

IMPROVING MANGGARAI'S VOCATIONAL SCHOOL COUNSELING SERVICES WITH PROBLEM-SOLVING LEARNING UNDER MERDEKA CURRICULUM

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ABSTRACT

The aim of this study was to enhance the capacity of Guidance and Counseling (BK) services in Manggarai Regency through the Problem Solving Learning Model, targeting BK teachers in vocational education units. The primary goal was to improve the quality of guidance and counseling services provided in these educational institutions. To achieve this, BK teachers underwent training focused on various skills including problem identification, problem analysis, solution development, and continuous monitoring. The training also emphasized the creation of effective solution implementation work plans. The objective was to equip BK teachers with the necessary tools and techniques to address challenges and provide meaningful guidance to students. The results of the training indicated a high level of enthusiasm among BK teachers in Manggarai Regency. Feedback assessments showed positive ratings, particularly in the areas of problem identification, problem analysis, solution development, and continuous monitoring plans, all of which received an average rating of 3.66, categorizing them as "good." However, the aspect of solution implementation work plans received a slightly lower rating of 3.1, indicating room for improvement. This finding highlights the need for continued attention and support from BK teachers, facilitators, school supervisors, officials, and the community to enhance the quality of guidance and counseling services further. Improving the solution implementation work plans can lead to more effective problem-solving strategies and contribute to overall improvements in learning and education quality throughout Manggarai Regency. In conclusion, while the training showed positive outcomes and high enthusiasm among participants, ongoing efforts and collaboration are necessary to sustain and build upon these improvements in guidance and counseling services for the benefit of students and educational institutions in the region.

KEYWORDS

Capacity Strengthening; Guidance and Counseling; Problem-Solving Learning; Service Capacity; Vocational School



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INTRODUCTION

The disparity between the population of Guidance and Counseling (BK) teachers and the vast number of students in Indonesia is striking, with only 33 thousand BK teachers serving a staggering 18.8 million students, resulting in an alarming ratio of 1 BK teacher to 570 students (BPS, 2022). This shortage is particularly evident in regions like Manggarai, where 248 schools accommodate 43,294 students and employ 2,838 teachers, out of which only 247 are BK teachers, comprising a mere 7% of the total teaching workforce. This data underscores a critical shortage of BK teachers in Manggarai, indicating an educational crisis in terms of guidance and counseling resources.

The repercussions of this shortage extend beyond mere numbers. The absence of adequate BK teachers contributes to a lack of structured support for students facing various challenges. Furthermore, low recognition of the importance of guidance and counseling roles and the absence of robust pro-counseling policies exacerbate the situation. These factors collectively lead to behavioral issues among students, including bullying, school violence, inter-student conflicts, high dropout rates, and engagement in risky behaviors such as promiscuity (Sariguna Johnson Kennedy et al., 2019).

In response to this crisis, some schools have resorted to assigning guidance and counseling responsibilities to teachers of other subjects such as religion and civic education (Pendidikan Kewarganegaraan or PKN) (Khodijah, 2021). While this temporary measure may alleviate some immediate burdens, it highlights the urgent need for systemic solutions. Addressing the shortage of BK teachers is crucial not only for improving student well-being and academic performance but also for fostering a supportive and conducive learning environment across educational institutions in Manggarai and beyond.

According to Minister of Education and Culture Regulation no. 11 of 2020, which addresses teacher assignments during the Covid-19 Pandemic, Guidance and Counseling (BK) teachers play a crucial role in education. They are mandated to focus on three vital aspects of learning: character development, fostering freedom in learning, and implementing locally contextualized learning (Purwanti & Nurwati, 2023). Additionally, BK teachers are expected to adapt to new modes of interaction with students, such as providing online counseling services or utilizing social media platforms. Furthermore, BK teachers are tasked with understanding the diverse challenges and issues students face, and they are expected to offer appropriate and effective solutions to help students reach their full potential (Sholikhah, 2023). Within the framework of the Independent Learning Curriculum, BK teachers can provide essential support and guidance to students in designing and executing adaptive learning activities tailored to individual needs and characteristics (Islam et al., n.d.).

In practical terms, BK teachers also assist students in evaluating their learning outcomes effectively and provide constructive feedback for continuous improvement. This multifaceted role underscores the critical importance of BK teachers in not only providing counseling services but also actively contributing to students' holistic development and academic success during these challenging

times. These guidelines emphasize the evolving nature of the education landscape, requiring BK teachers to be versatile, empathetic, and innovative in their approaches to supporting students in their educational journey. According to Minister of Education and Culture Regulation no. 11 of 2020, which specifically addresses teacher assignments during the Covid-19 Pandemic, Guidance and Counseling (BK) teachers are recognized as pivotal figures in the educational framework. Their role extends far beyond traditional counseling duties, encompassing a range of responsibilities vital to the holistic development and academic success of students.

One of the primary mandates outlined in the regulation is for BK teachers to prioritize three crucial aspects of learning: character development, fostering a sense of freedom in learning, and implementing locally contextualized educational strategies (Purwanti & Nurwati, 2023). This directive reflects a broader acknowledgment within the education sector of the need for a comprehensive approach to student development, integrating not just academic knowledge but also ethical values and critical thinking skills. Moreover, the regulation underscores the adaptability required of BK teachers in the face of evolving educational landscapes, especially during times of crisis such as the Covid-19 pandemic. BK teachers are expected to embrace new modes of interaction with students, including the provision of online counseling services and leveraging social media platforms to engage and support students effectively.

In addition to these overarching responsibilities, BK teachers are entrusted with understanding and addressing the diverse challenges and issues that students encounter (Sholikhah, 2023). This includes providing tailored and effective solutions to help students navigate academic hurdles, personal struggles, and societal pressures, thereby empowering them to realize their full potential. Within the framework of the Independent Learning Curriculum, BK teachers assume a critical role in guiding students through self-directed learning journeys. They facilitate the design and implementation of adaptive learning activities that cater to individual needs and learning styles, fostering a more personalized and impactful educational experience (Islam et al., n.d.).

