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A Hybrid Framework for Guidance and Counseling in Indonesia: Integrating ASCA and ABKIN for Teacher Competence Development

Nandang Rusmana[♦], Anne Hafina, Yusi Riksa Yustiana, Euis Kurniati, Humairah Azzahrah, & Salsabila Farah Diba

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Abstract: This study aims to develop a comprehensive school guidance and counseling program model by integrating the international models of ASCA (American School Counselor Association) and ABKIN (Indonesian Guidance and Counseling Association), tailored to the local context of Indonesia. The research utilised the Borg and Gall research and development design, which includes development, testing, and validation steps. A purposive sample of 141 guidance and counseling teachers from various educational levels across Indonesia participated in the study. The developed model consists of two main frameworks: a general framework and a specific framework. The general framework includes the foundation, delivery system, management, and accountability, while the particular framework covers the rationale, philosophy, vision and mission, and program audit. The model was validated by four expert validators: (1) a professor of Guidance and Counseling from Semarang State University, focusing on junior high school education; (2) a professor from Malang State University, focusing on senior high school education; (3) a professor from Indonesian Education University, focusing on elementary school education; and (4) an expert lecturer in Early Childhood Education (PAUD). The validation results showed an average score of 4.1 out of 5, indicating that the model was considered satisfactory in feasibility and completeness. Suggested improvements emphasised further adaptation to local conditions and strengthening evidence-based accountability. This model is expected to enhance the effectiveness of school counseling services by supporting student development in three main domains: the academic domain (learning to learn), the career/vocational domain (learning to earn), and the personal/social domain (learning to live). With a more adaptive approach to the specific needs at various educational levels, this guidance and counseling model can better support student growth.

Key Words: Comprehensive school counseling model; ASCA and ABKIN integration; Guidance and counseling program development; Student development domains; Indonesia educational context

INTRODUCTION

The era of global disruption has accelerated digital transformation and changed the educational landscape, including the role of guidance and counseling programs in schools. This transformation emphasises the importance of guidance and counseling services as an essential need to support students in facing various challenges. Students at school face challenges in three main domains: the academic

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domain (learning to learn), such as difficulties in managing time, adapting to digital learning technology, and developing critical thinking skills (Adiawaty et al., 2023; Holili et al., 2024); career/vocational domain (learning to produce), which includes a low understanding of career paths that suit interests and talents, as well as limited intensive career guidance programs which hinder mature career decision making (Hastutiningsih et al., 2024; Quinlan & Renninger, 2022); and the personal/social domain (learning to live), such as challenges in building social skills, managing emotions, and appreciating diversity (Eden et al., 2024; Hardjo et al., 2023). Practical guidance and counseling services play a role not only in supporting student success but also provide long-term impacts by increasing students' abilities to manage stress, build resilience, and make mature decisions (Ibrahim et al., 2021; İme & Ümmet, 2024; Zakaria et al., 2024). Furthermore, guidance programs designed with a collaborative approach can improve student relationships with teachers and peers, creating a more inclusive and supportive school environment (Gysbers & Henderson, 2014). Therefore, increasing the competence of guidance and counseling teachers is very relevant to creating a better and more inclusive learning environment.

Previous studies state the importance of comprehensive guidance and counseling programs for supporting student development. Tang (2020) states that schools with a comprehensive counseling model can better meet students' needs. Many counselors agree that a clear curriculum helps counseling programs achieve their goals. Counsellors, whose duties are becoming increasingly diverse, must ensure they concentrate on well-prepared programs that benefit all students. Previous research found that systematically structured guidance and counseling programs can increase student involvement in the learning process and reduce problematic behavior (Gea et al., 2024). According to the American School Counselor Association (ASCA), guidance and counselling programs must include developing students' personal, social, and academic aspects (Association, 2019).

In Indonesia, the Indonesian Guidance and Counseling Association (ABKIN) states the importance of adapting guidance and counseling programs to local needs to increase their relevance and effectiveness. The primary strategy is to develop and implement guidance and counseling programs that follow the latest curriculum (Merdeka Belajar) (Rokhyani, 2022; Susanto, 2018). Cultural factors and the diversity of the education system influence this adjustment. For example, in rural schools, challenges include a minimal understanding of the role of guidance and counseling teachers and limited access to digital technology (Baid et al., 2024; Wijaya, 2023). Meanwhile, in urban schools, guidance and counseling programs must be designed to meet the demands of global competency and career readiness demands through technology-based guidance and soft skills development (Henny & Saadah, 2024; Rimayati, 2023). In addition, the diversity of educational systems, such as differences in infrastructure and facilities between public and private schools, also influences the implementation of guidance and counseling services (Nehe, 2024; Wahyuni et al., 2024). Therefore, we need flexible and contextual strategies to ensure equitable access to this service for all students.

