

# Guidance and Counseling Management for Student Discipline and Responsibility in Elementary Schools

**Author:**

Ria Anggriani Siti Aisyah<sup>1</sup>  
Yosal Iriantara<sup>2</sup>

**Afiliation:**

Universitas Islam Nusantara  
Bandung<sup>1,2</sup>

**Corresponding email**

[Anggrianiria0821@gmail.com](mailto:Anggrianiria0821@gmail.com)

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**Abstract:**

This study aims to analyze guidance and counseling management in developing discipline and responsibility among elementary school students at SDN Cibeureumhilir CBM Kota Sukabumi and SDN Mandalasari Kabupaten Sukabumi. This research employed a qualitative approach with a comparative case study design. Data were collected through in-depth interviews, participatory observation, and documentation involving principals, guidance and counseling teachers, classroom teachers, students, and parents. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which consists of data condensation, data display, and conclusion drawing or verification. The findings show that both schools implemented guidance and counseling management through planning, organizing, implementation, and evaluation, but with different management patterns. SDN Cibeureumhilir CBM applied a more formal, structured, and documented model through annual and semester programs, clear role distribution, rule-based services, reward and punishment, and routine evaluation. In contrast, SDN Mandalasari applied a more flexible, participatory, and contextual model through informal planning, collaborative teacher involvement, reflective activities, educational games, group projects, and direct communication with parents. The formal model was effective in strengthening students' external discipline, rule compliance, punctuality, and task completion, while the participatory model was effective in developing internal responsibility, student involvement, and reflective awareness. This study concludes that effective guidance and counseling management in elementary schools requires an integrated model that combines structured planning, clear organization, consistent service implementation, reflective activities, systematic evaluation, and collaboration among principals, guidance and counseling teachers, classroom teachers, students, and parents.

**Keywords:** Character Education; Discipline; Elementary School; Guidance and Counseling Management; Responsibility.

## Introduction

Discipline and responsibility are essential character values in elementary education because they shape students' ability to follow rules, complete tasks, manage time, respect others, and participate positively in school life. However, these values do not develop automatically through classroom instruction alone. They require systematic guidance, continuous habituation, consistent supervision, and collaboration among school members. In this context, guidance and counseling services play an important role not only as corrective interventions for students with behavioral problems, but also as preventive and developmental services that support students' personal, social, academic, and character growth (Anisah, 2023; Jeynes, 2019).

In practice, developing discipline and responsibility among elementary school students remains a challenge. Preliminary observations at SDN Cibeureumhilir CBM Kota Sukabumi and SDN Mandalasari Kabupaten Sukabumi show that some students still come late, violate school rules, neglect assignments, show low responsibility for classroom duties, and require repeated reminders to maintain positive behavior. These problems indicate that student character development cannot rely only on teacher advice or incidental disciplinary actions. It requires guidance and counseling management that is planned, organized, implemented, and evaluated systematically.

The two schools show different patterns in managing guidance and counseling services. SDN Cibeureumhilir CBM applies a more formal, structured, and documented model through written programs, clear rules, reward and punishment, and routine evaluation. In contrast, SDN Mandalasari applies a more flexible, participatory, and contextual model through teacher collaboration, reflective activities, educational games, group projects, and direct communication with parents. These differences show that guidance and counseling management is shaped by school culture, leadership, teacher capacity, student needs, and parental involvement.

Previous studies have emphasized the importance of guidance and counseling services in elementary schools. Setiowati, A., & Nuryanto, I. L. found that almost all elementary school teachers recognized the need for guidance and counseling services, particularly in addressing students' emotional and developmental needs (Setiowati & Nuryanto, 2022). Ramadhani, F. R., Rahmad, R., Wei, Z., & Antti, T showed that guidance and counseling teachers play an important role in improving students' disciplinary behavior, although the implementation is often constrained by limited resources, parental support, and inconsistent school policies (Ramadhani, Rahmad, Wei, & Antti, 2022). Other recent studies have also highlighted the contribution of guidance and counseling services in strengthening honesty, discipline, responsibility, and self-management among elementary school students (Ellis, Holimombo, & Wenno, 2024; Lubis, Daulay, & Zainuddin, 2022; Sari, 2025)

Therefore, the research problem addressed in this study is how guidance and counseling management contributes to the development of discipline and responsibility among elementary school students in two schools with different management patterns. The urgency of this study lies in the need to move guidance and counseling services from incidental and reactive practices toward systematic, collaborative, and sustainable character development. Without effective management, guidance and counseling services may remain fragmented and dependent on individual teacher initiative (Gustiana, Daharnis, & Marjohan, 2020; Jannah, 2024; Prameswary & Winingsih, 2025; Ridwanuloh & Hidayat, 2025)

Based on this problem, this study aims to analyze and compare guidance and counseling management in developing discipline and responsibility among students at SDN Cibeureumhilir CBM Kota Sukabumi and SDN Mandalasari Kabupaten Sukabumi. Specifically, this study examines the planning, organizing, implementation, and evaluation of guidance and counseling services, identifies supporting and inhibiting factors, and formulates practical implications for strengthening guidance and counseling management in elementary school character education.

