

ENHANCING STUDENT COUNSELING THROUGH CO2C (COUNSELING TO CARE) DIGITAL INNOVATION

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ABSTRACT

Guidance and Counselling programs play a strategic role in supporting students' holistic development. This study aims to identify the implementation of the BK program at MAN 1 Kota Batam, its challenges, and its impact on student administration. Using a qualitative descriptive approach, the research applied data collection methods through in-depth interviews, participatory observation, and documentation studies with the Team Guidance and Counselling of MAN 1 Kota Batam. The research findings reveal an innovative Guidance and Counselling program implementation, including student orientation services, individual and group counselling, and digital program development such as Co2C (Counselling to Care). Significant innovations include the use of leaf media for emotion management and barcode systems for online consultation. The program's impact encompasses increased mental health awareness, student administration responsiveness, and active student participation. The study concludes that MAN 1 Kota Batam has developed a comprehensive, systematic, and sustainable Guidance and Counselling program. This holistic approach goes beyond problem-solving, empowering student potential through technology integration, experimental methods, and multi-stakeholder collaboration.

Kata Kunci: *Guidance and Counselling, Student Administration, Educational Innovation*

ABSTRAK

Program Bimbingan dan Konseling (BK) memegang peran strategis dalam mendukung pengembangan holistik siswa. Penelitian ini bertujuan mengidentifikasi implementasi program BK di MAN 1 Kota Batam, tantangannya, dan dampaknya terhadap administrasi siswa.

Menggunakan pendekatan kualitatif deskriptif, penelitian ini menerapkan metode pengumpulan data melalui wawancara mendalam, observasi partisipatif, dan studi dokumentasi dengan Tim Bimbingan dan Konseling MAN 1 Kota Batam. Temuan penelitian mengungkapkan implementasi program BK yang inovatif, termasuk layanan orientasi siswa, konseling individu dan kelompok, serta pengembangan program digital seperti Co2C (Counselling to Care). Inovasi signifikan meliputi penggunaan media daun untuk pengelolaan emosi dan sistem barcode untuk konsultasi daring. Dampak program mencakup peningkatan kesadaran kesehatan mental, responsivitas administrasi siswa, dan partisipasi aktif siswa. Studi ini menyimpulkan bahwa MAN 1 Kota Batam telah mengembangkan program BK yang komprehensif, sistematis, dan berkelanjutan. Pendekatan holistik ini melampaui penyelesaian masalah, memberdayakan potensi siswa melalui integrasi teknologi, metode eksperimental, dan kolaborasi multi-pemangku kepentingan.

Key Words: *Bimbingan dan Konseling, Administrasi Siswa, Inovasi Pendidikan*

INTRODUCTION

Guidance and Counselling is a strategic program within educational institutions aimed at supporting students' holistic development, encompassing academic, social, and psychological aspects. Guidance and Counselling programs in educational institutions play a strategic role in supporting students' holistic development, encompassing academic, social and psychological aspects within educational settings. These services have been proven to help improve students' mental health social well-being, and academic achievement, while also playing important role in creating a safe and productive learning environment (Kivlighan et al., 2020). As a crucial component of education, guidance and counselling aims to help students face life and academic challenges, and facilitate the development of positive character that will aid their future (Haris, Haryanto, & Oktafia, 2020). In the context of effective learning, guidance and counselling contributes to forming a supportive environment, enabling students to feel confident and motivated to achieve their academic and personal success (Sitinjak & Canu, 2023).

In Indonesia, the need for guidance and counselling integrated with school administration systems is becoming increasingly urgent, considering the complexity of challenges faced by students in the modern era. Guidance and counselling service not only provide short-term support but also have the potential to be a strategic tool that strengthens students administration management, particularly in mapping student needs, managing data on problematic students, and facilitating communication among students, parents and school authorities (Nordin, Shafie, Khalid, Hanafi, & Baharudin, 2023). Therefore, it is important to understand the effectiveness of integrating these services with students administration to create a more responsive student support system. This integration can even strengthen student character values, such as openness and discipline, which positively impact student behavior development (Hafiza & Firman, 2023).