Practically, BK teachers play a vital role in evaluating students' learning outcomes and providing constructive feedback for continuous improvement. This feedback loop not only aids in academic progress but also contributes to students' overall growth and development. In essence, the multifaceted role of BK teachers as outlined in Minister of Education and Culture Regulation no. 11 of 2020 highlights their indispensable contribution to education. It emphasizes the need for BK teachers to be versatile, empathetic, and innovative in their approaches, thereby ensuring students' holistic development and success in navigating the complexities of modern education (Hayati, 2022).

Recognizing the pivotal role of Guidance and Counseling Teachers within the Independent Curriculum, a collaborative effort was initiated with the Manggarai District Guidance and Counseling Subject Teacher Deliberation (MGMP) learning community. This partnership led to the development of a Community Service (PkM) activity titled "Technical Guidance on Strengthening the Capacity of Guidance and Counseling Services through the Problem-Solving

Learning Model for High School/Vocational School Guidance Teachers throughout Manggarai Regency" by the Unika St. Paulus Ruteng Team. This initiative aims to enhance the skills and capacities of guidance teachers in Manggarai Regency, aligning with the strategic goals of the Independent Curriculum and fostering continuous professional development among educators.

RESEARCH METHOD

The method employed for the Technical Guidance Activities aimed at Strengthening the Capacity of Guidance and Counseling Teachers throughout Manggarai Regency revolves around the Problem Solving Learning (PSL) Model. Originating from the work of Allen Newell and Herbert A. Simon in 1972, the PSL model emphasizes the cultivation of problem-solving skills through active, interactive, and participatory learning methods (Bonilla R et al., 2020). This approach delves into understanding the social, emotional, and spiritual dimensions of individuals or groups, making it a comprehensive framework for educational interventions.

In adapting the PSL model for the specific context of guiding and counseling teachers in Manggarai district, modifications have been made based on the insights of Newell and Simon (Muzaimah et al., 2022). The modified steps include:

- 1) Identification of problems or challenges.
- 2) Problem analysis.
- 3) Solution development.
- 4) Solution implementation.
- 5) Evaluation and adjustment.
- 6) Continuous monitoring plan.

By following these steps within the PSL framework, BK teachers can systematically address challenges encountered while implementing the Independent Curriculum in Manggarai Regency. This structured approach not only fosters critical thinking but also promotes collaboration and effective problem-solving skills among educators.

The implementation of the PSL model in technical guidance activities is crucial for several reasons. First, it provides a structured methodology for identifying and analyzing issues, ensuring that problems are addressed comprehensively. Second, it facilitates the development of innovative solutions tailored to the specific needs of the educational context in Manggarai Regency. Third, it emphasizes the importance of continuous monitoring and evaluation, allowing for adjustments and improvements over time. Furthermore, this approach encourages BK teachers to engage in reflective practices, enhancing their professional development and contributing to the overall quality of guidance and counseling services in schools. By fostering a culture of critical inquiry and proactive problem-solving, the PSL model contributes significantly to improving the educational landscape and promoting student success in Manggarai Regency.

RESULT AND DISCUSSION

The methodology employed for Technical Guidance Activities aimed at strengthening the capacity of Guidance and Counseling Teachers throughout Manggarai Regency centers on the Problem Solving Learning (PSL) Model. Originating from the seminal work of Allen Newell and Herbert A. Simon in 1972, the PSL model underscores the development of problem-solving skills through active, interactive, and participatory learning methods (Bonilla R et al., 2020). This holistic approach encompasses understanding individuals' or groups' social, emotional, and spiritual dimensions, making it a comprehensive framework for educational interventions.

In adapting the PSL model for the specific context of guiding and counseling teachers in Manggarai district, modifications were implemented based on the insights of Newell and Simon (Muzaimah et al., 2022). The revised steps include identification of problems or challenges, problem analysis, solution development, solution implementation, evaluation and adjustment, and a continuous monitoring plan. This structured framework empowers BK teachers to systematically address challenges encountered while implementing the Independent Curriculum in Manggarai Regency, thereby fostering critical thinking, collaboration, and effective problem-solving skills among educators.

The implementation of the PSL model in technical guidance activities holds significant importance for several reasons. Firstly, it offers a structured methodology for identifying and analyzing issues comprehensively, ensuring a thorough approach to problem-solving. Secondly, it enables the development of innovative solutions tailored to the specific needs of the educational context in Manggarai Regency. Thirdly, it underscores the significance of continuous monitoring and evaluation, allowing for timely adjustments and ongoing improvements. Moreover, this approach encourages BK teachers to engage in reflective practices, thereby enhancing their professional development and contributing to the overall quality of guidance and counseling services in schools. By cultivating a culture of critical inquiry and proactive problem-solving, the PSL model significantly enhances the educational landscape, ultimately benefiting student success in Manggarai Regency and promoting a holistic approach to education.

The Technical Guidance Activities aimed at Strengthening the Capacity of Guidance and Counseling Services for High School/Vocational School Counseling Teachers throughout Manggarai Regency will be conducted using the Problem Solving Learning (PSL) Model. The schedule for these activities is as follows:

- 1) Correspondence and coordination with the Subject Teachers' Deliberation (MGMP) learning community for Guidance and Counseling in Manggarai district (1st Sunday, August 2023).
- 2) Gathering information about the understanding and experiences of guidance and counseling teachers regarding guidance and counseling subjects and practices at SMA/SMK in Manggarai (2nd Sunday, August 2023).
- 3) Preparation and development of materials by the resource persons/implementing team based on information gathered and diagnostic evaluations (2nd week, August 2023).

- 4) Conducting Technical Guidance Activities to Strengthen the Capacity of Guidance and Counseling Teachers throughout Manggarai Regency in Implementing the Independent Curriculum using the PSL Model (21-22 August 2023).
- 5) Providing feedback on the Technical Guidance process for Strengthening the Capacity of Guidance and Counseling Teachers throughout Manggarai Regency in the Implementation of the Independent Curriculum using the PSL Model (3rd Week, August 2023).
- 6) Making recommendations and creating follow-up plans for implementing PSL-based BK practices in the upcoming semester (even semester 2023/2024).

This structured flow ensures a systematic and comprehensive approach to enhancing the capabilities of guidance and counseling teachers in Manggarai Regency, aligning with the goals of implementing the Independent Curriculum and promoting effective problem-solving strategies within the educational context as drawing in Figure 1 below.

