



Guidance and Counseling Services Needs for Junior High School Students

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Abstract

Guidance and Counseling (BK) services play a crucial role in **supporting** students' personal, social, learning, and career development. To ensure the effectiveness of these services, regular updates to student needs data are required. This study aims to update the data on the needs of ninth-grade students at SMPN 5 Malang using a descriptive quantitative approach. A total of 179 students were selected as respondents through a purposive sampling technique based on the completeness of the needs assessment questionnaire. The instrument used was the Student Needs Questionnaire (AKPD), which consisted of 50 items categorized into four areas of BK services according to Permendikbud No. 111 of 2014. Data analysis was conducted using a percentage technique. The results showed that personal and learning areas were the most needed aspects for students, with a focus on emotional control, self-confidence, time management, and learning motivation. Meanwhile, social and career areas showed moderate levels of need. These findings emphasize the importance of updating needs assessments as a basis for developing relevant and contextual BK services..

Keywords: guidance and counseling, needs assessment, junior high school students

1. Introduction

Guidance and Counseling (BK) services are an integral part of the education system. BK services in schools help students recognize and develop their potential, overcome psychological obstacles they face, and plan optimally for the future (Corey, 2013). As a concrete effort to improve student potential, BK services function not only as routine interventions, but rather as a systematic process that supports students in identifying and overcoming their internal and external obstacles. Students often fail to fully develop and utilize their potential because they are not yet or even unaware of their potential and the obstacles -that hinder that development. Therefore, appropriate assistance is needed to provide understanding and develop students' potential. Meanwhile, BK services are also designed to facilitate students in life planning, including developing potential and interests as well as making career decisions (H. Khoirunnisa & Lestari, 2024). Therefore, BK. Services exist as a bridge for students' self-development by guiding them from their current condition to the next stage. Guidance and Counseling (BK) services in schools play a central role in supporting students' holistic development across emotional, social, academic, and career dimensions. Research at SDN 106 Bengkulu found that BK services help students develop their potential, understand themselves, and address problems before they arise (K. Khoirunnisa et al., 2024). Targeted Guidance and Counseling services not only serve as solutions to student problems but also as a means of prevention and sustainable potential development. When BK services are designed based on student needs data, their effectiveness increases significantly because the interventions provided are relevant and contextual.

In the context of junior high school (SMP), the need for guidance and counseling services is increasingly important, considering that students are at a stage of adolescent development that is vulnerable to experiencing emotional, social, academic, and career problems (Santrock, 2011). In this phase, students begin to face the challenges of complex social relationships, increasing learning demands, and environmental expectations regarding career choices. Research conducted by Rachmayanie et al. (2020) shows that most Generation Z students in junior high need guidance and counseling services, especially in personal, social, and career aspects. This indicates that relevant and needs-based guidance and counseling programs not only help solve student problems but also function as a preventive strategy and for overall self-development. Therefore, guidance and counseling services in junior high schools need to be designed based on needs to have a positive impact on student development.

One important approach to ensuring the relevance and effectiveness of guidance and counseling services to meet student needs is a systematic needs assessment. Needs assessments aim to systematically and measurably map students' real needs as the basis for planning comprehensive guidance and counseling (BK) services so that the services provided are on target and address the needs that students actually require (Gysbers & Henderson, 2012). According to Astamovich and Coker, as cited in Naqiyah (2018), the needs assessment stage can provide important information for school counselors to design and redefine the entire BK program tailored to the real needs of students and the school counseling services offered within it. Planning a comprehensive BK program always begins with identifying student and environmental needs, so that each intervention is designed based on objective data, not mere assumptions. Thus, needs assessments serve not only as a diagnostic step, but also as a foundation for creating a BK program that covers personal, social, learning, and career areas, thus ensuring that the services provided are truly relevant, preventive, and able to support optimal student development. Without a needs assessment, guidance and counseling programs risk being ineffective because they are not contextualized to the student's situation. Research shows that mapping student needs through initial assessments can improve the accuracy of guidance and counseling interventions (Rachmayanie et al., 2020).

However, not all schools use needs assessments as the basis for developing guidance and counseling services. In many cases, service programs are still top-down and not based on student needs data (Retna, 2025). This creates a gap between the services provided and the expectations and actual problems faced by students in the field. Therefore, an initial needs assessment is necessary to obtain an objective picture of students' actual needs as a basis for decision-making regarding guidance and counseling services.