## Literature Study

Guidance and counseling services in elementary schools should not be understood only as corrective interventions for students with behavioral problems, but as a managed developmental system that supports students' personal, social, academic, and character growth. Previous studies have shown that guidance and

counseling can help improve students' discipline, responsibility, honesty, emotional regulation, and self-management. However, these studies often emphasize the role or strategy of counseling services without sufficiently explaining the managerial process that enables those services to work consistently. This creates an important theoretical issue: student character development is not only influenced by counseling techniques, but also by how schools plan, organize, implement, evaluate, and follow up guidance and counseling programs (Afandi, Putri, Tarso, Siswanto, & Nugroho, 2025; Akdemir, 2023; Alfari, Sauri, & Gaffar, 2021).

Discipline and responsibility are closely related character values, but they represent different dimensions of student development. Discipline is often associated with rule compliance, punctuality, classroom order, and behavioral control, while responsibility refers to students' awareness, commitment, task completion, and willingness to accept consequences. Previous research on student discipline tends to focus on school rules, sanctions, teacher supervision, or counseling intervention. Meanwhile, studies on responsibility often emphasize habituation, self-management, group work, and reflective activities. These separated discussions are useful, but they do not fully explain how discipline and responsibility can be developed together through an integrated guidance and counseling management system. Therefore, this study positions discipline and responsibility as interconnected outcomes that require both external structure and internal awareness (Lubis, Hadijaya, & Wardani, 2021)

Discipline and responsibility are two essential character values that must be developed from the elementary school level. Discipline refers to students' ability to obey rules, manage behavior, attend school on time, complete tasks, and follow classroom routines. Responsibility refers to students' awareness and willingness to fulfill duties, accept consequences, complete assignments, and contribute positively to the school environment. These values are closely related because disciplined students tend to show responsibility in learning and social behavior. Character education theory emphasizes that discipline and responsibility are not formed instantly, but through repeated practice, consistent guidance, role modeling, reinforcement, and collaboration among school members. (Adika & Dafit, 2023; Aryadiningrat, Sundawa, & Suryadi, 2023; Santosa & Poerwanto, 2025).

The literature also shows two dominant tendencies in guidance and counseling research. First, several studies focus on the effectiveness of counseling strategies, such as individual counseling, group guidance, self-management techniques, and behavioral reinforcement. These studies are valuable because they show how specific interventions may influence student behavior. However, they tend to treat guidance and counseling as a set of techniques rather than as a school-managed program. Second, other studies discuss the need for guidance and counseling services in elementary schools, especially because many schools still lack formal counseling structures. Although this line of research highlights institutional needs, it often does not analyze how different management models shape the implementation and outcomes of guidance and counseling services.

From a theoretical perspective, educational management provides a stronger lens for understanding guidance and counseling as a systematic school program. The management functions of planning, organizing, implementation, and evaluation explain how counseling services are designed, coordinated, delivered, monitored, and improved. Planning helps schools identify students' behavioral needs and formulate service priorities. Organizing distributes roles among principals, guidance and counseling teachers, classroom teachers, students, and parents. Implementation transforms counseling plans into concrete services, habituation, guidance activities, rule enforcement, and reflective practices. Evaluation monitors student progress and determines follow-up actions. Thus, guidance and counseling management

is not merely administrative; it is a mechanism that connects school programs with character development outcomes.

However, previous studies have rarely compared how different guidance and counseling management models operate in elementary school contexts. Research that focuses on formal counseling programs tends to emphasize structure, documentation, and rule-based discipline, but may give less attention to student reflection and internalization. Conversely, research that highlights participatory or contextual guidance tends to emphasize student involvement, teacher collaboration, and reflective awareness, but may lack systematic documentation and measurable evaluation. This contrast indicates that neither a purely formal model nor a purely flexible model is sufficient on its own. A stronger theoretical position is needed: effective guidance and counseling management should integrate formal structure with participatory flexibility.

