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# Analysis of Readiness and Support Systems for Guidance and Counseling (BK) Services Management in the Implementation of Social-Emotional Learning (SEL) at SMP Negeri 1 Padaherang

**Elin Ernawati[1a]*, Uman Suherman AS[2b], Ibrahim Alhakim[3c]**
[1]Master's Program, Guidance and Counseling Study Program, Indonesian University of Education
[2]Master's Program, Guidance and Counseling Study Program, Indonesian University of Education
[3]Master's Program, Guidance and Counseling Study Program, Indonesian University of Education

[a]elin752@upi.edu, [b]umans@upi.edu, [c]ibrahimalhakim@upi.edu

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***Correspondence Address:**
elin752@upi.edu

**Abstract:**
This study aims to analyze the readiness and management support system of guidance and counseling (BK) services in implementing social-emotional learning (SEL) at SMP Negeri 1 Padaherang. The background of this study departs from the changing paradigm of 21st-century education that requires schools to focus not only on academic aspects, but also on the social-emotional well-being of students. BK services have a strategic role as a driving force for coordinating character building and student psychological well-being through the development of five core SEL competencies according to CASEL (2018). This study uses a conceptual-empirical approach (field-based conceptual study) with a mixed-methods design (descriptive-quantitative and thematic qualitative) with data sources in the form of a social-emotional skills (KSE) questionnaire adapted from the Social and Emotional Learning Scale, interviews, and Focus Group Discussions (FGDs) with teachers and homeroom teachers. Quantitative data were analyzed descriptively on 191 respondents of 7th and 8th grade students, while qualitative data were analyzed using thematic techniques. The analysis results showed that students' social-emotional skills were in the moderate category (M = 2.75; SD = 0.38). The dimension with the highest score was relationship skills (M = 2.95), followed by self-management (M = 2.78), while social awareness (M = 2.59) was the lowest. Teacher FGDs revealed that SEL implementation had been carried out intuitively through reflective habits, group activities, and a heart-to-heart approach between teachers and students, but had not been systemically integrated into the guidance and counseling curriculum or school policies. The main obstacles included a lack of professional training, limited internal policy support, and minimal coordination between teachers and the guidance and counseling department. These findings confirm that individual readiness (teachers and counselors) is relatively good, but support for the guidance and counseling management system still needs to be strengthened through more structured policies, training, and collaboration. This article recommends the development of a

guidance and counseling management model based on systemic readiness as a framework for sustainable SEL implementation at the secondary school level.

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## Introduction (مقدمة)

Social-emotional learning (SEL) is a strategic approach in 21st-century education that emphasizes the development of competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making(C.A.S.E.L. 2018)(Durlak et al. 2011). Various studies have shown that SEL not only improves psychological well-being but also supports students' academic success and social relationships through a more balanced integration of emotional-cognitive aspects. National policies such as the Independent Curriculum also emphasize the importance of SEL in efforts to realize the Pancasila Student Profile, particularly in strengthening character, empathy, mutual cooperation, and independence.

Despite its recognized urgency, SEL implementation in Indonesian schools still faces a gap between policy and practice. National studies show that only a small proportion of schools have structured plans and internal policies to integrate SEL into the curriculum and guidance and counseling (BK) services. In many settings, SEL implementation still relies on individual teacher initiative, without systemic support in the form of professional training, supervision, or clear operational guidelines (Surya, Retnawati, and Haryanto 2023) (Thierry et al. 2023)(Meyers et al. 2019). Implementation literature also emphasizes that SEL success depends on organizational readiness, including leadership support, a collaborative culture, and adequate policy infrastructure (Wanless and Domitrovich 2015).

This situation is reflected in the context of SMP Negeri 1 Padaherang. Focus group discussions (FGDs) with teachers indicated that some SEL elements have been implemented through daily reflective activities, empathetic interactions, and group activities. However, these practices have not been systematically integrated into school policies or the guidance and counseling program. Teachers acknowledged that they understand the basic concepts of SEL but have not received adequate training or guidelines, resulting in intuitive and inconsistent implementation across classes. Interviews with guidance and counseling teachers and school leaders also revealed that guidance and counseling services are more responsive, while the preventive and developmental roles that underpin SEL have not yet become institutional priorities.

Quantitative data from 191 students corroborate this. Students' social-emotional skills (SSE) scores were in the moderate category (M = 2.75; SD = 0.38). The relational skills dimension scored the highest (M = 2.95), demonstrating students' capacity for social relationships, while social awareness scored the lowest (M = 2.59), indicating the need to strengthen empathy and social perspective. These findings demonstrate the need to develop a more structured and measurable SEL program to ensure balanced development of all competency dimensions.