Needs assessment is an essential first step in comprehensive Guidance and Counseling (BK) service management. Needs assessment is a systematic process to identify gaps between current and desired conditions. This theory was popularized by Roger Kaufman, known as the "Father of Needs Assessment." Kaufman, as quoted in Phillips (2021), stated, "The external needs assessment links school efforts and results to social requirements and realities." This theory demonstrates that needs assessment not only serves to place students at the center of attention but also connects school services to broader social goals. In the context of BK management, needs assessment is included in the planning function, as it helps counselors set service priorities based on students' actual needs, design annual programs, and manage resources efficiently. Recent research supports the importance of needs assessment as a foundation for effective BK management planning. A systematic review found that needs assessment helps counselors understand students' needs across various personal, social, learning, and career dimensions so that interventions can be designed.

According to the local context, including the use of technology in data collection (Cahyaningtyas & Suherman, 2025). The essence of needs assessment is to provide

direction and focus for the counselor's work based on data, so that the program is not merely carried out routinely, but truly addresses the needs of student development in personal, social, academic, and career. Need assessment is an integral part of BK management that drives the planning, organizing, implementation, and evaluation functions based on data and real context. The need assessment technique using a Guidance and Counseling service needs questionnaire in the process is part of a professional approach in comprehensive BK program management, because it can describe the priority of student needs in 4 main areas, namely; (1) personal, (2) social, (3) learning, and (4) career. Thus, the use of the BK service needs questionnaire is not only practical, but also theoretically supported as a valid and reliable decision-making instrument in the preparation of service programs that are adaptive and responsive to the real conditions of students.

Even if schools already have data from previous needs assessments, it is crucial to update the data regularly to ensure that Guidance and Counseling (BK) service programs remain relevant to current student needs. In the dynamics of adolescent development, student needs fluctuate and are heavily influenced by social, technological, curricular, and environmental pressures (Santrock, 2011). Therefore, outdated data may no longer reflect current conditions, making services less effective or off-target. According to Kaufman and Guerra (2013), needs assessment should not be viewed as a one-time activity, but rather as an ongoing cycle within dynamic program planning. In BK management, this is included in the principle of "continuous evaluation" to ensure program effectiveness and relevance. Furthermore, a comprehensive BK approach emphasizes the importance of services based on current and up-to-date data. By updating needs data, counselors can design services that truly address students' current realities, positively impacting service effectiveness, student engagement, and student development outcomes. So, even though previous data is available, updating data is a form of professional and strategic responsibility in adaptive and visionary BK service management.

Needs assessment instruments for Guidance and Counseling (BK) services must be based on basic theories in the field of guidance and policy guidelines applicable in Indonesia. One of the main foundations is Minister of Education and Culture Regulation No. 111 of 2014 concerning Guidance and Counseling, which explicitly divides BK services into four development areas: personal, social, learning, and career. These four areas serve as a framework for designing comprehensive service programs integrated with students' developmental needs. Therefore, the development of needs assessment instruments also needs to refer to these four aspects to comprehensively map students' needs.

Thus, this study aims to update data on the need for Guidance and Counseling services based on the four service areas listed in Permendikbud No. 111 of 2014, namely personal, social, learning, and career. This data update is carried out to ensure that the Guidance and Counseling service program designed and implemented truly suits the actual needs of students. Therefore, the results of this assessment are expected to serve as a basis for managerial decision-making, particularly in planning a comprehensive Guidance and Counseling program that is adaptive, contextual, and based on the latest data.

2. Method

This study uses a quantitative type with a descriptive approach. This approach was chosen because it aims to systematically describe the needs of student guidance and counseling services. Descriptive research is research conducted to determine the value of independent variables without making comparisons or connecting them with other variables (Sugiyono et al., 2018). The population in this study were ninth-grade junior high school students with a sample size of 179 students. This study used a *purposive sampling technique*, namely a sampling

technique based on certain considerations relevant to the research objectives. In this case, the selected respondents were ninth-grade students who had completed the *needs assessment questionnaire* completely and validly. The selection of this *purposive sampling technique* was carried out to ensure that the data analyzed truly came from respondents who provided complete and accountable information, so that the research results were more accurate and relevant in describing the real needs of student guidance and counseling services.

This research instrument uses the Student Needs Questionnaire (AKPD) as the main instrument for collecting data. AKPD is an assessment instrument designed to identify areas of need in the personal, career, learning, and social areas perceived by students (S. Astuti, 2025) . This instrument is used in guidance and counseling to identify students' areas of need in these four areas. AKPD is designed with several closed-ended statements that cover personal, career, learning, and social aspects relevant to students' needs and development. Each question on the AKPD measures various aspects that may be their needs.