Based on this synthesis, the present study positions guidance and counseling management as an integrated character development system. The formal management model is important for ensuring program clarity, accountability, role distribution, and consistent discipline standards. The participatory model is important for strengthening students' internal responsibility, reflective awareness, and active involvement in behavioral improvement. Therefore, the research gap of this study lies in the limited empirical and comparative analysis of how formal-structured and flexible-participatory guidance and counseling management models contribute differently to the development of discipline and responsibility among elementary school students.

This study addresses that gap by comparing SDN Cibeureumhilir CBM Kota Sukabumi and SDN Mandalasari Kabupaten Sukabumi as two schools with different guidance and counseling management patterns. Unlike previous studies that mainly examine counseling strategies, service needs, or behavioral outcomes separately, this study analyzes the managerial process behind the services and how it shapes students' discipline and responsibility. The theoretical contribution of this review is the formulation of an integrated perspective: guidance and counseling management becomes effective when it combines structured planning, clear organization, consistent implementation, reflective participation, systematic evaluation, and collaboration with parents.

## Methods

This study employed a qualitative approach with a comparative case study design. The qualitative approach was selected because the study aimed to understand in depth how guidance and counseling management was implemented in developing discipline and responsibility among elementary school students. Qualitative research is appropriate for exploring educational phenomena in natural settings and interpreting participants' experiences, meanings, and practices within their specific contexts (Adrias & Ruswandi, 2025; Creswell & Clark, 2017). Therefore, this study did not attempt to measure the effectiveness of guidance and counseling statistically, but rather to describe and analyze how guidance and counseling management was planned, organized, implemented, and evaluated in two elementary schools.

A case study design was used because this research examined guidance and counseling management as a contemporary phenomenon within real school contexts. (Yin, 2017) explains that case study research is suitable when the researcher seeks to investigate a phenomenon in depth and when the boundaries between the phenomenon and its context are not clearly evident. In this study, the implementation of guidance and counseling management could not be separated from school culture, leadership, teacher collaboration, student behavior, parental involvement, and school policy. The comparative case study design enabled the researcher to compare two different management models: SDN Cibeureumhilir CBM Kota Sukabumi,

which tends to apply a formal and structured model, and SDN Mandalasari Kabupaten Sukabumi, which tends to apply a more flexible and participatory model.

The research participants consisted of school principals, guidance and counseling teachers, classroom teachers, students, and supporting informants such as parents. These participants were selected because they were directly involved in the planning, organization, implementation, and evaluation of guidance and counseling services. The participants were determined using purposive sampling. (Patton, 2014) states that purposive sampling is appropriate in qualitative inquiry because it allows researchers to select information-rich participants who can provide deep and relevant insights into the phenomenon being studied. Through this technique, the researcher obtained data from individuals who understood the guidance and counseling practices and students' character development in each school.

Data were collected through in-depth interviews, participatory observation, and documentation. In-depth interviews were conducted with principals, guidance and counseling teachers, classroom teachers, students, and parents to explore their experiences and perspectives regarding guidance and counseling management, discipline, responsibility, school rules, service implementation, collaboration, and evaluation. Participatory observation was conducted to observe students' discipline and responsibility in daily school activities, such as attendance, classroom participation, assignment completion, compliance with rules, interaction with teachers, and involvement in school routines. Documentation was used to analyze guidance and counseling work programs, school rules, student case records, evaluation reports, meeting notes, attendance records, and other relevant school documents.

The research procedure consisted of four stages. First, the preparation stage included determining the research sites, preparing interview and observation guidelines, and obtaining permission from the schools. Second, the data collection stage was conducted through interviews, observations, and document analysis in both schools. Third, the preliminary analysis stage was carried out during fieldwork by categorizing emerging data based on the management functions of planning, organizing, implementation, and evaluation. Fourth, the final analysis stage was conducted after data collection by comparing findings from the two schools and identifying patterns, similarities, differences, supporting factors, and inhibiting factors.

Data were analyzed using the interactive model of Miles, Huberman, and Saldaña (2014), which consists of data condensation, data display, and conclusion drawing or verification. Data condensation was conducted by selecting, focusing, simplifying, and organizing data relevant to guidance and counseling management and students' discipline and responsibility. Data display was conducted through narrative descriptions, thematic categorization, and cross-case comparison tables. Conclusion drawing and verification were conducted continuously by identifying patterns and meanings from interview, observation, and documentation data. This process enabled the researcher to understand how each management function contributed to the development of discipline and responsibility among students. (Miles, Huberman, & Saldaña, 2014)

The analytical framework of this study was based on educational management functions and character education theory. The management framework was used to analyze four aspects of guidance and counseling management: planning, organizing, implementation, and evaluation. Planning was used to examine how schools identified student needs and designed guidance and counseling programs. Organizing was used to analyze the distribution of roles among principals, guidance and counseling teachers, classroom teachers, and parents. Implementation was used to examine counseling services, habituation, school rules, and reinforcement strategies. Evaluation was used to analyze how schools monitored student progress, documented behavioral changes, and followed up guidance and counseling outcomes.