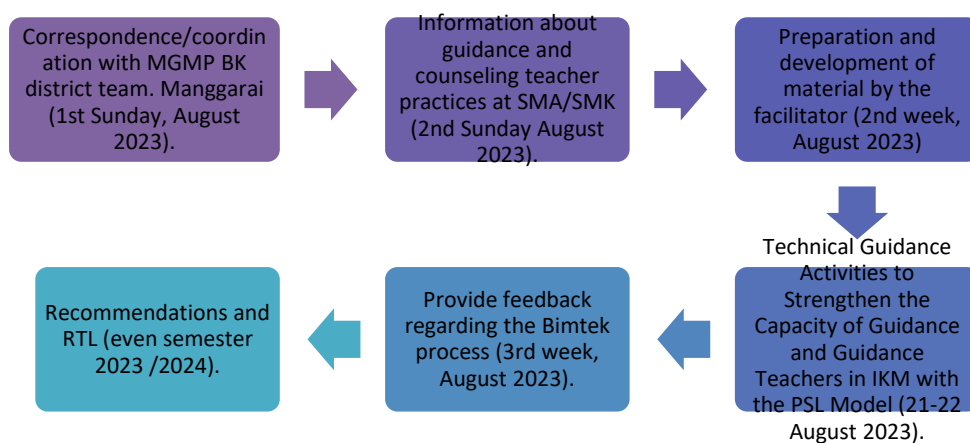


Figure 1. PkM Activity Flow Diagram

Furthermore, the core activity of Technical Guidance to Strengthen the Capacity of Guidance and Guidance Teachers throughout Manggarai Regency using the PSL Model which will take place on 21-22 August 2023 follows the process stages below.

1. Identify Problems or Challenges

Following a stimulating session led by the facilitator to enhance participants' understanding and knowledge regarding the "Contribution and Relevance of Guidance and Counseling Practices to the Implementation of the Independent Curriculum in achieving the Pancasila Student Profile in SMA/SMK," teachers were organized into discussion groups based on their respective schools. The objective was to identify specific problems or challenges encountered by guidance and counseling teachers during the implementation of the Independent Curriculum. These challenges could manifest as difficulties in designing appropriate learning experiences, motivating students, or evaluating learning outcomes. The outcomes of these discussions were documented in a Worksheet (LK) distributed to all

participants.

The activities undertaken by Bimtek participants in working on the worksheet are outlined as follows: 1) Participants initiated the process by reflecting on their experiences in implementing the Independent Curriculum, prompting them to identify obstacles encountered along the way. 2) Participants conducted comprehensive observations and analyses of the school environment to identify prevalent patterns or issues that could potentially impact the successful implementation of the Merdeka Curriculum. These observations were then used to pinpoint concrete challenges commonly faced by BK teachers, such as "lack of resources, insufficient support from the school administration, or a mismatch between learning methodologies and student needs." 3) Participants engaged in interviews with fellow guidance and counseling teachers or other school staff to gain insights into the challenges faced during the implementation of the Merdeka Curriculum. These interviews aimed to foster a deeper understanding of the problems related to designing appropriate learning experiences, motivating students, or evaluating learning outcomes. 4) Participants analyzed student performance data, gathered feedback from students, and examined other evaluation results to identify trends or patterns indicative of challenges in implementing the Merdeka Curriculum. 5) Collaborative discussions within teams or professional networks allowed participants to delve deeper into issues such as resource shortages, inadequate school support, or discrepancies between learning methods and student requirements.

This structured approach facilitated a comprehensive exploration of challenges faced by BK teachers, fostering a collective understanding of the obstacles hindering effective implementation of the Merdeka Curriculum. The process encouraged reflective practice, data-driven decision-making, and collaborative problem-solving, laying a solid foundation for addressing these challenges and enhancing the quality of guidance and counseling services in Manggarai Regency schools.

2. Problem analysis

Following the identification of challenges such as lack of resources, inadequate school support, or discrepancies between learning approaches and student needs, participants engage in a structured problem analysis session to delve deeper into the root causes. With the guidance of facilitators and collaboration with colleagues, the following activities are carried out: *first*, Participants are divided into small, diverse groups under the facilitator's direction to explore the root causes of problems related to lack of resources, inadequate school support, or mismatches between learning methods and student needs. Through shared experiences and perspectives, participants identify factors influencing these issues. *Second*, utilizing the information gathered in the Worksheet (LK), participants conduct a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis specifically related to the implementation of the Merdeka Curriculum in their schools concerning the identified challenges. This analysis focuses on internal strengths and weaknesses of the school, as well as external opportunities and threats impacting the Independent Curriculum's implementation (Sureerattanan, 2013).

Third, participants are prompted to actively probe the root cause of each problem by asking "why" repeatedly, facilitating a deeper understanding through discussions (Suharyat et al., 2022). *Fourth*, facilitators guide participants to analyze relevant data or information collected previously regarding the identified challenges. This data serves as a foundation for a more in-depth analysis of the root causes. *Fifth*, the group is encouraged to share case examples and practical situations where challenges like lack of resources, inadequate school support, or mismatches between learning methods and student needs have been successfully overcome. Participants analyze the strategies or actions implemented in these cases and assess their relevance to their own schools' situations.

The organized problem analysis session facilitates a comprehensive exploration of the fundamental factors that contribute to challenges encountered in implementing the Merdeka Curriculum. Through the collective experiences of participants, data-driven analyses, and the exchange of best practices, valuable insights are gained into effective strategies for tackling root causes and enhancing the implementation of the Independent Curriculum across different schools.

This structured approach allows participants to delve deeply into the complexities of issues such as the lack of resources, insufficient school support, and discrepancies in learning methods aligned with student needs. By systematically probing these challenges and conducting thorough analyses, participants can identify key drivers and underlying factors that hinder the smooth execution of the Merdeka Curriculum. Furthermore, the collaborative nature of the session encourages the sharing of diverse perspectives and innovative solutions. By leveraging the combined expertise of the group, participants can develop a nuanced understanding of the challenges and explore creative approaches to address them effectively.

