDIKBUD Number 111 of 2014). Basic services aim to help students develop, understand themselves and their surrounding environment, be able to solve their own problems, be responsible and explore their surroundings more widely. The basic services here are implemented by conducting student needs assessments at the beginning of the semester which are used as a reference in implementing the counseling guidance program which is then realized in counseling guidance services both classically and in groups , and through counseling guidance programs based on the results of student needs assessments. Implementation is carried out using guidance methods that are appropriate to the students and based on the implementation time that has been planned at the beginning of the semester. The material presented in basic services is related to personal, social and future aspects which is able to help them face the challenges of change in the era of globalization, then it can also be about developing achievement motivation, *problem solving skills*, decision making skills, communication skills, and how they are able to be responsible for all the decisions they make (Ardimen, 2017). In essence, basic services are services that help students develop optimally.

The third level of service is system support and is in the good category level in its implementation. This service seeks to support the implementation of counseling guidance so that it runs smoothly. System support becomes a reinforcement for counselors and facilitates the implementation of the three previous service components (Ardimen, 2017). One of the efforts made is optimizing social media, which is certainly very helpful in providing *online* and flexible services. The internet is used as an effective means of supporting learning and has an impact on educational progress (Isriyah, et al, 2023) one of which is social media, optimizing social media also adapts to students who live in an era that is completely digital, social media is utilized effectively. either to disseminate information related to counseling guidance or matters related to BK. Apart from that, system support can also be interpreted in the form of increasing competence

as a guidance and counseling teacher, guidance and counseling teachers in State Junior High Schools Malang City implement various competency improvement programs in the field of guidance and counseling so that this encourages an increase in the quality of guidance and counseling services. Furthermore, BK teachers also try to build networks with counselors from various schools, this can be done simultaneously with MGBK. In essence, system support is something that supports or encourages the implementation of other service components so that they are carried out well. Specialization and individual planning services are at the last

level of the four BK services, but from the analysis results, specialization and individual planning services are in the Good category, this service aims to help students plan their future based on the interests and talents they have and their strengths and weaknesses. Specialization and individual planning services are assistance to students/counselees to be able to formulate and carry out activities related to planning their future related to their interests, as well as understanding the opportunities and opportunities available (PERMENDIKBUD No. 111 of 2014). The guidance and counseling teacher provides information regarding specialization programs to students at the beginning of the semester, and carries out mapping and strategies for placing students' specializations that are appropriate and serve when students want to cross specializations, teachers also help students to understand their own needs, how to adapt to the environment, and make efforts help students explore job opportunities that suit their interests and talents, so that students are able to plan and manage what they can do in the future. As an effort to improve services, guidance and counseling teachers also carry out evaluations and follow up on the results of these evaluations.

From the explanation of the findings above, it can be concluded that the implementation of guidance and counseling services in State Junior High Schools Malang City has been implemented well and from the results of the analysis in general it is in the good category seen from the 4 service components based on the PERMENDIKBUD Number 111 of 2014, this shows that guidance and counseling teachers have provided good service to students, both in solving students' problems, developing students' self-development, providing good services with system support, as well as planning and managing abilities for students' future.

3.2.3 The Influence of Implementing Principal Supervision on Guidance and Counseling Services

Based on the results of hypothesis testing presented, it is known that there is a positive and significant influence between the implementation of principal supervision on counseling guidance services. This finding is obtained based on data analysis which shows that the contribution of principal supervision (X) to counseling guidance services (Y) is 18.6% and positively related between the two variables. This shows that the hypothesis stating that there is a positive influence of the implementation of principal supervision on counseling guidance services is accepted. It can be interpreted that the supervision carried out by the principal, especially in the supervision techniques that have been implemented, is able to improve counseling guidance services by counseling teachers. If the supervision carried out by the principal has a low quality in its implementation, it will also affect the level of counseling guidance services provided by the school to its students. This is in accordance with the findings of Putri, et al (2021) that the better the supervision activities carried out by the principal, the higher the level of teacher competence. In addition, Gunawan (2015) argues that a good supervisor will foster an optimistic attitude and be able to motivate and inspire teachers to improve their performance. Through supervision teachers can ask for help and guidance from the principal regarding the problems they are facing, this is as stated by Sahirah, et al (2024) that supervision is to help teachers face problems, one of which is caused by the development of education, so supervision is important to help teachers adapt to changes in the world of education.