In facing diverse local challenges in Indonesia, such as adapting guidance and counseling programs to cultural factors and differences in education systems, a comprehensive framework approach is becoming increasingly important. The Indonesian Guidance and Counseling Association (ABKIN) emphasises adaptation programs to local needs. At the same time, the American School Counselor Association (ASCA) offers a systematic framework that covers students' personal, academic, and career development. However, implementing these frameworks is not free from global problems, namely the need for adequate standards and training for guidance and counseling teachers to carry out their roles effectively. Research shows that many schools, especially in developing countries, still face limitations in providing professional counselors and access to quality training (Arfasa & Weldmeskel, 2020). Although students and teachers generally respond positively to these services, various challenges can hinder optimal implementation, such as the social stigma against guidance and counseling services that makes students reluctant to use them, resource constraints in the form of a lack of professional counselors, and minimal access to quality training for guidance and counseling teachers. In addition, in some remote areas, limited infrastructure and school facilities add to the welfare of the situation, causing guidance and counseling services not to run effectively (Diantra & Sampe, 2024; Madondo, 2021; Setyaputri & Hanggara, 2022). If we fail to address this condition, the consequences will be severe. Students who do not receive emotional support are at risk of experiencing mental health problems, which can negatively impact their academic performance and social relationships (Crothers et al., 2020;

Karaman et al., 2021). Lack of counseling service support also contributes to dropout rates and student behavioural problems, which affect the quality of education (Fatimah et al., 2021; Reschly, 2020).

Several studies have focused on developing and evaluating guidance and counseling programs. However, we still need to adjust local practices with international standards to enhance the program's quality and effectiveness (Supriyanto et al., 2019). One approach that can improve this situation is integrating the frameworks of the American School Counselor Association (ASCA) and the Indonesian Guidance and Counseling Association (ABKIN), which can help improve the program's relevance to local needs. ASCA offers structured, evidence-based standards and approaches, focuses on developing students' social, emotional, and career competencies, and uses data to evaluate program success. On the other hand, ABKIN emphasises developing student independence in the Indonesian social and cultural context, which is very important for forming students who are not only academically competent but also able to face life challenges independently and responsibly. Many schools still limit the implementation of these two frameworks, despite their potential to improve program quality (Bhakti, 2015; Nugraha & Rohiman, 2017). Therefore, it is necessary to formulate an effective model in guidance and counseling programs. One proposed solution is the development of a comprehensive guidance and counseling program model that integrates both frameworks. According to the local context, this approach is expected to be more effective in meeting student's needs, which aligns with study findings showing the success of integrated programs (Hazrati et al., 2020; Istiadah, 2023). Based on this background, this study aims to design an ASCA School Guidance and Counseling Program Model integrated with ABKIN student independence competency standards. The specific objectives of this study include (1) identifying elements of the ASCA model that are relevant to the Indonesian educational context, (2) analyzing ABKIN student independence competency standards and integrating them with the ASCA competency domain, and (3) developing a guidance and counseling program framework that combines both model structures.

METHOD

This study uses a research and development design to develop a guidance and counseling program model. The steps in this study align with the stages outlined by Borg and Gall (Gall et al., 1996), which comprise the following ten steps: (1) research and information gathering, (2) planning, (3) development of the initial form of the product, (4) preliminary field testing, (5) revision of the main product, (6) main field testing, (7) revision of the operational product, (8) operational field testing, (9) revision of the final product, (10) socialisation and implementation. Figure 1 simplifies these stages into five phases: Preliminary Study, Model Design, Model Validation, Model Testing, and Final Model.