The gap between individual understanding, teacher/counselor readiness, and the limitations of the guidance and counseling management system indicates that SEL implementation in schools has not received adequate structural support. Yet, guidance and counseling services play a strategic role as a coordinating force for SEL implementation within school management. The comprehensive guidance and counseling management model(Gysbers and Henderson 2012) emphasizes the need for integration between the guidance curriculum, responsive services, individual planning, and system support. When any one component is not functioning optimally, the effectiveness of SEL implementation can decline.

Based on these conceptual and empirical gaps, this study formulates three main focuses: first, analyzing the level of institutional and professional readiness of schools in implementing SEL; second, identifying supporting factors and systemic barriers to guidance and counseling services; and third, formulating recommendations for strengthening guidance and counseling management support systems that are appropriate to the characteristics of secondary schools in Indonesia. A mixed-methods approach is used to generate a holistic understanding of systemic readiness and the need for sustainable SEL implementation.

This research is expected to contribute to the development of theoretical studies on the organizational readiness and management of guidance and counseling services in the Indonesian context, which has paternalistic socio-cultural characteristics(Surya et al. 2023). Furthermore, this research provides practical benefits in developing strategies for strengthening guidance and counseling-based SEL support systems that are relevant for schools, teachers, counselors, and policymakers.

## Method (منهج)

This study used a mixed methods approach, combining quantitative descriptive and thematic qualitative methods. This mixed methods approach was chosen because it provides a comprehensive picture of the empirical state of students' social-emotional skills and the school's institutional readiness to implement social-emotional learning (SEL), as recommended by(Creswell and Plano Clark 2018).

The quantitative aspect focuses on measuring the level of students' social-emotional skills (KSE) through questionnaires, while the qualitative aspect is used to explore perceptions, practices, obstacles, and readiness of the BK service management system through interviews and Focus Group Discussions (FGD).

The scope of the research covers two main objects, namely the level of students' social-emotional skills as an outcome of SEL implementation and the readiness of BK services and school support systems as organizational factors that influence the success of program implementation.

The focus of this research is explained through three operational definitions. First,school readinessrefers to individual readiness (teachers, counselors, school leaders) and organizational readiness (policies, structures, facilities, and institutional support) in implementing SEL systematically, as explained by(Wanless and Domitrovich 2015). Second,BK management support systeminterpreted as a series of policy components, BK programs, training, supervision, time allocation, facilities, and collaboration mechanisms that support the integration of SEL into BK services according to the comprehensive management framework proposed by (Gysbers and Henderson 2012). Third,Student Social Emotional Skills (SSE)is a competency that includes self-awareness, self-management, social awareness, relationship skills, and responsible decision-making based on the (C.A.S.E.L. 2018) and is measured using an instrument developed by (Fernández-Martín 2022).

This research was conducted at SMP Negeri 1 Padaherang from September to October 2025. The quantitative research population was all seventh and eighth grade students, with a sample of 191 students who completed the KSE questionnaire via Google Form. For the qualitative aspect, informants

were selected through purposive sampling due to the relevance of their roles to SEL implementation in schools. Informants consisted of six teachers who participated in the FGD, the assistant principal for curriculum, and two guidance and counseling teachers who conducted in-depth interviews. Quantitative data were collected using the KSE questionnaire based on the five (C.A.S.E.L. 2018) adapted from (Fernández-Martín 2022) with a four-point Likert scale. Qualitative data were collected using a semi-structured interview guide and FGD guide based on SEL theory and the guidance and counseling management model. All FGD conversations and interviews were recorded (with permission) and transcribed verbatim.

Data collection techniques were conducted by distributing questionnaires to students in class under the guidance of homeroom teachers, while teacher focus groups (FGDs) were conducted in the library for 35–45 minutes. In-depth interviews were conducted in the guidance and counseling room using an open-ended question structure. Quantitative data analysis was conducted using descriptive statistics to calculate the mean value, standard deviation, and distribution of scores for each KSE domain. Furthermore, instrument reliability was tested using Cronbach's alpha coefficient referring to internal consistency standards. Comparisons between seventh and eighth grade students were analyzed using simple difference tests, such as the independent t-test or nonparametric alternatives according to data distribution assumptions. Qualitative analysis was conducted using a thematic approach by (Miles, Huberman, and Saldaña 2014) through the stages of data reduction, inductive-deductive coding, pattern tracing, and theme extraction. The results of the qualitative analysis included themes related to teachers' understanding of SEL, learning practices, guidance and counseling system readiness, implementation barriers, and the need for strengthening the support system.