The instrument is structured as a dichotomous scale (yes = 1, no = 0). There are a total of 50 statements, divided into four areas: (1) Personal, (2) Social, (3) Learning, and (4) Career. Each statement reflects a condition or need that the student may be experiencing, so a “yes” response indicates the need for services in that area.

This study used percentage data analysis techniques. Data obtained from the Student Needs Questionnaire (AKPD) were analyzed to determine the proportion of students' need for Guidance and Counseling services in four areas: personal, social, learning, and career. Each "yes" answer to a questionnaire item was counted and compared with the number of respondents to determine the percentage of need for each item and area. This technique was used to identify which areas of Guidance and Counseling services are most needed by students, as well as the focus of problems that arise in each area, which then became the basis for developing a Guidance and Counseling service program that is targeted and based on real needs data.

3. Results and Discussion

3.1. Result

This study aims to identify the guidance and counseling service needs of ninth-grade students in the 2024/2025 academic year. Data analysis from the Student Needs Questionnaire (AKPD) indicates that the need for guidance and counseling services is divided into four areas, with the following percentages.

Table 3.1 Data Analysis Results

No.	Data Requirements	Frequency	Percentage	Interpretation
1.	Personal Field			
	1.1 Emotional Control	109	60.9%	Currently
	1.2 Confidence	103	57.5%	Currently
	1.3 Mental Health	107	59.8%	Currently
	1.4 Time Management	106	59.2%	Currently
2.	Social Field			
	2.1 Peers	98	54.97%	Currently
3.	Field of Study			
	3.1 Postponing Tasks	111	62%	Currently
	3.2 Learning at Certain Times	98	54.97%	Currently
4.	Career Field			

4.1 Scholarship Information	105	58.7%	Currently
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Information:

- If the percentage is $\geq 76\%$, then the category is High
- If the percentage is 51–75%, then the category is Medium
- If the percentage is $\leq 50\%$, then the category is Low

A total of 179 students responded that the highest areas of need for services were personal and learning, with a percentage above 50% of students responding that they needed guidance services in these areas. Meanwhile, social and career areas were ranked the lowest. In the personal area, from the topic of Emotional Control, there were 109 students (60.9%) who responded that they needed this service, the topic of Self-Confidence was 103 students (57.5%), the topic of Mental Health (59.8%), and the topic of Time Management (59.2%). From these results, it can be seen that the personal aspect is the main need of students.

In the social field, 98 students (54.97%) responded that they needed peer support services. This indicates that students still need guidance services, either individually or in groups, as indicated by the data analysis.

In the learning area, 111 students (62%) responded that they needed services regarding procrastination or procrastination in their learning process, and 98 students (54.97%) responded to the topic of studying at specific times. This indicates that students still have relatively low learning motivation and require basic or responsive services. Furthermore, they are still confused about managing their time while studying.

In the career field, 105 students (58.7%) responded that they needed career services regarding scholarship information. This indicates that students are still unaware of scholarship information for further education, necessitating classroom guidance services to assist them.

There are as many as 50 statements that have been given in the form. Based on the analysis results for 9th-grade students, the most prominent needs were in the personal and learning areas, while the social and career areas were less prominent. Although services have been provided in accordance with the analysis results, the implementation of guidance and counseling services does not stop there. Services that have a relatively high percentage of needs are still provided intensively, especially when there are additional hours to provide services to students. This approach ensures that the most dominant student needs are optimally met, while maintaining the continuity of services in all areas of guidance and counseling. The guidance and counseling services provided are not only responsive to identified needs but also adaptive to the dynamics of student needs that may arise periodically, thus supporting student development comprehensively and effectively.

The services provided are not only curative but also preventive, providing educational and preventative programs specifically designed for students at their developmental stage. The curative function can directly assist students experiencing problems, typically through responsive services. Meanwhile, the preventive function anticipates various problems that may arise in the future (Rahayu Wiladatika Iswanto, 2024).

3.2. Discussion

Guidance and Counseling (BK) services for 9th-grade students are fundamentally important as a basic and responsive effort to support the overall development of students, encompassing personal, social, learning, and career aspects. Essentially, BK services aim to help students identify and address various issues that arise during this crucial transition period, such as confusion in choosing the next level of education, academic pressure, and social challenges experienced by adolescents. Basic BK services are preventive and developmental, implemented both in class and in groups, helping students understand

their potential, manage emotions, and improve social skills to optimally adapt to the school and community environment. BK functions not only as a problem-solving (curative) tool, but also as a preventative measure and development of students' potential so they can grow independently and confidently in facing the future (Sandra, 2022).