Besides that, the emphasis on data-driven analyses ensures that decisions and strategies are informed by evidence and insights gleaned from real-world experiences. This approach not only strengthens the problem-solving process but also fosters a culture of continuous improvement and adaptation within the educational context. Ultimately, the outcomes of this problem analysis session go beyond mere identification of issues; they pave the way for actionable strategies and interventions tailored to the specific needs and contexts of each school. Through collaborative problem-solving and informed decision-making, participants are empowered to drive positive change and improve the overall implementation of the Independent Curriculum, thereby enhancing the educational experience and outcomes for students in their respective schools.

3. Solution Development

The Solution Development phase, guided by facilitators and collaborative team efforts, focuses on devising practical strategies to overcome challenges such as lack of resources, insufficient school support, or mismatches in learning approaches with student needs. The solutions generated are expected to be feasible, evidence-based, contextually relevant, and implementable within existing resources. The activities undertaken during this session are as follows:

- a) *Brainstorming*: Participants engage in mutual brainstorming within small

groups, actively generating solution ideas related to the identified challenges. This stage allows for free expression of ideas without criticism, ensuring all potential solutions are explored comprehensively.

- b) *Solution Development*: Each participant within the group works on refining specific solutions to address the aforementioned challenges. Through consultation and idea exchange within the group, solutions are enriched and tailored to suit the unique context of each school.
- c) *Analyzing Best Practices*: Participants are encouraged to study and analyze best practices successfully implemented in other schools to address similar challenges. By identifying key aspects of these practices and assessing their relevance to their own school context, participants gain insights to develop more effective and innovative solutions.

This structured approach to solution development leverages collaborative creativity, collective expertise, and evidence-based practices to address complex challenges faced in implementing the Merdeka Curriculum. By fostering an environment of idea generation, sharing, and critical analysis, participants are empowered to devise practical and impactful solutions that can be implemented within their schools' available resources. This process not only promotes problem-solving skills but also encourages a culture of continuous improvement and learning within the educational community, ultimately benefiting the overall quality of education and student outcomes.

The priority and relevant solutions to address the identified problems, specifically related to the lack of resources in high schools/vocational schools concerning the duties and roles of guidance and counseling teachers, are as follows:

- 1) *Collaboration with External Parties*: Guidance and Counseling Teachers can collaborate with external entities such as private counselors, psychologists, or non-government organizations (NGOs) specializing in guidance and counseling services. This collaboration aims to increase student access to quality guidance and counseling services, particularly for schools facing resource constraints (Setiawi et al., 2021).
- 2) *Utilizing Technology*: Leveraging technology can help mitigate resource shortages. Guidance and Counseling Teachers can utilize applications or websites to offer remote guidance and counseling services. Although not as comprehensive as face-to-face sessions, this approach serves as a viable alternative when direct interactions are not feasible (Weidlich & Kalz, 2021).
- 3) *Building Collaboration with Other Subject Teachers*: Collaboration with teachers from other subjects can be beneficial in enhancing guidance and counseling services. Subject teachers can provide valuable insights into students' academic progress and overall well-being, aiding guidance and counseling teachers in tailoring strategies and programs to meet student needs effectively (Teachers et al., n.d.).
- 4) *Optimizing Existing Infrastructure*: Guidance and Counseling Teachers can optimize existing school infrastructure, such as multipurpose rooms, empty classrooms, or school grounds, to deliver guidance and counseling services. This approach maximizes resource utilization within the school setting (Klasikal et al., 2023).
- 5) *Increasing Library Utilization*: Libraries, often underutilized, can serve as valuable resources for guidance counselors. They offer extensive information on various relevant topics such as career development, mental health, and interpersonal relationships,

enriching the quality of guidance and counseling services (Setiawi et al., 2021).

Implementing these solutions can significantly alleviate the challenges posed by resource shortages, thereby enhancing the overall effectiveness and accessibility of guidance and counseling services in high schools/vocational schools. These strategies not only address immediate resource limitations but also promote innovation and collaboration to foster a supportive environment for students' holistic development.

There are several creative solutions available for guidance and counseling teachers to address the lack of support from the school, which are outlined as follows:

- 1) **Developing a Comprehensive Proposal and Work Plan:** Guidance counselors can create a detailed proposal outlining the vision, mission, goals, and service targets of guidance and counseling (BK) services. This proposal serves as a tool to introduce and familiarize schools with the work program that guidance and counseling teachers will implement. Additionally, creating a clear and implementable work plan is crucial to effectively carry out the proposed program.
- 2) **Educating the School Community:** Conducting educational sessions for the school community regarding the significance of guidance and counseling services is paramount. Teachers can organize presentations or discussions with fellow teaching staff to provide insights into the role and responsibilities of guidance and counseling teachers. By raising awareness in this manner, it is anticipated that teaching staff will develop a better understanding of the valuable contributions made by guidance and counseling professionals within the school environment.
- 3) **Establishing Alliances with Parents:** Guidance and counseling teachers can forge alliances with students' parents to garner increased support for guidance and counseling activities. This can be achieved through organizing meetings with parents, delivering presentations about the services offered, and explaining the operational procedures. Over time, this alliance can lead to indirect support from the school as parents become advocates and supporters of the BK program.
- 4) **Creating an Effective Communication Strategy:** Effective communication plays a pivotal role in gaining support from the school. Guidance and counseling teachers must articulate their work program clearly and highlight the benefits that the school stands to gain from these services. Additionally, developing persuasive and negotiation skills is essential for navigating challenges and securing support from the school administration in addressing various issues encountered during their duties.

These solutions emphasize proactive measures that guidance and counseling teachers can undertake to foster stronger support and understanding within the school community regarding the importance and effectiveness of guidance and counseling services. By implementing these strategies, guidance and counseling professionals can enhance their impact and create a conducive environment for student development and well-being within the school setting.