To ensure the trustworthiness of the data, this study applied the criteria of credibility, transferability, dependability, and confirmability as proposed by Guba and Lincoln (1985). Credibility was strengthened through triangulation of sources and techniques, member checking, and prolonged engagement in the research sites. Transferability was supported by providing detailed descriptions of the school contexts, participants, guidance and counseling practices, and character development processes. Dependability was maintained by documenting the research procedures systematically, including data collection, coding, categorization, and analysis. Confirmability was ensured by grounding the findings in empirical data from interviews, observations, and documents rather than in the researcher's personal assumptions (Alexander, 2019; Merriam & Tisdell, 2015; Nowell, Norris, White, & Moules, 2017; Shenton, 2004).

## Results

### Planning of Guidance and Counseling Management in Developing Students' Discipline and Responsibility

The first finding concerns the planning of guidance and counseling management in developing students' discipline and responsibility at SDN Cibeureumhilir CBM Kota Sukabumi and SDN Mandalasari Kabupaten Sukabumi. The findings show that both schools conducted guidance and counseling planning, but with different management patterns. SDN Cibeureumhilir CBM tended to apply a formal, structured, and documented planning model, while SDN Mandalasari tended to use a more flexible, contextual, and participatory planning model. These differences were influenced by school culture, leadership style, teacher collaboration, and the availability of formal guidance and counseling documents.

At SDN Cibeureumhilir CBM, guidance and counseling planning was carried out systematically through annual, semester, and weekly programs. The planning process involved the principal, guidance and counseling teacher, and classroom teachers. The program was prepared based on students' needs, school rules, teacher observations, student behavior records, and input from parents. One informant stated:

*"The guidance and counseling program is prepared at the beginning of the school year. We discuss students' needs, especially related to discipline, punctuality, task completion, and responsibility in class."* (Interview with Guidance and Counseling Teacher, SDN Cibeureumhilir CBM)

The interpretation of the data shows that planning is a crucial stage in guidance and counseling management because it determines the direction, objectives, targets, and strategies of services. In educational management, planning functions as the first step in ensuring that school programs are not implemented randomly, but based on identified needs and expected outcomes. In the context of guidance and counseling, planning helps schools identify students' behavioral needs, formulate service priorities, arrange guidance activities, and prepare follow-up mechanisms.

The comparison of findings on planning in both schools is presented in Table 1.

Table 1  
Comparison of Findings on the Planning of Guidance and Counseling Management in Two Schools

| Aspect of Planning | SDN Cibeureumhilir CBM | SDN Mandalasari | Cross-Case Interpretation |
|--------------------|------------------------|-----------------|---------------------------|
|--------------------|------------------------|-----------------|---------------------------|

|                     |                                                                                                               |                                                                                                           |                                                                                                                          |
|---------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Planning model      | Formal, structured, and documented through annual, semester, and weekly programs.                             | Flexible, contextual, and based on informal teacher discussions.                                          | Both schools conducted planning, but SDN Cibeureumhilir CBM was more formal, while SDN Mandalasari was more adaptive.    |
| Basis of planning   | Student needs analysis, teacher observations, school rules, behavior records, and parental input.             | Daily observation, classroom interaction, teacher reflection, and communication with parents.             | Planning in both schools was based on student behavior, although the level of documentation differed.                    |
| Teacher involvement | Guidance and counseling teacher, classroom teachers, and principal were involved in program preparation.      | Classroom teachers and principal discussed student problems collaboratively.                              | Teacher involvement was present in both schools, but the form of collaboration differed.                                 |
| Planning focus      | Discipline, punctuality, rule compliance, task completion, and responsibility in school routines.             | Student responsibility, classroom behavior, task completion, and adaptive guidance for emerging problems. | Both schools focused on discipline and responsibility as core character values.                                          |
| Documentation       | Annual and semester programs, student case notes, school rules, attendance records, and evaluation documents. | Teacher notes, meeting records, classroom agreements, and parent communication records.                   | SDN Cibeureumhilir CBM had stronger formal documentation, while SDN Mandalasari had more practical and informal records. |
| Strength            | Clear program direction, accountability, and measurable service planning.                                     | Responsive to students' real-time needs and flexible in addressing problems.                              | Effective planning requires both formal structure and contextual responsiveness.                                         |
| Weakness            | Planning may become too administrative if not continuously adapted to students' changing needs.               | Planning may be difficult to evaluate if not supported by systematic documentation.                       | Both schools need to strengthen needs assessment and documentation for better program continuity.                        |