Stage (1), the preliminary study, includes the first step of Borg and Gall, namely research and information gathering. At this stage, a literature study and analysis of the needs of guidance and counseling (BK) teachers and an audit of existing BK programs are conducted. This stage's results serve as the foundation for the development of the program model. Furthermore, stage 2 of model design includes the second and third steps, namely planning and creating the initial form of the product. This stage produces an initial design in the form of general and specific guidelines for guidance and counseling programs that are compiled based on data from the preliminary study. Stage (3) model validation includes the fourth and fifth steps, namely preliminary field testing and revision of the main product. Validation is carried out internally by the research team and externally by guidance counseling and early childhood education experts to ensure that the initial design is feasible and relevant before being tested further. The next stage, (4) model testing, includes the sixth to eighth steps: the primary field test, operational product revision, and operational field test. At this stage, we test the program model on a broader scale to assess its effectiveness and gather additional input for product improvement. The last stage is the (5) final model, which includes the ninth and tenth steps, namely final product revision, socialisation, and implementation. At this stage, field test results refine the product, preparing it for target user implementation.

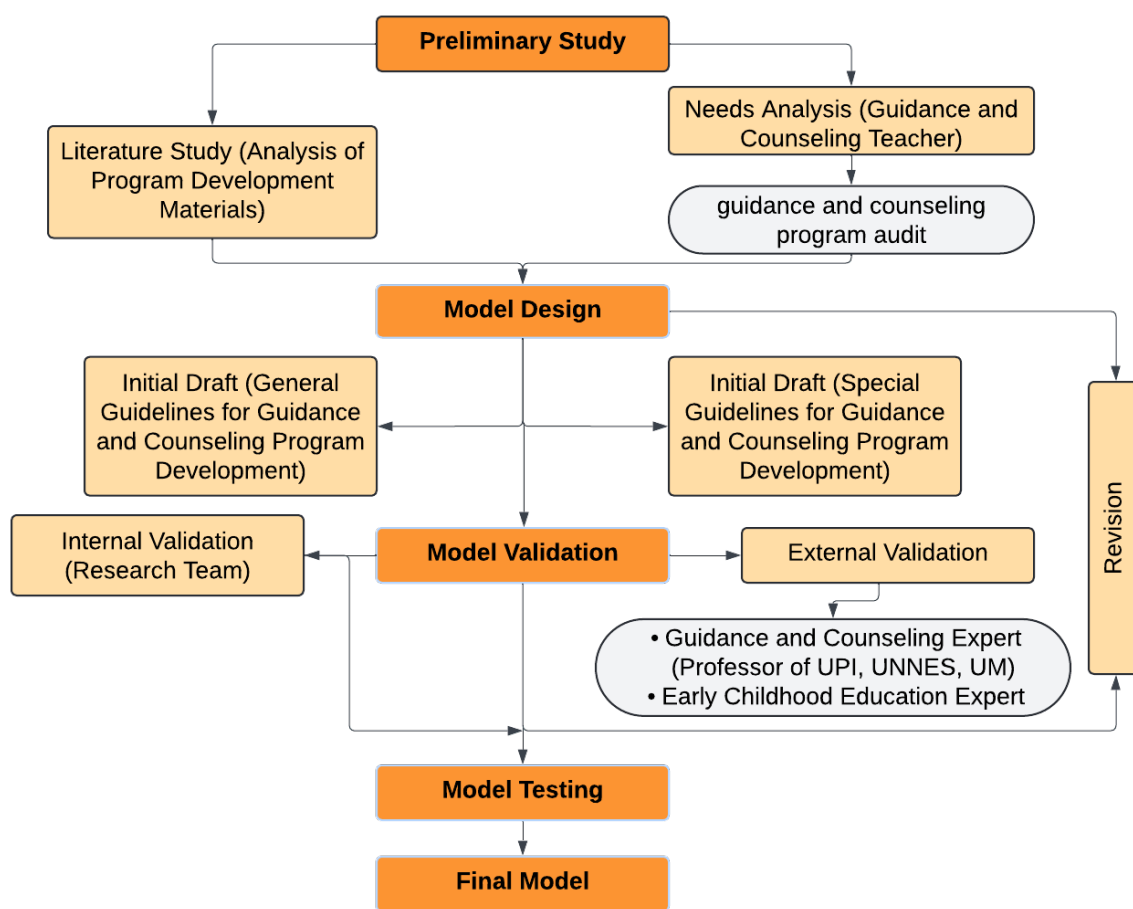


Figure 1 Research Stages Adapted from Borg and Gall (1996)

Participants

The research sample consisted of 141 respondents who were middle school, high school, and equivalent guidance and counselling teachers in the West Java Province region. Purposive sampling techniques focus on selecting individuals based on certain criteria (Houser, 2019). The selection of respondents considered demographic factors, such as education level and length of work.