Throughout all stages of the research, ethical aspects were maintained by obtaining official permission from the school, explaining the research objectives to participants, ensuring confidentiality, and ensuring that participation was voluntary. Explicit consent was obtained before recording data from interviews and focus group discussions (FGDs). Data was stored anonymously and used solely for scientific purposes.

## Result (نتائج)

Quantitative Results: Students' Social-Emotional Skills (SSE)

A questionnaire analysis of social emotional skills for 191 seventh and eighth grade students at SMP Negeri 1 Padaherang showed that the average KSE score was in the moderate category (M = 2.75; SD = 0.38). Domain-wise, the highest score was for relationship skills, while the lowest score was for social awareness.

Table 1. Summary of KSE Scores Based on CASEL Domains

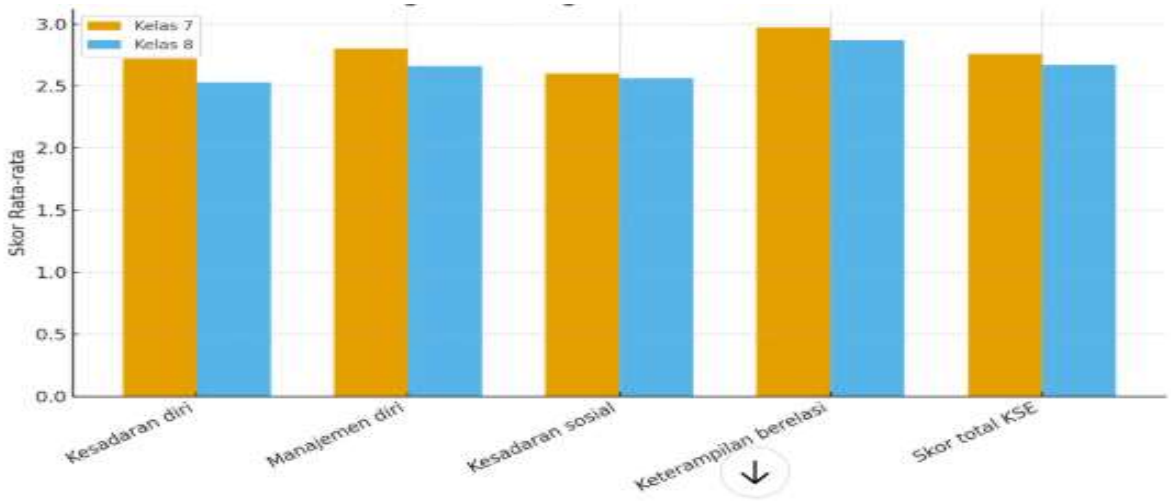
| SEL Domain | Mean | Elementary School | Category |
|---|---|---|---|
| **Self-awareness** | 2.69 | 0.46 | Currently |
| **Self-management** | 2.78 | 0.46 | Currently |
| **Social awareness** | 2.59 | 0.49 | Currently |
| **Relationship skills** | 2.95 | 0.53 | Pretty good |
| **Responsible decision-making** | 2.74 | 0.52 | Currently |
| **KSE Total Score** | **2.75** | **0.38** | **Currently** |

Inter-grade comparisons show small but consistent variations, with seventh-grade students scoring slightly higher than eighth-grade students in almost all domains.

Table 2. Comparison of KSE Scores for Classes VII and VIII

| Domain | Grade VII | Class VIII | Difference |
|---|---|---|---|
| **Self-awareness** | 2.72 | 2.53 | +0.19 |
| **Self-management** | 2.80 | 2.66 | +0.14 |
| **Social awareness** | 2.60 | 2.56 | +0.04 |
| **Relationship skills** | 2.97 | 2.87 | +0.10 |
| **KSE total score** | 2.76 | 2.67 | +0.09 |

Graph 1. Improvement of students' social skills on total score




These results indicate that seventh-grade students tend to have slightly stronger social-emotional readiness, particularly in self-awareness and self-management. This difference may be related to the developmental dynamics of eighth-grade students, who face higher academic and social pressures.