There exist several creative solutions to address the mismatch between

learning approaches/methods and the needs of students in SMA/SMK, which are detailed as follows:

- a) **Integrating Technology in Learning:** Incorporating technology into the learning process serves as a creative solution to bridge the gap between learning approaches/methods and student needs in SMA/SMK. Technology enables BK teachers to design engaging and relevant learning experiences for students. For instance, utilizing social media platforms or online applications facilitates discussions and communications among students, fostering active learning and enhancing students' technological proficiency for future readiness.
- b) **Adopting a Project-Based Learning Approach:** Embracing a project-based learning approach engages students in real-world projects or simulations that involve problem-solving and practical task completion. Within the realm of guidance and counseling teachers' roles in SMA/SMK, this approach aids students in developing practical skills pertinent to their future endeavors. By involving students in addressing authentic problems, they become active participants in the learning process, thereby boosting motivation and fostering a desire for continuous learning.
- c) **Implementing Collaborative Learning:** Utilizing a collaborative learning approach encourages teamwork among students to achieve common learning objectives. In the context of guidance and counseling teachers' roles in SMA/SMK, this approach promotes student motivation and enhances social skills crucial for both daily life and future career success. Collaborative learning enables students to learn from one another's experiences, fosters problem-solving skills through collective efforts, and creates a supportive learning environment.
- d) **Addressing Diverse Student Needs through Differentiation and Engaging Learning Experiences:** Recognizing and addressing diverse student needs while providing enjoyable and challenging learning experiences constitutes another creative solution to mitigate the mismatch in learning approaches/methods and student needs in SMA/SMK. Guidance and counseling teachers can design learning environments that encourage student participation and enjoyment through the appropriate use of technology, provision of positive reinforcement, and adoption of effective learning strategies tailored to individual student needs.

By implementing these creative solutions, guidance and counseling teachers can contribute significantly to aligning learning approaches with student needs, fostering a conducive learning environment, and promoting student engagement and success in SMA/SMK settings. These strategies underscore the importance of innovative teaching methods that cater to the diverse learning needs of students and enhance overall learning outcomes.

After determining and prioritizing the solutions, participants embark on developing a comprehensive Solution Implementation Work Plan aimed at effectively integrating these solutions into BK practices within their respective schools. This involves ensuring they have the requisite support and resources necessary for successful implementation. The activities undertaken by Bimtek

participants in this phase are outlined as follows:

- **Developing a Clear Action Plan:** Bimtek participants collaboratively formulate a clear and detailed action plan delineating the specific steps, responsibilities (individual or team-based), implementation timelines, and key metrics for assessing success. This structured plan is essential for executing the chosen solutions efficiently.
- **Setting Priorities:** Participants prioritize the implementation of solutions based on the level of urgency and their potential impact on enhancing the implementation of the Independent Curriculum in their schools. This strategic approach ensures that efforts are directed towards addressing critical issues first.
- **Resource Allocation:** Participants collectively identify and allocate the necessary resources required to implement the selected solutions effectively. This encompasses ensuring access to resources such as time, budget allocation, personnel, and materials to support the implementation process adequately.
- **Work Team Organization:** A well-defined work team organization pattern is developed, outlining the roles and responsibilities of each team member involved in the implementation process. Clarity in team roles enhances coordination and fosters a collaborative working environment.
- **Guided Implementation:** The facilitator plays a crucial role in guiding Bimtek participants throughout the implementation phase, ensuring adherence to the devised plans. Additionally, the facilitator provides ongoing support and guidance as needed to facilitate a smooth implementation process.
- **Monitoring and Evaluation System:** Participants design a robust monitoring and evaluation system to track progress in implementing the selected solutions. Regular monitoring helps assess the impact of these solutions on the implementation of the Merdeka Curriculum, enabling adjustments as needed. Open communication and collaboration among participants are encouraged to facilitate effective implementation and address any emerging challenges promptly.

By systematically carrying out these activities, technical guidance (Bimtek) participants can ensure a structured and effective implementation of solutions aimed at enhancing BK practices and supporting the successful implementation of the Independent Curriculum in their schools. This comprehensive approach underscores the importance of strategic planning, resource allocation, teamwork, continuous monitoring, and evaluation for successful solution implementation and educational improvement. The solution implementation work plan is made in the following table of matrix:

Table 1 Matriks Rencana Implementasi Solusi Guru BK di Kab. Manggarai

No	Priority Issues	Solution	Implementation Time/semester	Parties Involved	Parties Involved
1	Lack of resources, lack of support	Collaboration with external parties	Even 2023/2024,	External parties Collaboration	External parties

	from the school		Odd 2024/2025	with external parties such as parents, communities, universities or companies, teachers of other subjects, schools, related schools, libraries and guidance and counselling services	Collaboration with external parties such as parents, communities, universities or companies, teachers of other subjects, related schools, and schools, related schools, libraries and guidance and counseling services
		Using Technology	Even 2023/2024, Odd 2024/2025		
		Building collaboration with teachers of other subjects	Even 2023/2024, Odd 2024/2025		
		Optimizing existing pre-facilities	Even 2023/2024, Odd 2024/2025		
		Increase the utilization of libraries and BK service rooms	Even 2023/2024, Odd 2024/2025		
2	Lack of support from the school,	Make clear and implementable BK service proposals and work plans.	Even 2023/2024, Odd 2024/2025	Parents, students, principals and KAUR Students and members of the school community (academics)	Parents, students, principals and KAUR Students and members of the school community (academics)
		Providing education to the school	Even 2023/2024, Odd 2024/2025		
		Create alliances with parents	Even 2023/2024, Odd 2024/2025		
		Create an effective communication strategy	Even 2023/2024, Odd 2024/2025		
3	Learning approaches/methods/models to suit the needs of high school/vocational school students. Priority Issues Lack of resources, lack of support from the school	Integrating technology in learning	Even 2023/2024, Odd 2024/2025	Parties Involved External parties	Involved External parties
		Adopting a Project Based Learning Approach	Even 2023/2024, Odd 2024/2025		
		Adopting a Collaborative Learning Approach.	Even 2023/2024, Odd 2024/2025		
		Identifying diverse student needs (differentiation) and practicing fun and challenging learning	Even 2023/2024, Odd 2024/2025		

4. Ongoing Monitoring Plan

Upon determining and prioritizing the solutions, participants embark on crafting a comprehensive Solution Implementation Work Plan designed to

seamlessly integrate these solutions into BK practices within their respective schools. This process is crucial for ensuring that they have the necessary support and resources essential for successful implementation. The activities conducted by Bimtek participants during this phase can be outlined as follows:

Firstly, participants engage in developing a Clear Action Plan collaboratively. This involves formulating a detailed action plan that outlines specific steps, responsibilities (whether individual or team-based), implementation timelines, and key metrics for evaluating success. This structured plan serves as a roadmap for executing the chosen solutions efficiently and effectively. Secondly, participants prioritize the implementation of solutions based on urgency and their potential impact on enhancing the Independent Curriculum's implementation in their schools. This strategic approach ensures that efforts are concentrated on addressing critical issues promptly, thereby optimizing resource utilization and maximizing impact.

