

The Strategic Role of The Principal in Implementing Guidance and Counseling to Strengthen Teacher Performance at the Ar-Rasyid Foundation in Tanah Bumbu District

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Abstract: This study aims to analyze the strategic role of school principals in the implementation of guidance and counseling (BK) to improve teacher performance at Ar-Rasyid Foundation, Tanah Bumbu Regency. The research method used a qualitative approach with data collection techniques through interviews, observations, and documentation studies. The results showed that the principal acts as a motivator, supervisor, and facilitator in the implementation of guidance and counseling, which has a positive impact on improving teachers' pedagogical and psychological competencies. The findings reinforce the importance of collaboration between principals and counseling teachers in creating a conducive educational environment.

Keywords: Principal, guidance and counseling, teacher performance, ar-rasyid foundation

1. Introduction

Principals play a crucial role as educational leaders who are not only responsible for school administration, but also as agents of change in improving the quality of learning (Stringer & Hourani, 2016). Research by Geesa et al. (2024) showed that effective principals are able to create a collaborative school climate, including in supporting the guidance and counseling (BK) program. In Indonesia, the role of school principals in strengthening BK has been regulated in Permendikbud No. 15/2018 on Fulfilling the Workload of Teachers, Counselors, and Education Personnel, which emphasizes the importance of synergy between school principals and BK teachers in developing students.

Guidance and counseling do not only focus on students, but also plays a role in teacher capacity building (Gysbers & Henderson, 2022). According to Ayeni et al. (2024), a counseling program integrated with teacher development can improve pedagogical and emotion management skills. A study by Ansley et al. (2016) in Indonesia found that teachers who actively participated in counseling services showed improvements in stress management and teaching motivation. This finding is supported by research by Agyapong et al. (2023) which states that psychological support through counseling contributes to reducing the level of teacher burnout.

Teacher performance is influenced by various factors, including institutional support and psychological well-being (Tong, 2025). Research by Schiele et al. (2014) showed that school-based counseling interventions can improve teachers' self-efficacy in facing learning challenges. In the Indonesian context, a study by Rahim & Hulukati (2021) revealed that schools with structured counseling programs had teachers with higher levels of discipline and teaching creativity. However, a study by Akhter et al. (2018) found that the implementation of BK is still often constrained by the lack of training for BK teachers and the lack of budget allocation.

Some of the challenges in the implementation of counseling in schools include:

- a. Lack of Resources: Many schools experience limitations in the provision of facilities and counseling experts
- b. Teacher Resistance: Some teachers still consider BK as a secondary program
- c. Inconsistent Policies: Changes in education regulations often affect the sustainability of counseling programs

Although many previous studies have discussed the role of school principals or the implementation of counseling separately, there are still few studies that specifically examine:

- a. Principal's Leadership Strategy in integrating the counseling program with teachers' professional development.
- b. A measurable model of evaluation of the impact of counseling on improving teacher performance in foundation-based private schools.
- c. Contextual solutions to overcome the obstacles of counseling implementation in areas with socio-cultural characteristics such as Tanah Bumbu Regency.

The case study at Ar-Rasyid Foundation needs to be reviewed in light of these recent findings to identify relevant solutions.

2. Research Objectives

This research was conducted to analyze, identify and examine the management of al-furqon pesantren management:

- a. Identifying the role of school principals in supporting the optimization of guidance and counseling services to improve teacher performance.
- b. Analyzing the extent to which the integration of guidance and counseling programs in school management can increase the effectiveness of services in schools.
- c. Knowing how collaboration between principals and counseling teachers can strengthen supervision and the development of teacher professionalism.
- d. Evaluate the implementation of an effective monitoring and evaluation system in ensuring the successful implementation of guidance and counseling in schools.

3. Research Questions

There are four questions in this research

- a. What is the role of the principal in supporting the optimization of guidance and counseling services to improve teacher performance?
- b. To what extent can the integration of guidance and counseling programs in school management increase the effectiveness of services at school?
- c. How can collaboration between principals and guidance and counseling teachers strengthen supervision and the development of teacher professionalism?
- d. How can an effective monitoring and evaluation system be implemented to ensure the successful implementation of guidance and counseling in schools?