Guidance and Counseling services are crucial for ninth-grade students because this period is crucial for identity formation and future planning, particularly in career and further education. Responsive guidance and counseling services provide personalized support to help students manage academic stress, interpersonal conflict, and the psychological changes typical of adolescence. Furthermore, guidance and counseling act as mediators, connecting students with teachers, parents, and other school stakeholders to create a supportive and inclusive learning environment. The functions of guidance and counseling services, encompassing understanding, prevention, development, healing, and channeling, are crucial for helping students understand themselves, plan their careers, and adapt effectively to new environments (Ardiansyah, 2021). With a collaborative and structured approach, guidance and counseling services enable ninth-grade students to maximize their potential and thoroughly prepare themselves for the academic and social challenges of the next level (Eva Sasmita, Miftah Rahmadini, Fakhur Razi, 2025)

3.2.1. Service Needs in the Personal Field

Based on the data analysis, it was found that 109 students (60.9%) responded that they needed this service. 103 students (57.5%) addressed the topic of Self-Confidence, 59.8% addressed the topic of Mental Health, and 59.2% addressed the topic of Time Management. This clearly indicates that personal guidance services are still highly needed, both through classical and responsive guidance. Personal guidance services are a systematic effort provided to students to help them recognize and understand themselves, overcome personal problems, and develop a healthy and independent personality (Hartati et al., 2021) . These services include developing self-concept, managing stress, and establishing healthy lifestyle habits, both physically and psychologically.

The personal aspect of guidance and counseling services is crucial because it focuses on developing aspects of students' self-esteem related to self-confidence, emotional management, and self-care. Adolescence is a critical period during which students face various physical, psychological, and social changes that can impact their mental and emotional well-being. Guidance and counseling services in the personal aspect help students identify their strengths and weaknesses, manage stress, and develop a positive attitude toward themselves. For example, interventions that emphasize increasing self-confidence and time management can help students cope more effectively with academic and social pressures. Humanistic theorist Carl Rogers stated that learning is a holistic, personal concept, where teachers must interact intellectually and emotionally with students. According to Rogers, humanistic education positions teachers as facilitators who help students discover and develop their potential freely and responsibly.

Research by Hesti (2024) shows that the strategy of providing classical guidance services with a problem-based learning model can increase student self-confidence through solving real problems, group discussions, and providing inspirational examples directly from counselors or BK teachers. A study at SMPN 1 Baitussalam (2024) found that individual and group services provided by BK teachers, as well as parental involvement, effectively improved students' time discipline and ability to set priorities (Vina Chaira Amalia, 2024) . Research by Astuti (2025) highlights the urgency of integrating mental health programs into personal guidance services, such as training in relaxation techniques, mindfulness , and education about the importance of maintaining mental health as part of the school program. Services that can be implemented based on the analysis results are, students can be provided with services in the form of case studies, expository using PowerPoint media, and training students directly to overcome problems in the personal field that arise..

3.2.2. Service Needs in the Social Sector

A total of 98 students (54.97%) responded that they needed peer-related services in the analysis. Social guidance services for ninth-grade students are crucial for helping them develop healthy and effective social interaction skills, particularly in the context of peer relationships. Adolescence is a critical period in which students begin to form a social identity and learn to manage complex interpersonal relationships. Therefore, this service aims to help students understand their social environment, overcome social problems, and improve communication and empathy skills.

According to John W. Santrock, a child development theorist, peers are people of approximately the same age and maturity level. Peer relationships are a social and moral development that involves mental development and changes in how students communicate with others, both individually and in groups. The social aspect of guidance and counseling services plays a crucial role in helping students develop skills in interacting with their social environment, especially with their peers. During adolescence, social relationships are crucial for students' psychosocial development. Guidance and counseling services in the social area help students learn effective communication,

manage conflict, and build healthy friendships. Developing these social skills is essential to addressing difficulties in making friends, bullying, or social isolation, which can disrupt students' learning and mental well-being. The use of educational media such as snakes and ladders games or interactive simulations in group guidance has been shown to be effective in improving students' social skills and motivation to interact.

Research by Nirmala et al. (2025) states that developing a snakes and ladders media as an aid in group guidance to improve high school students' disciplinary behavior. This media was validated as highly feasible and effective in increasing social interaction and student engagement during guidance sessions, which indirectly improves social relationships between students. This media also provides an interactive and enjoyable learning experience, thereby increasing student motivation. This can be applied to ninth-grade junior high school students so they can engage in fun learning activities while playing while also gaining education about personal matters. A collaborative approach between guidance counselors, students, and parents is highly recommended to strengthen students' social networks and overcome existing social barriers..