Based on Table 1, the planning of guidance and counseling management in both schools had contributed to the development of students' discipline and responsibility. SDN Cibeureumhilir CBM demonstrated stronger formal planning through written programs and structured documents, while SDN Mandalasari demonstrated stronger contextual planning through teacher collaboration and adaptive responses to student behavior. These findings suggest that effective guidance and counseling planning in elementary schools should integrate systematic documentation, student needs assessment, teacher collaboration, and flexibility in responding to students' developmental needs.

### **Organizing of Guidance and Counseling Management in Developing Students' Discipline and Responsibility**

The second finding concerns the organizing of guidance and counseling management in developing students' discipline and responsibility at SDN Cibeureumhilir CBM Kota Sukabumi and SDN Mandalasari

Kabupaten Sukabumi. Organizing refers to the arrangement of roles, responsibilities, resources, coordination patterns, and collaboration mechanisms among school members. The findings show that both schools organized guidance and counseling services by involving principals, guidance and counseling teachers, classroom teachers, students, and parents. However, the organizing pattern differed between the two schools. SDN Cibeureumhilir CBM applied a more formal and structured role distribution, while SDN Mandalasari applied a more flexible and collaborative organization of guidance and counseling services.

At SDN Cibeureumhilir CBM, the organizing of guidance and counseling was characterized by clear division of roles. The principal acted as the policy director and supervisor, the guidance and counseling teacher served as the main service provider, classroom teachers functioned as daily observers and supporters, and parents were involved as partners in monitoring students' behavior at home. One guidance and counseling teacher stated:

*"The roles are divided clearly. The principal gives direction, the guidance and counseling teacher handles the program, classroom teachers help observe students every day, and parents are contacted when there are problems that need follow-up at home."* (Interview with Guidance and Counseling Teacher, SDN Cibeureumhilir CBM)

This statement indicates that guidance and counseling services at SDN Cibeureumhilir CBM were organized through formal role differentiation. Each party had a specific responsibility, which made coordination clearer and service implementation more manageable.

The interpretation of the data shows that organizing is essential in guidance and counseling management because it determines how services are distributed, coordinated, and sustained. In educational management, organizing helps schools arrange human resources and responsibilities so that programs can be implemented effectively. In the context of character development, organizing ensures that discipline and responsibility are not only the concern of guidance and counseling teachers, but also become a shared responsibility among principals, classroom teachers, parents, and students.

The comparison of findings on organizing in both schools is presented in Table 2.

Table 2  
Comparison of Findings on the Organizing of Guidance and Counseling Management in Two Schools

| Aspect of Organizing                   | SDN Cibeureumhilir CBM                                                                                   | SDN Mandalasari                                                                          | Cross-Case Interpretation                                                                      |
|----------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Organizing model                       | Formal, structured, and based on clear role division.                                                    | Flexible, collaborative, and based on shared responsibility.                             | Both schools organized guidance and counseling services, but with different patterns.          |
| Principal's role                       | The principal acted as policy director, supervisor, and coordinator of guidance and counseling services. | The principal facilitated teacher collaboration and supported flexible problem-solving.  | Principals played a strategic role in coordinating guidance and counseling management.         |
| Guidance and counseling teacher's role | The guidance and counseling teacher served as the main program implementer and follow-up provider.       | Guidance functions were more integrated with classroom teacher roles and daily guidance. | The formal role of the guidance and counseling teacher was stronger at SDN Cibeureumhilir CBM. |



|                          |                                                                                                                                          |                                                                                                                   |                                                                                                          |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Classroom teacher's role | Classroom teachers observed students daily, reported cases, and supported discipline routines.                                           | Classroom teachers became the main actors in identifying, guiding, and communicating student issues.              | Classroom teachers were central in both schools because they interacted with students every day.         |
| Parent involvement       | Parents were involved through follow-up communication when students had discipline or responsibility problems.                           | Parents were involved through informal communication and direct discussion with teachers.                         | Parent involvement supported behavioral continuity between school and home.                              |
| Coordination pattern     | Coordination was conducted through formal meetings, reports, and communication between teachers and the guidance and counseling teacher. | Coordination was conducted through informal discussion, quick response, and collaborative decision-making.        | Formal coordination supports accountability, while informal coordination supports responsiveness.        |
| Documentation            | Role descriptions, school rules, behavior records, meeting notes, and guidance reports were available.                                   | Classroom notes, informal meeting records, parent communication records, and classroom agreements were available. | Documentation was stronger and more systematic at SDN Cibeureumhilir CBM.                                |
| Strength                 | Clear roles, accountability, and consistent service flow.                                                                                | Flexibility, teacher collaboration, and responsiveness to student needs.                                          | Effective organizing requires role clarity and collaborative responsiveness.                             |
| Weakness                 | Risk of becoming too procedural if not adapted to individual student needs.                                                              | Risk of inconsistency if not supported by systematic documentation.                                               | Both schools need to integrate structure and flexibility in organizing guidance and counseling services. |