At MAN 1 Batam, the guidance and counselling program is implemented with the aim of supporting students' best potential through a structured and continuous approach. However, the implementation of this program faces significant challenges, including limited resources, time and inadequate facilities (Magero, Kathuri, & Wamalwa, 2020). Student perceptions often viewing these services as uninteresting and less relevant also hinder many students from utilizing them optimally (Putri & Harahap, 2023). Furthermore, the integration between guidance and counselling programs and student administration remains a major challenge. Programs that are not well-integrated tend to have less significant impact on student management, which can ultimately hinder the achievement of optimal educational goals (Simbolon & Purba, 2022).

Guidance and counselling programs in the educational environment have diverse theoretical foundations, allowing their application according to students' specific needs. One main approach focuses on discipline and modern challenges, such as the impact of the internet on students' attitudes and behavior (Nordin et al., 2023). Frequently used theoretical approaches include cognitive, behavioristic and humanistic approaches. On the other hand, the humanistic approach prioritizes understanding students as unique individuals with the potential to develop. These counselling theories support the development of student guidance programs by addressing external challenges affecting them, including disciplinary cases and environmental influences (Nordin et al., 2023). This indicates that theoretical approaches in guidance and counselling are designed to help students cope with the increasingly complex dynamics of modern life.

Guidance and counselling programs have been proven to have a positive impact on students' academic performance and social behavior. Simbolon dan Purba (2022) revealed that school guidance and counselling program can improve academic achievement, attendance rates and students' interpersonal relationship. Moreover, counselling services can significantly enhance students' mental well-being (Dinç & Sapmaz, 2023; Kivlighan et al., 2020). In context of a safe and productive learning environment, guidance and counselling play a crucial role in helping students build self-confidence and achieve academic and social success in the future (Sitinjak & Canu, 2023). Thus, the impact of these programs extends beyond academic achievement, also influencing the quality of social relationships and emotional well-being of students. In Indonesia, where students often face high academic pressure, guidance and counselling becomes essential to support their mental health, especially in managing academic stress and personal issues.

Despite having positive impacts, the implementation of guidance and counselling programs often faces various constraints. In some schools, key inhibiting factors include limited teacher competence, inadequate facilities and infrastructure and minimal support from institutional parties (Khairunisa, Neviyarni, & Ahmad, 2022). Resource limitations also directly affect the quality and accessibility of counselling service, influencing how well students can utilize these services (Luz, 2023). In Indonesia, these constraints are often caused by the limited budget for the development of guidance and counselling service in schools, leading to these programs often being less prioritized in resource allocation. These challenges highlight the urgent need for efforts to improve the

accessibility and availability of resources to support better implementation of guidance and counselling programs in schools.

The integrations of guidance and counseling with school administration system has been proven to provide significant benefits for student management and support. Integrating counselling services with administrative systems can improve student mental well-being, academic achievement, graduation rates and overall students development (Hafiza & Firman, 2023; Vu, 2023). Practically, this integration can be done through collaboration between counselors and school administrators, allowing student needs data to be managed and monitored more effectively. Additionally, prioritizing integrated academic counselling service enables schools to manage and support student program needs, especially in school environments with high economic challenges (Parzych, Generali, & Yavuz, 2021). This integration show that guidance and counselling, when united with student administration, can function as foundation for building a more effective and responsive students support system.

Although many studies discuss the effectiveness of guidance and counselling service on students' personal development, exploring their impact on the efficiency and management of students administration is still limited. This research gap offers an opportunity to further explore how guidance and counselling programs can support a more effective administrative system in schools. This study aims to provide a new contribution to the field of education management, focusing on how the integration between guidance and counselling services and student administration at MAN 1 Batam can serve as a model for other schools in Indonesia (Gaol, 2021).

The findings of this student are expected to provide concrete recommendations for other school wishing to optimize the function of student administration through guidance and counselling services. Furthermore, this research is also expected to support national education policies is strengthening student services in schools. Thus, the results of this study are not only beneficial for MAN 1 Batam but also for the Indonesian education system in general. This research not only has a practical impact on the development of guidance and counselling in schools but also strengthens academic literature by offering an integration theoretical guideline for schools in improving the efficiency and responsiveness of students administration, so that students can receive adequate and continuous support within a more inclusive and adaptive educational environment.