Supervision by the principal seeks to assist and encourage counselors to be able to carry out their duties optimally, that a teacher needs to get an encouragement to further improve

their performance in this case is counseling guidance services to students. The importance of counseling guidance services in schools is of course to guide students in passing their development towards growth and independence, in this development period of course they will experience problems that have an impact on their learning process, therefore quality counseling guidance services are needed. Counseling guidance cannot be separated in the education program, where counseling guidance activities are an accompaniment to education. Quality counseling services have an impact on the learning process of students, so it also affects efforts to improve the quality of learning and the quality of education. The learning process is the reason for the existence of the school as well as a measuring tool for the quality of education in the school (Suharsaputra, 2018). While the quality of education according to Marsudi, et al is not only the quality related to the intellectual of students but also related to the development of students who are free from problems in order to achieve balanced social, physical, psychological, emotional, and spiritual development (Irham & Wiyani, 2018). A quality school is a school that always strives for continuous improvement (Yuliana, 2022). So in this case the principal seeks to carry out quality control in counseling guidance services with supervision carried out both through individual and group techniques. Supervision must be able to provide assistance to counseling guidance services so that it has an impact on improving the quality of services provided. This is in line with the research of Syahputra, et al (2020) which states that the effect of principal supervision on the performance of counseling teachers is 22.23% and has a positive effect between the two variables. Furthermore, the findings of Putri (2018) show that the contribution of supervision to the performance of counseling teachers is 22.2%, the better the supervision received by counseling teachers at SMAN in Jambi City will affect the performance of counseling teachers.

The good supervision that has been carried out by the principal is not the main factor affecting the quality of counseling guidance services, there are still 81.4% other factors outside this study that affect the quality of counseling guidance services. As for other factors that affect the performance of counseling teachers according to researchers, one of them is the educational background where based on research findings there are 81% of counseling teachers who graduated from S1 Counseling Guidance while the other 19% came from Non-Counseling. This is in line with what was stated by Barida, et al (2019) that the more relevant the educational background of counseling teachers, the better the quality of counseling guidance services provided then Maryono (2014) also explained that the background and level of position greatly affect the success of a teacher, then in the implementation of counseling services in schools in Riskiwati's findings, among others, are influenced by educational background, work experience, work motivation, competence of counseling teachers, and facilities and infrastructure (Putri, 2018).

4. Conclusion

The conclusions in research on principal supervision (X) with guidance and counseling services (Y) in State Junior High Schools Malang City are explained as follows: (1). Supervision of school principals in State Junior High Schools Malang City is in the good category. The implementation of the group supervision technique sub-variable is in first place with a good category level, meaning that group supervision here has been implemented by the Principal well in accordance with what should be done, such as advising BK teachers to attend seminars or MGBK, and holding teacher meetings. Furthermore, the implementation of individual supervision techniques is in second place in the good category, meaning that individual supervision has also been implemented by the Principal well in accordance with what should

be done, such as holding class visits, class observations, individual meetings and individual assessments; (2) The implementation of guidance and counseling services in State Junior High Schools Malang City is in the good category. The implementation of the first sub-variable of counseling guidance services is responsive service which is in the good category, meaning that the guidance and counseling teacher has implemented responsive services in accordance with what is supposed to be done by providing assistance to students who need it quickly, providing services offline and online, and also trying to help. They are very good and try to transfer services if the guidance and counseling teacher feels inadequate and there are other teachers who are competent in this matter. The next sequence is basic services which are in the good category, meaning that the guidance and counseling teacher has implemented good basic services by trying to provide assistance in optimal personal development through the programs that have been created. Next, there is system support which is in the good category, where this is support for 3 guidance and counseling services such as the use of social media, communication between guidance and counseling teachers in other schools and between the surrounding environment. The final order, namely specialization services and individual planning, is in the good category, meaning that teachers have carried out services well such as conducting specialization assessments, providing training related to students' talents and interests, and helping students to understand their potential so they can develop in the future; (3). There is a positive influence between the implementation of principals supervision on guidance and counseling services in State Junior High Schools Malang City. If the implementation of supervision by the principal is better, the level of guidance and counseling services provided by the guidance and counseling teacher will be better.

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