Based on Table 2, the organizing of guidance and counseling management in both schools contributed to the development of students' discipline and responsibility. SDN Cibeureumhilir CBM demonstrated stronger role clarity, formal coordination, and documentation, while SDN Mandalasari demonstrated stronger flexibility, collaboration, and responsiveness. These findings suggest that effective organizing in guidance and counseling management should combine clear role distribution, teacher collaboration, parental involvement, systematic documentation, and adaptive communication.

### **Implementation of Guidance and Counseling Management in Developing Students' Discipline and Responsibility**

The third finding concerns the implementation of guidance and counseling management in developing students' discipline and responsibility at SDN Cibeureumhilir CBM Kota Sukabumi and SDN Mandalasari Kabupaten Sukabumi. Implementation refers to the actual delivery of guidance and counseling services, including classroom guidance, individual counseling, group counseling, habituation, school rule enforcement, reinforcement, reflection, and collaboration with teachers and parents. The findings show that both schools implemented guidance and counseling services to strengthen discipline and responsibility, but

they used different approaches. SDN Cibeureumhilir CBM emphasized formal rules, structured services, and reward and punishment mechanisms, while SDN Mandalasari emphasized participatory activities, reflection, and contextual guidance.

At SDN Cibeureumhilir CBM, the implementation of guidance and counseling was carried out through classroom guidance, individual counseling, group counseling, and daily discipline routines. Students were guided to arrive on time, wear complete uniforms, complete assignments, follow school rules, maintain classroom cleanliness, and respect teachers and peers. The guidance and counseling teacher stated:

*“We implement guidance and counseling through classroom services, individual guidance, and group guidance. For discipline, we emphasize punctuality, uniform completeness, assignment completion, and obedience to school rules.”*(Interview with Guidance and Counseling Teacher, SDN Cibeureumhilir CBM)

This statement indicates that implementation at SDN Cibeureumhilir CBM was structured and rule-based. Guidance and counseling services were directly connected to school discipline standards and students' daily behavior.

The interpretation of the data shows that implementation is the stage where guidance and counseling management directly influences student behavior. In educational management, implementation transforms plans and organizational structures into concrete actions. In the context of discipline and responsibility, implementation determines whether students experience guidance as a meaningful process or merely as rule enforcement. The findings show that both approaches have different strengths.

The comparison of findings on implementation in both schools is presented in Table 3.

Table 3  
Comparison of Findings on the Implementation of Guidance and Counseling Management in Two Schools

| Aspect of Implementation | SDN Cibeureumhilir CBM                                                                                                             | SDN Mandalasari                                                                                    | Cross-Case Interpretation                                                                                                                              |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Implementation model     | Formal, structured, and rule-based.                                                                                                | Flexible, participatory, and contextual.                                                           | Both schools implemented guidance and counseling services, but with different emphases.                                                                |
| Main service forms       | Classroom guidance, individual counseling, group counseling, discipline routines, and school rule enforcement. Punctuality checks, | Classroom guidance, group discussion, educational games, reflection, projects, and daily guidance. | SDN Cibeureumhilir CBM emphasized formal services, while SDN Mandalasari emphasized experiential guidance. Formal discipline builds consistency, while |
| Discipline strategy      | uniform control, rule compliance, reward and punishment, and teacher supervision.                                                  | Dialogue, reflection, collaborative activities, and teacher reminders.                             | reflective discipline supports internal awareness.                                                                                                     |
| Responsibility strategy  | Assignment monitoring, classroom duty supervision, and corrective                                                                  | Group task division, project activities, student                                                   | Responsibility was developed through both                                                                                                              |