METHOD

This study employed a qualitative approach to deeply explore and comprehend the implementation of guidance and counselling program at MAN 1 Batam and its subsequent impact on student administration. MAN 1 Batam is a state-accredited madrasah with an "A" rating, serving 1683 students across 52 study groups, including 11 students with special needs.

A descriptive qualitative research method was utilized, which focuses on collecting narrative data to describe social phenomena within their natural context. Data collection techniques studies. The key informants for this research were the Guidance and Counseling Team of MAN 1 Batam, who provided comprehensive insight into the dynamics of the guidance and counselling

program at the school. Semi-structured interviews were conducted with the guidance and counseling team to explore their experiences and perspectives regarding the program's implementation the challenges encountered and its impact on student administration.

The data collection techniques adhered to the qualitative research methods developed by Miles and Huberman, encompassing stages of data collection, data reduction, data display, and conclusion drawing. Data analysis was conducted inductively, whereby the researchers identified patterns, themes and categories emerging from the raw data to construct a comprehensive understanding of the phenomena under investigation (Miles, Huberman, & Saldana, 2014).

RESULTS AND DISCUSSION

Innovative Guidance and Coounseling Program Implementation

The study findings at MAN 1 Batam reveal a structured and innovative implementation of the Guidance and Counseling program, moving beyond traditional conventional methods. Allocating one guidance and counselling hour per week class forms the primary foundation of counselling services. However, what differentiates this program are the development strategies employed outside formal lesson hours, encompassing various digital programs and alternative methods to comprehensively support student well-being.

The organizational structure of the guidance and counselling program is hierarchically built, involving the school principal, the guidance and counselling coordinator and a number of professional counselors. The guidance and counselling coordinator is directly responsible for designing, implementing and evaluating all guidance and counselling activities. Key guidance and counselling programs include new student orientation services, individual and group counselling, career guidance, talent and interest development, and services for preventing and addressing deviant behavior. Each program is systematically designed to address the specific needs of students, referring to the national guidance and counselling curriculum while considering the characteristics of the school environment.

The planning process for the guidance and counselling program is carried out through a series of strategic stages. Annually, the guidance and counselling team holds coordination meetings to conduct needs analysis, formulate objectives, set targets, and develop a comprehensive work plan. This planning, takes into account the results of the previous year's program evaluation, input from various stakeholders, and contemporary developments in education and counselling. The implementation of the guidance and counselling program involves collaboration among various parties, including the school principal, vice principals, guidance and counselling teachers, homeroom teachers, subject teachers, parents/guardians and the students themselves. Each party has specific roles and responsibilities in supporting the holistic and effective implementation of the guidance and counselling program.

Innovations : Counselling to Care (Co2C) and Leaf Media

Counselling to Care (Co2C) emerges as another digital breakthrough that expands the accessibility of counselling services beyond conventional

classrooms. This digital innovation is designed to address students' needs for more accessible and comprehensive guidance and counselling services. The program originated from the time constraints of a single hour of guidance and counselling lessons, which proved insufficient to handle the complexity of student issues in the modern era.

The Co2C system utilizes personal barcodes as its primary instrument, allowing students to access a digital counselling platform independently and securely. Each student is given a unique barcode that serves as a medium for documentation, consultation registration, and personal development tracking. Through this system, counselors can conduct digital-based evaluations that not only record problems but also provide constructive assessment of students' effort in resolving their personal challenges.



Figure 1. Barcode Co2C

Communication channels within the Co2C program are designed to be multi-channel, including the official guidance and counselling email, verified social media accounts, and secure instant messaging systems. This approach considers the psychological aspect of students who may be hesitant to consult directly, thereby creating a safe and comfortable space for expressing personal problems. Every digital consultation is recorded in the system, verified by the counselor and followed up according to its urgency level, providing structured feedback. The uniqueness of Co2C lies in its integrative evaluation system, where each consultation process is not merely problem-solving but also character development and student potential empowerment. Students who actively participate in digital counselling receive special assessments that can contribute to their personal records and self-development. This promotes active participation and awareness of the importance of guidance and counselling with a holistic educational context.