3.2.3. Service Needs in the Field of Learning

There were 111 students (62%) who filled out if they needed services regarding the topic of Procrastination or procrastination in their learning process, and the topic of Studying at Certain Times as many as 98 students (54.97%). The learning area in the Guidance and Counseling service is very much needed because it focuses on improving students' abilities to manage the learning process effectively. Many students face various learning obstacles such as lack of motivation, poor time management, and difficulties in organizing learning strategies. Guidance and Counseling services help students identify learning styles, develop independent learning skills, how to achieve success, and overcome obstacles that interfere with academic achievement. For example, counseling that emphasizes time management and learning techniques has been shown to improve students' concentration and learning outcomes. In addition, learning area services also provide support for students who experience specific difficulties such as learning disorders or academic stress.

According to the theory of David Ausubel, a cognitive learning theorist, he emphasizes the importance of meaningful learning and the use of previously understood concepts. With this service, students can optimize their academic potential, increase their confidence in learning, and achieve their desired educational goals. Therefore, the learning area is a key pillar of guidance and counseling services, directly contributing to student academic success and competency development.

As the second highest need, this service area is needed by students to overcome various learning challenges. Previous research has shown that guidance and counseling services that integrate time management techniques, effective learning strategies, and academic counseling improve student achievement and motivation (Melinda et al., 2025). Counselors or guidance and counseling teachers need to facilitate the development of learning styles and independent learning strategies through adaptive, technology-based services to overcome learning barriers experienced by students. Regarding this issue, we can provide guidance and counseling services in the form of educational cinema, as well as simple tests to determine their learning styles, so that students can achieve according to their potential and their respective learning styles.

3.2.4. Career Service Needs

In the career field, 105 students (58.7%) responded that they needed career services regarding scholarship information. Career services within the guidance and counseling service process are crucial for helping students prepare for their future in a more focused and realistic manner. At the junior high school level, particularly in grade 9, students begin to face the choice of further education and begin to develop a picture of the world of work. Career guidance and counseling services help students identify their interests, talents, and potential so they can make informed decisions regarding education and careers. Career counseling also provides information on various educational and professional options, as well as the skills needed to enter the workforce.

According to Eli Ginzberg, an expert in career guidance theory, the tentative and realistic stages are critical times when students begin to determine their educational and career paths. Scholarship services can be a crucial facilitator, helping them explore and realize these career choices by providing financial support and broader educational access. With proper guidance, students can reduce anxiety and confusion in determining their future direction. Furthermore, career services also equip students with planning and decision-making skills that will be useful throughout life. Therefore, career guidance is a crucial part of guidance and counseling services, supporting students in optimally preparing themselves to face future challenges and opportunities.

Recent research emphasizes the importance of career guidance services that utilize psychometric instrument-based approaches such as the RIASEC to help students solidify their career choices (Pramitha et al., 2025). Group guidance using the RIASEC method significantly improves students' career choice confidence. Innovations in guidance and counseling services in the Society 5.0 era also integrate cybercounseling and digital applications to provide accurate and accessible career information (Burhani et al., 2024).

A collaborative approach between counselors, teachers, and parents is also crucial to supporting students' career planning. Direct support from counselors, structured, technology-based career services, and the provision of structured, technology-based career services will facilitate students in making informed and planned career decisions, particularly in accessing information about schools, scholarships, and future career prospects

4. Conclusion

The need for guidance and counseling (BK) services for ninth-grade junior high school students is crucial to supporting their holistic development. At this stage, students face various psychological, social, academic, and career preparation challenges that require specialized attention through targeted BK services. A student needs assessment (AKPD) is a crucial first step in identifying individual and group student needs so that BK services can be designed effectively and responsively. BK services in the personal sphere help students develop self-confidence, manage stress, and build a healthy sense of self. This is crucial because adolescence is characterized by complex emotional and identity changes. With BK support, students can overcome psychological barriers and develop

independence. In the social sphere, BK services facilitate the development of communication skills, empathy, and the ability to build positive peer relationships, which are essential for managing conflict and social pressures .

In the area of learning, Guidance and Counseling provides time management strategies, learning motivation, and effective study techniques to help students cope with increasingly demanding academic demands. This service also helps students identify learning styles and overcome learning obstacles. In the area of careers, Guidance and Counseling prepares students to determine further education and career choices that align with their interests and talents, thereby reducing confusion and anxiety about the future. Overall, integrated Guidance and Counseling services based on the real needs of ninth-grade students are able to optimally support their personal, social, academic, and career development. Collaboration between Guidance and Counseling teachers, students, parents, and the school is crucial to the success of this service, so that students can grow into healthy, independent individuals who are ready to face future challenges.

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