Next, participants collectively identify and allocate the necessary resources required for implementing the selected solutions effectively. This includes ensuring access to resources such as time, budget allocation, personnel, and materials, which are vital for supporting the implementation process adequately. Furthermore, participants develop a well-defined work team organization pattern that delineates the roles and responsibilities of each team member involved in the implementation process. Clarity in team roles fosters a collaborative working environment and enhances coordination, thereby optimizing teamwork effectiveness.

During the implementation phase, the facilitator plays a crucial role in guiding Bimtek participants, ensuring adherence to the devised plans, and providing ongoing support and guidance as needed. This guided implementation approach helps facilitate a smooth implementation process and ensures alignment with the overarching goals. Moreover, participants design a robust monitoring and evaluation system to track progress in implementing the selected solutions. Regular monitoring enables them to assess the solutions' impact on the Merdeka Curriculum's implementation and make necessary adjustments. Open communication and collaboration among participants are encouraged to facilitate effective implementation and address emerging challenges promptly.

Thus, by systematically carrying out these activities, Bimtek participants can ensure a structured and effective implementation of solutions aimed at enhancing BK practices and supporting the successful implementation of the Independent Curriculum in their schools. This comprehensive approach underscores the importance of strategic planning, resource allocation, teamwork, continuous monitoring, and evaluation for successful solution implementation and overall educational improvement. The two day activities (21-22 August 2023), are as depicted in the documentation below.

Figure 2. Documentation of Technical Guidance Activities to Strengthen the Capacity of Guidance and Guidance Teachers throughout Manggarai Regency in the Implementation of the Independent Curriculum using the PSL Model



Photo 1: First Day Activities



Photo 2: 1st Bimtek Activity: Introduction to Guidance and Guidance Materials and Problem Identification



Photo 3: Small group activity of participants discussing problem identification, developing solutions and designing solution implementation



Photo 4: BK Teacher Group Activities and Facilitator Guidance in Creating a Continuous Monitoring Plan

In relationship with the assess the effectiveness and significance of technical guidance activities aimed at strengthening the capacity of guidance and counseling services for SMA/SMK BK Teachers throughout Manggarai Regency using the Problem Solving Learning (PSL) Model, the PkM team administered a feedback questionnaire. The questionnaire comprised several questions related to the steps involved in the PSL Model during the Bimtek activity. Participants were asked to provide their responses using a Likert scale ranging from 1 to 4, with 1 being the lowest and 4 being the highest level of agreement or effectiveness. The questions included:

- a) Clarity of Material for Problem Identification: How clear is the material provided in identifying problems or challenges in the context of the Independent Curriculum with the PSL Model?
- b) Facilitator's Explanation of Problem Identification Methods: How well does the facilitator explain problem identification methods or techniques in the context of implementing the Independent Curriculum with the PSL Model?
- c) Effectiveness of Group Discussions: How effective are group discussions in identifying problems or challenges faced in

- implementing the Independent Curriculum with the PSL Model?
- d) Usefulness of Materials and Case Examples: How useful are the materials or case examples used to assist in identifying problems or challenges in the context of the Independent Curriculum with the PSL Model?
 - e) Confidence in Problem Identification and Handling: How confident are you in identifying and handling problems or challenges that arise in implementing the Merdeka Curriculum with the PSL Model after following this technical guidance?

These questions were structured to gather insights into the clarity and effectiveness of the materials, facilitator's guidance, group discussions, and the overall impact of the technical guidance on participants' confidence in problem identification and resolution using the PSL Model. The Likert scale responses provided a quantitative measure of participants' perceptions, helping to evaluate the success and areas for improvement in the technical guidance activities.

Related to the Problem Analysis there are several aspects to be develop. *Firstly*, participants were asked about the improvement in their understanding of problem analysis techniques after undergoing the technical guidance. *Secondly*, they were questioned regarding their effectiveness in identifying and analyzing problems faced by students using the PSL model. *Thirdly*, participants were asked to assess their ability to apply the concept of problem analysis in assisting students in overcoming their learning challenges. *Fourthly*, participants were queried about their confidence level in providing guidance to students during the problem analysis process post the technical guidance. *Lastly*, participants were asked to evaluate the relevance and usefulness of the material on problem analysis within the context of the Independent Curriculum with the PSL Model for their guidance and counseling practice as BK teachers.

These questions aimed to gauge the participants' perceived improvement in skills and knowledge related to problem analysis techniques, particularly in the context of supporting students within the Independent Curriculum framework using the PSL Model. The responses provided insights into the effectiveness of the technical guidance in enhancing participants' competencies in problem analysis, their confidence in guiding students through the process, and the practical relevance of the material provided.

Participants' feedback on these aspects is crucial for evaluating the effectiveness of the technical guidance in enhancing their professional development and their capability to effectively address students' challenges. By gathering their responses, it becomes possible to assess how well the technical guidance has contributed to improving their problem analysis skills and their confidence in guiding students through such processes. Moreover, this feedback provides valuable insights into the suitability and relevance of the Problem Solving Learning (PSL) Model in the context of real-world guidance and counseling scenarios within the framework of the Independent Curriculum.

Understanding participants' perceptions regarding the clarity and effectiveness of the materials provided, the facilitator's explanations, the usefulness of group discussions, and the applicability of case examples is instrumental in

refining future technical guidance sessions. It helps in identifying areas of strength and areas that may require further emphasis or clarification. Additionally, feedback on the relevance and utility of the problem analysis material within the PSL Model aids in tailoring guidance and counseling practices to better meet the needs of students and improve overall educational outcomes. Overall, participant feedback serves as a valuable tool for continuous improvement and ensures that technical guidance activities remain aligned with the objectives of enhancing the capacity of guidance and counseling services in the context of the Independent Curriculum. It fosters a reflective and adaptive approach to professional development, ultimately benefiting both educators and students alike.