**Qualitative Results: FGD and Interview Findings**

Thematic analysis of teacher focus group data and in-depth interviews with guidance counselors and assistant principals for curriculum showed that teachers' understanding of SEL was generally general and unstructured. Teachers recognized SEL as part of character development, empathy, and emotional regulation, but did not yet understand SEL as a systematic competency framework as formulated in theory. This was illustrated by one teacher's statement, "We've been trying to instill social-emotional values for a long time, but we didn't know that it was part of SEL learning." This basic understanding provides initial capital, but it has not yet been able to form the basis for consistent SEL implementation.

Social-emotional learning practices in the classroom are already being implemented by some teachers through intuitive activities such as asking students about their emotional state, brief reflections, discussions about feelings, and group prayer. However, these practices are not based on formal guidelines or a uniform implementation plan, so they remain incidental and dependent on individual teacher initiative. One teacher described this by stating, "Usually at the beginning of the lesson we ask the students how they're feeling, but that's just a habit, not a program." The absence of policy documents and implementation guidelines results in a lack of standardized practices across all classrooms.

Interviews with guidance counselors revealed that guidance counselors' management is also not yet fully prepared to comprehensively integrate SEL. Guidance counselors' services still

predominantly focus on case management or responsive services, while preventive programs and social-emotional development have not yet become an explicit part of the guidance counselors' management structure. A guidance counselor stated that, "SEL activities only emerge when there is training from the office; it is not yet programmed into guidance counselors' management." This situation indicates that structural support for implementing SEL systematically is still limited.

Barriers to SEL implementation identified in focus group discussions and interviews included the absence of internal school policies on SEL, a lack of coordination between subject teachers and guidance counselors, and limited professional training. The assistant principal for curriculum emphasized the importance of policy support, stating, "If there are technical instructions or technical guidelines from the school, it's easier for teachers to work together." The lack of regulation and coordination has resulted in SEL implementation not developing comprehensively.

All informants expressed the need for a clearer and more sustainable support system. Teachers, counselors, and school leaders considered implementation guidelines, regular teacher training, and supervision mechanisms essential to ensure consistent SEL implementation. Furthermore, parental involvement was considered crucial to strengthening the sustainability of students' social-emotional development. As expressed in the focus group discussion, "We need clear guidelines so that all teachers implement SEL in the same way." This reflects the urgent need to develop an integrated support system so that SEL can be implemented more effectively and measurably across all school levels.

## Discussion (مناقشة)

ResultsThe study showed that the social-emotional skills of students at SMP Negeri 1 Padaherang were in the moderate category, with strengths in relationship skills and weaknesses in social awareness. The total KSE score (M = 2.75; SD = 0.38) indicated that some social-emotional competencies had developed, but were not yet optimal. Strength in the relationship skills domain (M = 2.95) indicated that students had relatively easy access to social relationships, collaboration, and conflict resolution. This finding aligns with the CASEL (2018) literature, which states that relationship skills are the most easily developed abilities in students when there is a supportive learning environment.

However, low social awareness (M = 2.59) indicates a need to strengthen empathy, perspective-taking skills, and sensitivity to diversity, consistent with the findings of Fernández-Martín et al. (2022) who emphasized that the social domain requires explicit learning and consistent coaching structures.

A comparison between seventh and eighth grades shows that seventh-grade students scored slightly higher in almost all domains. This difference may be attributed to the dynamics of early adolescent development, where seventh-grade students' social-emotional adaptation is still more stable before facing academic and social pressures at the next level (Brackett and Rivers 2014). This reinforces the need for schools to provide SEL programs that are sustainable and responsive to students' developmental stages.

Qualitative findings clarify the context behind these quantitative scores. SEL practices occurring in schools largely emerge intuitively through reflective practice, empathetic interactions, and classroom activities that foster community. Teachers demonstrated a basic understanding of SEL as character education and emotional management, but lacked a systematic conceptual understanding of the five (C.A.S.E.L. 2018)

This condition aligns with the findings of (Todd, Smothers, and Colson 2022), who explained that teachers often have a general understanding of SEL but struggle to implement it in a structured manner without guidelines and training.

Teachers and counselors appear to be well-prepared at the individual level, as reflected in their proactive attitudes and motivation to implement SEL elements in their learning. However, systemic readiness, or organizational readiness, remains weak. The absence of formal policies, lack of cross-role coordination, minimal training, and the absence of SEL integration into school curricula indicate limited institutional capacity.

This is consistent with (Wanless and Domitrovich 2015)argument that the success of SEL implementation is largely determined by two dimensions of readiness: individual readiness and organizational readiness. Prepared individuals will not be able to implement SEL effectively without the support of a conducive organizational structure.