|                     |                                                                                                                                     |                                                                                                                          |                                                                                                                          |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
|                     | guidance for repeated problems.                                                                                                     | reflection, and peer responsibility.                                                                                     | monitoring and direct participation.                                                                                     |
| Teacher role        | Teachers supervised routines, reported violations, provided guidance, and reinforced rules.                                         | Teachers facilitated activities, guided reflection, encouraged participation, and communicated with students personally. | Teachers acted as behavioral guides in both schools, but with different interaction styles.                              |
| Student involvement | Students followed rules, received guidance, completed assignments, and participated in counseling services.                         | Students participated in group work, reflected on behavior, shared responsibilities, and discussed problems.             | Student involvement was more participatory at SDN Mandalasari.                                                           |
| Documentation       | School rules, violation records, counseling notes, reward and punishment records, attendance data, and assignment monitoring notes. | Reflection records, activity notes, teacher notes, project records, and parent communication notes.                      | Documentation at SDN Cibeureumhilir CBM was more formal, while documentation at SDN Mandalasari was more activity-based. |
| Strength            | Clear behavioral standards, consistency, and measurable discipline implementation.                                                  | Stronger student participation, reflection, and internalization of responsibility.                                       | Effective implementation requires both structure and participation.                                                      |
| Weakness            | Risk of focusing too much on external compliance if not supported by reflection.                                                    | Risk of inconsistency if not supported by clear rules and systematic documentation.                                      | An ideal model should combine formal rules with reflective and participatory guidance.                                   |

Based on Table 3, the implementation of guidance and counseling management in both schools contributed to the development of students' discipline and responsibility. SDN Cibeureumhilir CBM showed stronger implementation through formal rules, structured services, and consistent supervision, while SDN Mandalasari showed stronger implementation through participatory activities, reflection, and contextual guidance. These findings suggest that effective guidance and counseling implementation in elementary schools should integrate clear discipline structures with reflective and participatory strategies so that students develop not only obedience, but also internal responsibility.

### **Evaluation of Guidance and Counseling Management in Developing Students' Discipline and Responsibility**

The fourth finding concerns the evaluation of guidance and counseling management in developing students' discipline and responsibility at SDN Cibeureumhilir CBM Kota Sukabumi and SDN Mandalasari Kabupaten Sukabumi. Evaluation refers to the process of monitoring student progress, assessing the effectiveness of guidance and counseling services, identifying obstacles, and determining follow-up actions. The findings show that both schools conducted evaluation, but with different patterns. SDN Cibeureumhilir CBM tended to apply a formal, documented, and routine evaluation model, while SDN Mandalasari tended to apply a reflective, participatory, and contextual evaluation model.

The comparison of findings on evaluation in both schools is presented in Table 4.

Table 4  
Comparison of Findings on the Evaluation of Guidance and Counseling Management in Two Schools

| Aspect of Evaluation   | SDN Cibeureumhilir CBM                                                                                                    | SDN Mandalasari                                                                                                           | Cross-Case Interpretation                                                                                           |
|------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Evaluation model       | Formal, documented, and routine.                                                                                          | Reflective, participatory, and contextual.                                                                                | Both schools evaluated guidance and counseling services, but with different emphases.                               |
| Evaluation instruments | Student behavior records, discipline reports, counseling notes, attendance data, assignment records, and meeting minutes. | Reflection notes, classroom agreements, teacher observations, parent communication records, and informal follow-up notes. | SDN Cibeureumhilir CBM had stronger formal documentation, while SDN Mandalasari had stronger reflective evaluation. |
| Evaluation focus       | Punctuality, rule compliance, uniform completeness, assignment completion, and repeated behavioral problems.              | Student reflection, task responsibility, group participation, awareness of behavior, and improvement commitments.         | Formal evaluation measures behavioral compliance, while reflective evaluation supports value internalization.       |
| Teacher role           | Teachers monitored student behavior, reported cases, and coordinated with the guidance and counseling teacher.            | Teachers facilitated reflection, guided discussion, and communicated with parents.                                        | Teachers served as evaluators and follow-up facilitators in both schools.                                           |
| Student involvement    | Students were mostly evaluated based on records and teacher observations.                                                 | Students were actively involved in reflection and discussion about their behavior.                                        | Student participation in evaluation was stronger at SDN Mandalasari.                                                |
| Parent involvement     | Parents were contacted when students needed follow-up at home.                                                            | Parents were involved through direct communication and shared agreements.                                                 | Parent involvement supported continuity between school and home.                                                    |
| Follow-up actions      | Individual counseling, teacher coordination, parental communication, and reinforcement of school rules.                   | Reflection, teacher guidance, group discussion, and parent-supported agreements.                                          | Evaluation in both schools led to follow-up actions, although the form differed.                                    |
| Strength               | Accountability, continuity, and traceable student development data.                                                       | Awareness building, student participation, and contextual responsiveness.                                                 | Effective evaluation requires both documentation and reflection.                                                    |
| Weakness               | Risk of becoming overly administrative if not supported by student reflection.                                            | Risk of inconsistency if not supported by systematic records.                                                             | An ideal evaluation model integrates formal records with participatory reflection.                                  |