The implementation of Co2C reflects an innovative approach to guidance and counselling services, leveraging digital technology to create a responsive, secure and dignified support ecosystem. This program not only bridges the time limitations of traditional consultations but also provides a comprehensive solution aligned with the need of students in the digital era, facilitating more open, in-depth, and constructive communication between students and counselors. Conceptual references from Nordin et al. (2023), Sitinjak & Canu (2023), and

Hafiza & Firman (2023) support the importance of technology integration in counselling service and student administration. Through Co2C, MAN 1 Batam demonstrates its commitment to continuous innovation in supporting the holistic development of students, not only academically but also in their psychological and social aspects.

Another innovation in guidance and counselling implementation is the use of leaf media as a technique for managing student emotions. This approach is an experimental method that utilizes the symbolism of nature to help students express and process their emotional states. Through reflective activities using leaves, students are invited to transform their emotions into a natural medium, allowing them to better understand and control their psychological condition. The innovation aligns with the humanistic approach in counselling, which prioritizes understanding students as unique individuals with the potential to develop, while also utilizing local wisdom or natural elements as a therapeutic medium.



Figure 2. Exploration of leaf media in managing student emotions

Counselling to care reflect the application of technology based management principles in islamic education, where efficiency and accessibility are priorities without compromising service quality. This is also in line with the concept of *rahmatan lil alamin in Islami*, where technology is utilized to provide widespread benefit to the community, especially in the self-development and mental health of students.

Impact of Guidance and Counselling Programs on Students and Student Administration

The significant impact of the guidance and counselling program at MAN 1 Batam is evident in several key aspects. Firstly, there has been an increase in students awareness regarding the importance of mental health and self-development, Secondly, the student administration system has become more responsive and integrated, with the ability to track and support the individual development of each student. This indicates efficiency in student information management. Thirdly, there is an increase in active student participation in the guidance process, characterized by their enthusiasm in using digital platforms and alternative methods such as leaf media.

Psychologically, the program has successfully increased mental health awareness, developed emotional resilience, and reduced academic stress level.

Academically, it shows an increase in achievement, a decrease in disciplinary violations, and an increased empathy, and the formation of strong peer support networks. This impact affirms that the guidance and counselling program at MAN 1 Batam is not only problem-oriented but also focuses on student empowerment, a concept relevant in Islamic education that emphasizes the holistic development of human potential (*insan kamil*).

Comprehensive evaluation indicates that MAN 1 Batam holistic approach has successfully created a supportive educational environment, where guidance and counselling are no longer seen as additional service as an integral component of the educational process. The integration of formal lesson hours, digital innovations and experimental methods such as the use of leaf media has created a unique and effective support ecosystem. This aligns with the principles of holistic Islamic educational management, which views students as learners with multidimensional potential, rather than merely objects that only require knowledge transfer. The synergy of Guidance and counselling service with student administration at MAN 1 Batam has demonstrated significant efficiency. The importance of this lies in its ability to create a more responsive and measurable student support system. Through collaboration between counselors and administrators, student needs data can be managed and monitored more effectively.

Specific innovations, such as the Co2C barcode system, directly influence the efficiency of student administration. Each student is provided with a unique barcode that functions as a medium for documentation, consultation registration, and personal development tracking. As a concrete example, previously, the process of recording counselling history and mapping the needs of problematic students might have required, verified by the counselor and easily accessible to the student administration team. This simplifies the identification of students requiring more attention, tracking consultation frequency and monitoring follow-up actions. This digitized information also facilitates the preparation of reports, analysis of student issue trends, and data-driven decision-making for the further development of guidance and counselling program. Thus, student administration can perform student needs mapping more accurately and manage data for problematic students more efficiently and systematically. This also has potential to strengthen student character values such as openness and discipline, which positively impact student behavior development.