4. Literature Review

Principals play a crucial role as educational leaders who are not only responsible for school administration, but also as agents of change in improving the quality of learning (Acton, 2021). Research by Geesa et al. (2024) showed that effective principals are able to create a collaborative school climate, including in supporting the guidance and counseling (BK) program. In Indonesia, the role of school principals in strengthening BK has been regulated in Permendikbud No. 15/2018 on Fulfilling the Workload of Teachers, Counselors, and Education Personnel, which emphasizes the importance of synergy between school principals and BK teachers in developing students.

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Teacher performance is influenced by various factors, including institutional support and psychological well-being (Ahmed et al., 2022). Research by Parker et al. (2022) showed that school-based counseling interventions can improve teachers' self-efficacy in facing learning challenges. In the Indonesian context, a study by Salgong et al. (2016) revealed that schools with structured counseling programs had teachers with higher levels of discipline and teaching creativity.

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5. Methodology

5.1 Research Design

This research uses a descriptive qualitative approach with a case study method to explore the role of school principals in the implementation of guidance and counseling (BK) at Ar-Rasyid Foundation. The qualitative approach was chosen because it is able to provide an in-depth understanding of social phenomena through narrative and interpretation. Case

studies are used because the research focus is limited to one institution with a specific context, allowing for in-depth exploration (Simons, 2014).

The research procedure includes:

- a. Preparation Stage: Problem identification, literature study, and instrument preparation.
- b. Data Collection Stage: Interview, observation, and document analysis.
- c. Analysis Stage: Data reduction, data presentation, and conclusion drawing.
- d. Research participants were selected using purposive sampling technique with criteria:
- e. Principal (1 person) as the person in charge of counseling policy.
- f. BK teachers (2 people) as program implementers.
- g. Subject/Classroom Teachers (5 people) to assess the impact of BK on their performance.
- h. The number of samples was determined based on the principle of data saturation, which is when the information obtained has been repeated and there are no new findings.

5.2 Research Sample

This research will be conducted at the Ar Rasyid Insani Development Education Foundation located at Jalan Raya Batulicin Pagatan KM 251 Segumbang Village, Batulicin Sub-district, Tanah Bumbu Regency, which houses education units from the following levels:

- a. Kindergarten (TK)
- b. Integrated Islamic Elementary School (SDIT)
- c. Integrated Islamic Junior High School (SMPIT)
- d. Integrated Islamic Senior High School (SMAIT PLUS)

5.3 Research Instrument

This study used several instruments to collect comprehensive data. The instruments were designed to explore the different perspectives of the participants, including the principal, counseling teachers, and subject teachers. The following is a detailed explanation of the instruments used:

- a. Semi-structured Interviews
Semi-structured interviews were used as the main instrument to obtain in-depth qualitative data. The interview guidelines were developed based on the research questions, covering topics such as the principal's perception of the importance of counseling, supporting strategies, and barriers faced. The interview process was conducted face-to-face and recorded to ensure data accuracy. Each interview session lasted 30-60 minutes, with open-ended questions that allowed participants to provide detailed answers. The interview data were then transcribed and analyzed using thematic analysis techniques.
- b. Participatory Observation
Observation was conducted to directly observe the implementation of the counseling program in the school environment. Researchers were present in activities such as counseling sessions, teacher meetings, and counseling training to record the dynamics of interaction between the principal, counseling teacher, and other teachers. The observation notes focused on aspects such as:
 - 1) The role of the principal in motivating the implementation of counseling, Teachers' response to the counseling program, Technical obstacles that arose during the process.
 - 2) The observation data were then analyzed qualitatively using a content analysis approach to identify relevant patterns and themes.
- c. Documentation Study
Document analysis was used as a supporting instrument to strengthen findings from interviews and observations. The documents reviewed include:
 - 1) The annual work plan of the counseling program, teacher performance evaluation reports, minutes of meetings related to the development of counseling, these documents were analyzed to verify the consistency between the principal's policy and implementation in the field.
 - 2) The document triangulation technique was used to ensure data validity by comparing information from various sources.
- d. Questionnaire (Closed Questionnaire)
To complement the qualitative data, a questionnaire was distributed to teachers to measure their perceptions of the principal's role in counseling. The questionnaire used a Likert scale (1-5) with questions such as:
 - 1) "How often does the principal provide support in the implementation of counseling?"
 - 2) "How much impact does BK have on improving your teaching performance?"
 - 3) Quantitative data from the questionnaire were analyzed descriptively to see trends in responses