Participants' feedback on the Solution Development aspect provides valuable insights into the effectiveness of the technical guidance in enhancing their knowledge and skills related to finding solutions to problems within the context of the Independent Curriculum using the Problem Solving Learning (PSL) Model.

Firstly, participants' responses regarding the increase in their knowledge about solution development after the technical guidance session would indicate the extent to which the session was successful in imparting new insights and understanding in this area. *Secondly*, feedback on the effectiveness of the materials presented in developing their ability to find solutions is crucial for evaluating the relevance and impact of the provided resources. It helps in assessing whether the materials were clear, comprehensive, and applicable to real-world scenarios. *Thirdly*, participants' confidence in applying the solution development approach learned during the activity in their daily practice as guidance and counseling teachers is an important gauge of the practical utility of the guidance session. Higher confidence levels would indicate a successful transfer of learning from the session to real-world situations.

Fourthly, feedback on the practical activities carried out during the technical guidance session helps in understanding how well these activities facilitated participants' understanding and application of the solution development concept within the PSL Model. Practical activities should ideally be engaging, relevant, and aligned with the learning objectives. *Lastly*, participants' opinions on the relevance of the material presented in the technical guidance to the duties and responsibilities of a BK teacher in the context of the Independent Curriculum with the PSL Model provide an overall assessment of the session's alignment with their professional roles and responsibilities. Overall, gathering feedback on these aspects helps in evaluating the effectiveness, relevance, and impact of the technical guidance session on participants' knowledge, skills, and confidence in addressing challenges within the Independent Curriculum using the PSL Model.

Participants' feedback on the Solution Implementation Work Plan aspect offers crucial insights into the effectiveness and adequacy of the plan in guiding the implementation of the Problem Solving Learning (PSL) Model within the context of the Independent Curriculum. *Firstly*, participants' assessment of the clarity and guidance provided by the Solution Implementation Work Plan in implementing the PSL Model indicates the plan's effectiveness in providing a clear roadmap and direction for the technical guidance activity. This feedback helps in evaluating the plan's comprehensiveness and its alignment with the objectives of the PSL Model.

Secondly, feedback on the level of clarity regarding the objectives to be achieved through the Solution Implementation Work Plan provides an assessment of whether the plan effectively communicates the desired outcomes and goals related to implementing the Independent Curriculum with the PSL Model. Clear objectives are essential for focused and successful implementation efforts. *Thirdly*, participants' evaluation of how effective the Solution Implementation Work Plan is in helping them identify problems and find appropriate solutions within the PSL Model context is crucial for assessing the plan's practical utility. The plan should facilitate problem-solving processes and guide participants in applying PSL principles effectively.

Fourthly, feedback on the structure and detail of the Solution Implementation Work Plan gives insights into whether the plan is sufficiently structured, comprehensive, and detailed to support the implementation of the PSL Model in the classroom environment. A well-structured plan ensures systematic implementation and addresses key aspects of the PSL Model. *Lastly*, participants' perception of whether the Solution Implementation Work Plan provides adequate support in overcoming challenges and obstacles highlights the plan's robustness and adaptability. The plan should anticipate potential challenges and offer strategies or resources to navigate them effectively during the implementation phase. Overall, gathering feedback on these aspects helps in assessing the practicality, effectiveness, and user-friendliness of the Solution Implementation Work Plan in facilitating the successful implementation of the PSL Model within the BK learning environment.

Participants' feedback on the Continuous Monitoring Plan aspect is crucial for evaluating the effectiveness of the technical guidance in enhancing their understanding and readiness to implement continuous monitoring strategies within the BK learning environment. *Firstly*, participants' assessment of the enrichment of their understanding of the continuous monitoring plan indicates the effectiveness of the technical guidance in providing comprehensive insights into monitoring strategies. This feedback helps gauge the clarity and depth of understanding gained through the guidance.

Secondly, feedback on the effectiveness of the material presented in helping participants plan sustainable monitoring activities assesses the practicality and relevance of the guidance materials. It reflects how well the guidance equips participants with the necessary knowledge and tools to implement effective monitoring practices. *Thirdly*, participants' readiness level to implement a continuous monitoring strategy after the technical guidance provides insights into their confidence and preparedness to apply the learned concepts and strategies in their school environment. This feedback indicates the practical applicability and utility of the continuous monitoring plan presented during the guidance.

Fourthly, feedback on the clarity of direction and purpose of the continuous monitoring plan received during the guidance helps evaluate the plan's effectiveness in communicating its objectives and guiding principles. Clear direction is essential for successful implementation and adherence to monitoring protocols. *Lastly*, participants' belief in their ability to implement a continuous monitoring plan in their school after the guidance reflects their confidence and perceived feasibility of

applying the learned concepts in practice. This feedback is crucial for assessing the guidance's impact on participants' self-efficacy in implementing continuous monitoring strategies. Overall, gathering feedback on these aspects helps in evaluating the comprehensiveness, practicality, and effectiveness of the Continuous Monitoring Plan presented during the technical guidance in preparing participants for successful implementation in their school environments.