Interestingly, this research reveals that the implementation of the guidance and counselling program is not merely aimed at solving problems but rather at empowering students. Through this comprehensive approach MAN 1 Batam has successfully transformed the paradigm of guidance and counselling from merely problem-handling to a vehicle for the overall development of student potential. Conceptual references from Nordin et al. (2023), Sitinjak & Canu (2023), and Hafiza & Firman (2023) strengthen the finding that the integration of technology and innovative methods in counselling services can have a significant positive impact on student development. MAN 1 Batam has thus become an example of implementing a guidance and counselling program that is responsive, inclusive and based on individual potential development, demonstrating a commitment to innovation and adaptation in educational management.

Challenges and Management Strategies

Nevertheless, the implementation of the guidance and counselling program at MAN 1 Batam still faces several constraints. Key challenges include limited human resources (counselors), diverse student backgrounds with varying complexities of psychosocial problems, and potential technical obstacles in using digital platforms. However, the commitment and professionalism of the MAN 1 Batam guidance and counselling team serve as the primary asset in addressing these challenges.

To overcome these obstacles, MAN 1 Batam has implemented and will continue to implement several strategies. Limitations in human resources are addressed by optimizing the collaborative roles between guidance and counselling teachers, homeroom teachers and subject teachers, as well as through competency development for psychosocial issues. The guidance and counselling program is designed with flexibility and service differentiation, allowing for adjustments to individual needs. Furthermore, continuous program evaluation is key to identifying areas for improvement and necessary adaptations. Future development plans focus on improving digital counselling services, expanding mental literacy program and strengthening collaboration with external parties, such as psychologists or professional counselling agencies, for more in-depth support. This reflects proactive strategic management principles in facing challenges for program sustainability.

Efforts to develop the quality of the BK program are carried out continuously. The team conducts regular evaluations, organizes training for counselor competency development, and integrates information technology into the service system. Future development plans focus on improving digital counselling services, developing mental literacy programs and strengthening collaboration with external parties.

CONCLUSION

This study concludes that the implementation of the Guidance and Counselling program at MAN 1 Batam has been comprehensive systematic and sustainable, with a primary focus on the holistic development of student potential. The innovations of Co2C and the leaf method not only demonstrate adaptation to contemporary demands but also reflect MAN 1 Batam's commitment to providing relevant, effective and transformative guidance and counselling services within the framework of Islamic educational management. The findings highlight that the program's impact extends beyond individual student development to significantly enhance student administration efficiency. The synergy of guidance and counselling service with student administration has proven crucial in establishing a more responsive and measurable student support system. For instance, the unique Co2C barcode system directly streamlines administrative processes by enabling efficient documentation, consultation registration and tracking of individual student progress. This innovation facilitates accurate identification of students need attention, monitors consultation frequency and supports data-driven decision-making for program development. Consequently, student administration can perform student need mapping with greater precision and manage data for problematic students more systematically and efficiently. This experimental methods, has fostered a unique and effective

supportive ecosystem. Furthermore, MAN 1 Batam has successfully transformed the paradigm of guidance and counselling from merely problem-solving to a comprehensive platform for empowering student potential. This is supported by conceptual references suggesting that integrating technology and innovative methods in counselling form merely problem-solving to comprehensive platform for empowering student potential. This is supported by conceptual references suggesting that integrating technology and innovative methods in counselling services can significantly benefit student development. Despite facing challenges such as resource limitations and varying student psychosocial complexities, the commitment and professionalism of the MAN 1 Batam guidance and counselling team have been instrumental in addressing these issues. Future developments are geared towards enhancing digital counselling services, expanding mental literacy programs and strengthening external collaborations to ensure continuous improvement and sustainability of the program. In essence, MAN 1 Batam serves as a commendable model for implementing a responsive, inclusive and potential-development-based guidance and counselling program, showcasing its dedication to educational management. This study not only contributes practically to guidance and counselling development in schools but also enriches academic literature by presenting an integrated model that has not been extensively explored, particularly within the context of Indonesia madrasahs. It is hoped that this model will serve as a practical and theoretical guide for schools aiming to enhance the efficiency and responsiveness of student administration, thereby ensuring students receive adequate and continuous support within a more inclusive and adaptive educational environment.

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