6. Findings and Discussion

6.1 Respondents' Demographic Analysis

The following are the results of in-depth discussions with various stakeholders in Ar-Rasyid Foundation, Tanah Bumbu Regency related to the role of school principals in implementing guidance and counseling (BK) to strengthen teacher performance.

6.2 Analysis of Research Questions

6.2.1 Research question 1: What is the role of the principal in supporting the optimization of guidance and counseling services to improve teacher performance?

The findings of the interpretation of the original text that shows the problems faced by the arrasyid foundation in the management of guidance and counseling. The hermeneutic analysis conducted shows that the main problem faced by principals is the principal's strategy in implementing guidance and counseling. This problem shows the highest frequency of 6 respondents. This is because there is no specific understanding in handling guidance and counseling. The results of interviews with 4 respondents support the findings of the questionnaire data from the interpretation results as follows.

Principals' Perspectives

"We act as a facilitator by providing a budget for BK training and ensuring the program runs according to schedule."(KP.1)

"After attending the counseling sessions, I am better able to manage stress when dealing with difficult students. However, the implementation time often clashes with teaching hours."(G.1)

"I feel that BK discusses more about students' problems and less about teachers' development needs."(G.2)

"We fully support the BK program as a long-term investment to improve teacher quality."(Y.1)

"Budget constraints sometimes hinder the implementation of external training, so we optimize internal resources."(Y.1)

"We have difficulty designing counseling materials for teachers due to lack of specialized training."(G.3)

6.2.2 Research Question 2: To what extent can the integration of guidance and counseling programs in school management increase the effectiveness of services at school?

a. Principal's perspective:

Principals emphasized that the integration of BK in school management has had a positive impact but still faces challenges. "We have seen improvements in student discipline and school climate since the BK program is more structured," said one principal. However, they admit that the main obstacle lies in the allocation of time and resources. "We are committed to involving BK more in school planning meetings, but we need the support of all parties," he added.

b. BK Teacher's response:

School counselors highlighted the importance of collaboration. "The counseling program will be more effective if teachers are willing to take the time to coordinate," said one counseling teacher. They also expressed difficulties in handling the high workload. "We are often overwhelmed to handle hundreds of students alone. Ideally the counselor-student ratio should be more balanced," they complained. Some counseling teachers suggested additional training to improve competency.

c. Foundation view:

The foundation representative expressed his support but with a caveat. "We are ready to allocate more funds for counseling, but there needs to be concrete evidence of its impact first," explained the head of the foundation. They emphasized the importance of measurable evaluation. "The counseling program must be able to show clear indicators of success, such as a decrease in truancy or an increase in test scores," he added.

d. Subject Teacher Responses:

Classroom teachers gave mixed responses. Some appreciated the role of BK. "Since there is a mentoring program from BK, it is easier for me to handle students with problems," said a mathematics teacher. However, there are also those who are still skeptical. "I haven't seen the direct benefits of counseling for the daily teaching process," another teacher commented. Many teachers complain that the BK schedule often clashes with class hours.