From the results of the analysis of the feedback above, data was obtained as depicted in the diagram below:

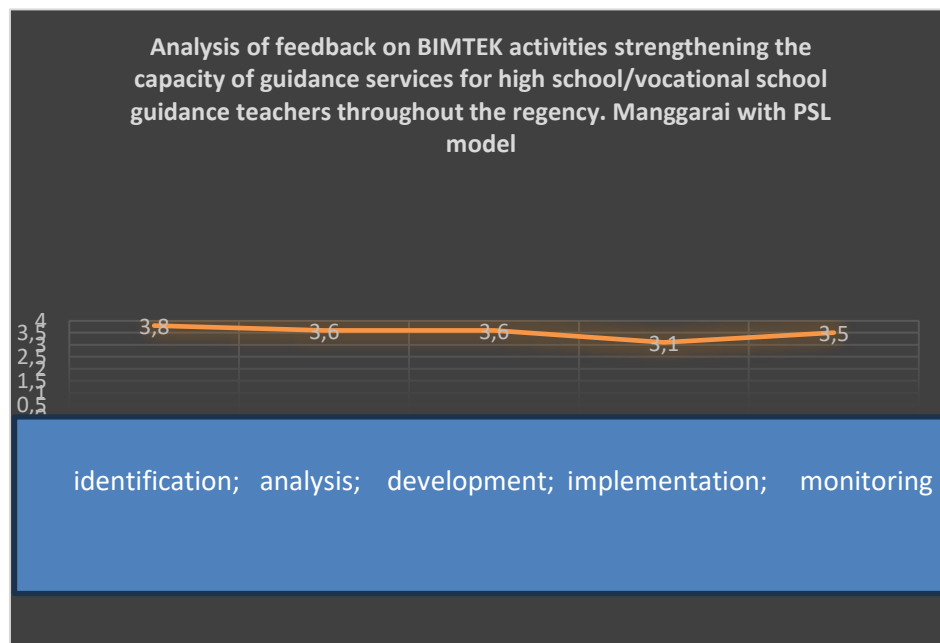


Diagram 2. Results of Feedback Analysis on BIMTEK Strengthening the Capacity of Guidance and Guidance Services for High School/Vocational School Counseling Teachers throughout the Manggarai District with PSL Model

From the above, it can be seen that the aspects of Identification of Problems or Challenges, Problem Analysis, Solution Development, and Sustainable Monitoring Plans, are in the "good" category with an average of (3.66). Meanwhile, regarding the Solution Implementation Work Plan aspect, it is still in the "sufficient" category (3.1). This aspect needs to receive intensive attention from both BK teacher participants, facilitators or as material for reflection from the school and community.

The results of the analysis illustrate that there are several factors that can influence the low level of this aspect, including: First, BK teachers may not have sufficient understanding of the concept of the Solution Implementation Work Plan. This could be caused by a lack of training or updated knowledge about the latest methodologies and techniques in counseling guidance (Belajar et al., 2022). Second, sometimes, limited resources such as time, funds and personnel can hinder BK teachers in planning and implementing solutions effectively. For example, they

may not have enough time to design a comprehensive plan or enough resources to implement the planned solution (April, 2019). Third, an effective solution implementation work plan usually requires relevant and accurate data about the problems faced by students. Lack of adequate data or limited data availability can make it difficult for guidance and counseling teachers to formulate appropriate solutions (Paat & Leobisa, 2007). Fourth, inability to involve stakeholders. Implementing solutions often involves cooperation and support from various parties, including students, parents, and other school staff. If BK teachers experience difficulties in involving stakeholders, or getting support from them, this can hinder the implementation of work plans (Margaretha & Erlinda, 2021). Fifth, sometimes guidance and counseling teachers may feel doubtful about the effectiveness of the solutions they plan. This could be due to a lack of previous experience or uncertainty about how to appropriately implement the solution according to student needs (Horizon et al., 2016). Sixth, an effective solution implementation work plan not only includes creating a solution, but also concrete steps to implement, monitor and evaluate the solution. The inability to plan clear and measurable follow-up steps can result in low effectiveness of solution implementation (Jumini, 2023).

In order to overcome the low ability and skills in making Solution Implementation Work Plans from BK teachers, the following recommendations are made: first, every BK teacher needs to carry out an assessment of individual abilities in making Solution Implementation Work Plans (RKIS). Identify areas of weakness and strength of each guidance and counseling teacher in this regard. This assessment can be carried out through direct observation, independent assessment, or by using a prepared assessment instrument (Mones et al., 2023). Second, there needs to be collaborative training and learning with a focus on developing capabilities in creating RKIS. In this training, facilitators can provide complete and relevant material on how to design an effective RKIS. Apart from that, facilitators can also hold discussion sessions and collaborative workshops where BK teachers can share experiences, ideas and tips in designing RKIS (Wiyantarti, 2018). Third, development of resources to support RKIS creation, such as good RKIS examples, easy-to-follow templates or formats, and practical guides. Make sure these resources are easy to access and understand by all BK teachers (Shopie Azizah et al., 2021). Fourth, the need for supervision and assistance. After training, the facilitator or program coordinator can provide supervision and assistance to BK teachers as they begin to implement RKIS in daily practice. This can be done through individual consultation sessions, direct observation of RKIS implementation, or through collecting and assessing work results (Dwipratama & Indonesia, 2023). Fifth, active and participatory collaboration and exchange of experiences between BK teachers to support each other and share experiences in designing and implementing RKIS. They can form forums or discussion groups related to this topic, where BK teachers can exchange information, provide feedback, and provide support to each other. Through these steps, it is hoped that the ability of BK teachers to design and implement RKIS can be significantly improved (Ahyanuardi & Efronia, 2022). By involving all stakeholders and utilizing collaboration and exchange of experiences, BK teachers will have more

resources and support in overcoming these problems.

CONCLUSION

Technical Guidance Activities to Strengthen the Capacity of Guidance and Guidance Teachers throughout Manggarai Regency through the Problem Solving Learning (PSL) Model show a strong commitment to strengthening the quality of education in the region. Through this training, BK teachers are given the opportunity to deepen their understanding and skills in identifying problems or challenges, problem analysis, solution development, solution implementation work plans and ongoing monitoring plans. One of the main conclusions from this activity is that guidance and counseling teachers in Manggarai Regency show high enthusiasm and dedication to improving the quality of learning in their classes. Through the PSL model, they can improve guidance and counseling services through the stages of identifying problems or challenges, problem analysis, solution development, solution implementation work plans and ongoing monitoring plans. This activity also provides a forum for BK teachers to share experiences and best practices in dealing with the challenges they face in implementing the Independent Curriculum. Through group discussions and collaboration, they can inspire and support each other in efforts to increase learning effectiveness. This activity not only provides new knowledge and skills to BK teachers, but also builds a solid community oriented towards improving the quality of education. It is hoped that the results of this activity will be reflected in increasing student learning achievement as well as improving the overall quality of education in Manggarai Regency.

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