From a guidance and counseling service management perspective, the situation at this school indicates that guidance and counseling services primarily serve a responsive function, while the preventive and developmental functions that are at the heart of SEL implementation have not been optimally implemented. (Gysbers and Henderson 2012) emphasize that effective guidance and counseling management must integrate the guidance curriculum, responsive services, individual planning, and system support. In this context, only a small portion of these components are operational, thus preventing guidance and counseling from functioning as a coordinating force for SEL at the school level.

The findings of this study reinforce the SEL implementation literature, which emphasizes the importance of systemic support. (Meyers et al. 2019)stated that SEL programs are only effective when supported by school leadership, strategic planning, professional training, and ongoing monitoring. The absence of policies and support systems at SMP Negeri 1 Padaherang resulted in SEL not being implemented as a school-wide effort, but rather as an individual teacher practice. This situation resulted in the low development of certain social aspects, such as empathy and social awareness in students.

An important contribution of this research is the confirmation that individual teacher and counselor readiness cannot stand alone without organizational readiness. When teachers have understanding and motivation, but lack school policies, implementation guidelines, supervision, or professional training, SEL implementation is sporadic and does not result in changes in school culture. Conversely, a strong support system without individual readiness will result in implementation that is administrative and meaningless for students. Therefore, the success of SEL implementation depends on the integration of these two aspects, as emphasized by (Wanless and Domitrovich 2015)

The findings of this study provide practical contributions to strengthening guidance and counseling management in secondary schools. Knowing that students' KSE scores are in the moderate category and their social awareness is suboptimal, guidance and counseling programs can direct their interventions toward developing empathy and social perspective through classroom services, group counseling, or guided reflection activities.

Furthermore, teachers' need for training, guidance, and coordination is fundamental to developing a systemic readiness-based guidance and counseling management model, as suggested by). This research also reinforces the need for schoolwide implementation (Meyers et al., 2019), where guidance and counseling serves as the center for integrating SEL programs into the curriculum, learning, and school culture.

Thus, this discussion confirms that SEL development requires synergy between individual competencies and structural support. Individual teacher and counselor readiness is the initial foundation, but without strengthened guidance and counseling management and school policies, SEL implementation cannot be sustainable. The results of this study also enrich the literature on SEL implementation in the Indonesian school context, particularly in school cultures that tend to be paternalistic and dependent on leadership, as noted by (Surya et al. 2023).

## Conclusion (خاتمة)

This study concludes that the implementation of social-emotional learning (SEL) at SMP Negeri 1 Padaherang is in the development stage but not yet fully systemic. Quantitative results indicate that students' social-emotional skills (SEL) are in the moderate category (M = 2.75; SD = 0.38), with a major strength in relationship skills and a weakness in social awareness. Differences in scores between grades VII and VIII indicate developmental variations that require ongoing intervention. These findings indicate that students' social-emotional development has been ongoing, but is still limited to certain aspects and has not yet driven a balanced increase in all SEL competencies.

Qualitative results corroborate these findings by showing that teachers have intuitively implemented SEL elements through reflective habituation practices and empathetic interactions, but without clear systemic support. Individual teacher and counselor readiness is quite good in terms of understanding and motivation, but organizational readiness—particularly in the form of school policies, cross-role coordination, training, and guidance and counseling service management—remains suboptimal. Guidance and counseling services function primarily in a responsive manner, not yet driving SEL integration as recommended in comprehensive management models.

Thus, the answers to the research questions indicate that school readiness to implement SEL is at a moderate level: individuals are ready, but support systems are inadequate. Supporting factors include teacher motivation and awareness of the importance of SEL, while key barriers include the lack of implementation guidelines, limited coordination, and minimal professional training. Perceptions from teachers, counselors, and school leaders consistently emphasize the need to strengthen support systems for comprehensive SEL integration.

## Acknowledgment ( شكر وتقدير)

This research's contribution to scientific development lies in the understanding that successful SEL implementation requires synergy between individual and organizational readiness. This research provides practical advice that schools need to strengthen the role of guidance and counseling service management through the development of SEL policies, the development of preventive and self-development programs, enhanced teacher training, and ongoing collaboration among stakeholders. These findings can serve as a basis for developing a systemic readiness-based guidance and counseling management model in the context of secondary schools in Indonesia, and provide direction for further research on strengthening school-wide SEL implementation.

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