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6.2.3 Research Question 3: How can collaboration between principals and guidance and counseling teachers strengthen supervision and the development of teacher professionalism?

a. Principal's perspective:

The principal stated: "Collaboration with counseling teachers is very important in establishing a holistic supervision system. We use the data from the counseling teachers on teachers' psychological needs for performance evaluation." They proposed:

- 1) Creating a monthly forum with counseling teachers to discuss teachers' progress
- 2) Integrating counseling reports into the teacher performance appraisal system
- 3) Authorizing BK teachers to conduct classroom observations with a focus on teacher-student interactions.

b. BK Teacher's Response:

The counseling teacher stated: "We have psychological and pedagogical data that can complement the principal's assessment, but it has been underutilized." They proposed:

- 1) Develop a common observation instrument that covers aspects of:
 - 2) Teacher's emotional management in the classroom
 - 3) Communication techniques with problem students
 - 4) Ability to create a positive learning climate
- 5) Organizing collaborative training on:
 - 6) Stress management for teachers
 - 7) Basic counseling techniques for teachers

c. Foundation views:

The foundation representative emphasized: "We support this collaboration as long as it results in measurable indicators." They recommended:

- 1) Creating an MoU on the roles of each party
- 2) Allocating 20% of the teacher development budget for the collaborative program
- 3) Setting clear targets for achievement (e.g. 30% reduction in student complaints about teachers in 1 year)

d. Input from Subject Teachers:

Teachers said: "We need real mentoring, not just assessment." Their expectations:

- 1) Supervision from the principal and counseling teachers is conducted in an integrated manner.
- 2) Getting constructive feedback from both parties
- 3) The existence of a mentoring program that involves BK teachers as counselors

6.2.4 Research Question 4: How can an effective monitoring and evaluation system be implemented to ensure the successful implementation of guidance and counseling in schools?

a. Principal's perspective:

"We propose a data-driven M&E system with 3 main components," said the Principal. "First, monthly tracking of student cases through the BK information system. Second, assessment of the impact of counseling on school climate through teacher surveys. Third, quarterly meetings for program evaluation."

b. BK Teacher's View:

"We need practical instruments," said the BK Coordinator. "For example:

- 1) Follow-up form 2 weeks after counseling
 - 2) Student development portfolio
 - 3) Digital case recording application
- Without adequate tools, M&E is just a formality."

c. Foundation response:

"We are ready to fund the M&E system with conditions," explained the Head of the Foundation. "Need:

- 1) Measurable KPI indicators (e.g. 25% reduction in disciplinary violations)
- 2) Periodic reports with trend analysis
- 3) Annual external audit by an independent psychologist"

d. Subject Teacher Input:

"The evaluation should involve us," the Senior Teacher suggested. "Example:

- 1) Pre-posttest of student understanding
- 2) Checklist of behavioral changes in class
- 3) Monthly teacher-BK sharing forum

Without the input of teaching teachers, BK data is not comprehensive.

7. Conclusion

Based on the results of research and discussions with various stakeholders at Ar-Rasyid Foundation, Tanah Bumbu Regency, it can be concluded that principals play a strategic role in the implementation of guidance and counseling (BK) to strengthen teacher performance. As a facilitator, the principal succeeded in providing basic training and budget, although there are still obstacles in terms of program socialization and limited implementation time. On the other hand, teachers perceive the benefits of BK in emotional management and learning methods, although some of them still view BK as a program that focuses more on students than their self-development. Support from the foundation in terms of policy and funding is also an important factor, although there is a need to strengthen the evaluation system to measure the impact of BK in a more structured way.

This finding reinforces previous research which states that the success of the counseling program is highly dependent on active collaboration between the principal, counseling teachers, and all educators. However, challenges such as teacher resistance, limited resources, and lack of continuous evaluation still need to be addressed. Therefore, future recommendations include organizing regular workshops to equalize perceptions, special budgeting for BK teacher training, and collaboration with educational psychologists or universities to improve program quality. Thus, the implementation of counseling at Ar-Rasyid Foundation can be more focused and have a significant impact on improving teacher performance and overall learning quality.

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Conflict of Interest

The authors declare no conflicts of interest.

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