Based on Table 4, the evaluation of guidance and counseling management in both schools contributed to the development of students' discipline and responsibility. SDN Cibeureumhilir CBM demonstrated

stronger formal evaluation through documentation, reports, and routine monitoring, while SDN Mandalasari demonstrated stronger reflective evaluation through dialogue, student participation, and contextual follow-up. These findings suggest that effective evaluation in guidance and counseling management should integrate formal documentation, student reflection, teacher coordination, parent involvement, and continuous follow-up so that discipline and responsibility are not only monitored, but also internalized by students.

## Discussion

The findings of this study show that guidance and counseling management contributes to the development of students' discipline and responsibility, but its effectiveness depends on how schools balance structure and participation. SDN Cibeureumhilir CBM represents a formal-structured model, characterized by written programs, clear rules, role distribution, reward and punishment, documentation, and routine evaluation. This model strengthens external discipline because students receive clear expectations, consistent supervision, and measurable consequences. However, the limitation of this model is that discipline may remain compliance-oriented if it is not accompanied by reflection and student involvement.

In contrast, SDN Mandalasari represents a flexible-participatory model, characterized by informal coordination, teacher collaboration, reflective activities, educational games, group projects, and direct communication with parents. This model is effective in developing internal responsibility because students are encouraged to participate, reflect on their behavior, and understand the meaning of responsibility through experience. Nevertheless, its weakness lies in the risk of inconsistency when reflection and collaboration are not supported by systematic documentation, clear program direction, and measurable evaluation.

These findings suggest that guidance and counseling management should not be reduced to either administrative structure or interpersonal guidance. A purely formal model may produce obedient students, but not necessarily reflective and responsible learners. Conversely, a purely participatory model may promote awareness, but may lack continuity and accountability. Therefore, the main argument of this study is that effective guidance and counseling management in elementary schools requires an integrated model that combines formal structure with participatory flexibility.

The integration between theory and findings can be seen through four management functions. Planning should not only produce written programs, but also identify students' behavioral needs and design contextual guidance strategies. Organizing should not only distribute roles formally, but also create collaborative responsibility among principals, counseling teachers, classroom teachers, parents, and students. Implementation should not only enforce rules, but also provide reflective, experiential, and developmental guidance. Evaluation should not only document violations or achievements, but also examine whether students' discipline and responsibility are becoming internalized values.

This study therefore extends previous research by showing that discipline and responsibility develop through two complementary mechanisms: external regulation and internal reflection. External regulation is built through rules, routines, supervision, and consequences, while internal reflection is developed through dialogue, participation, self-evaluation, and meaningful activities. The conceptual contribution of this study lies in proposing an integrated guidance and counseling management model in which formal management ensures consistency and accountability, while participatory guidance supports awareness and character internalization.



Thus, guidance and counseling management should be understood as a character development system, not merely as a service for solving student problems. Schools need to move beyond reactive counseling practices toward a more systematic, collaborative, and reflective model. In elementary education, this model is especially important because students' discipline and responsibility are still developing and require continuous support from school structures, teacher guidance, peer interaction, and family reinforcement. Future implementation should therefore combine written programs, clear roles, reflective activities, systematic evaluation, and parent collaboration to strengthen both behavioral compliance and moral awareness.

## Conclusions

This study concludes that guidance and counseling management can strengthen students' discipline and responsibility when it is developed as an integrated character development system. The comparison of the two schools shows that a formal-structured model supports consistency, rule compliance, and accountability, while a flexible-participatory model strengthens student reflection, involvement, and internal responsibility. Therefore, effective guidance and counseling management should combine structure and participation rather than rely on only one model.

The theoretical implication of this study is the formulation of an integrated management perspective in which discipline and responsibility are shaped through two complementary mechanisms: external regulation and internal reflection. External regulation is developed through rules, routines, supervision, and documentation, while internal reflection grows through dialogue, participation, experiential activities, and self-evaluation. This perspective extends previous studies by showing that guidance and counseling is not merely a corrective service, but a managed pedagogical process for character formation in elementary schools.

Practically, schools need to design guidance and counseling programs that include clear planning, role distribution, consistent service implementation, reflective activities, systematic evaluation, and parent collaboration. Principals, guidance and counseling teachers, classroom teachers, and parents should work together to ensure that discipline and responsibility are not only monitored, but also internalized by students. Although this study is limited to two elementary schools, its findings may inform similar school contexts that seek to balance formal management with participatory guidance in strengthening students' character development

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