Table 1. Research Sample Demographics

Description	Total	Percentage (%)
Level of Education		
Master	131	7.1%
Bachelor Degree (S1)	10	92.2%
Length of work		
< 10 Year	101	71.6%
> 10 Year	40	28.4%

Instrumentation

We collected the program audit analysis data using a modified version of the ASCA Program Audit (Association, 2003). This instrument's adaptation aims to ensure its relevance in Indonesia's educational context while maintaining alignment with proposed international standards (Sink & Ockerman, 2016). The adaptation process included changes in language aspects, content modifications, and adjustments to the instrument structure. Initially, we translated the English instrument into

Indonesian, taking into account the local cultural context and replacing technical terms with more easily understood equivalents in the Indonesian context. Additionally, we modified the instrument's content to align with the objectives of the school guidance and counselling program, as outlined by the ABKIN National Standards, encompassing students' academic, career, personal, and social development. This modification aims to make the instrument more relevant to the competencies expected of students in the Indonesian educational framework. Furthermore, the instrument used for model validation was an assessment scale, in which respondents were asked to assess various aspects analysed. We conducted the instrument's reliability test using Cronbach's Alpha coefficient to gauge the unidimensional reliability of the assessment scale. The analysis results showed a Cronbach's Alpha value of 0.962, which indicates a very high level of reliability, so this instrument can be considered reliable in measuring the variables analysed. We also asked the respondents to provide qualitative suggestions for further improvement of program implementation.

Data Analysis

This study conducted data analysis through several stages, utilizing both qualitative and quantitative approaches. The first stage is the analysis of literature studies conducted qualitatively. At this stage, various literature sources were analysed to identify the main themes and patterns that emerged related to the concept of guidance and counseling, aiming to provide an understanding of the context and basis of understanding that supports the guidance and counseling development program, as well as to detect errors in previous studies. We need to further focus on the design of the program model. The next stage is analysing quantitative data obtained from the survey audit program. These data were analysed using descriptive statistics by calculating the average percentage of each aspect analysed in the audit program. We calculated the program audit results using the average rate, which indicates the degree of implementation or fulfillment of each program element.

We also carried out the assessment validation model using a 1-5 assessment scale, where a value of 1 indicates "less good" and a value of 5 indicates "very good." This process aims to identify aspects of the program that require improvement based on assessments from respondents and validator experts. The expert validators involved in this study consisted of four lecturers in the field of guidance and counseling, namely: (1) Professor of Guidance and Counseling, Semarang State University, with a focus on studies at the junior high school level, (2) Professor of Guidance and Counseling, Malang State University, with a focus on studies at the high school level; (3) Professor of Guidance and Counseling, Indonesian Education University, with a focus on studies at the elementary school level; and (4) Expert Lecturer in Early Childhood Education (PAUD) studies. Suggestions for improvement provided by respondents were also analysed qualitatively to produce constructive recommendations for a more practical guidance and counselling program development model.

RESULTS

The results of this research show the development of a conceptual model for a comprehensive school guidance and counselling program, which is based on the ASCA (American School Counselor Association) Model and integrated with the local Indonesian context referring to the ABKIN (Indonesian Guidance and Counseling Association) foundation. This integration ensures that the resulting model has global and contextual relevance by addressing the challenges faced in cross-cultural program development (Brant-Rajahn et al., 2022). Developing this model goes through several stages: preliminary study, model design, model validation, model testing, and model finalisation.

In the preliminary study stage, there are two steps: a literature study to build the basic concept of model development. Various relevant literature is integrated into Table 2, which presents an overview of the basic concepts built into a comprehensive guidance and counseling program model. This emphasises efforts to produce a guidance and counselling system that meets international standards and suits local needs and characteristics to provide effective services for students in Indonesia.

Table 2. Literature Review Developing a Comprehensive Guidance and Counseling Program Model

Source	Basic Concepts of Model Development
Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning Guidance and Counseling in Primary Education and Secondary Education	<p>Pasal 1 Ayat 1 "Guidance and Counseling is a systematic, objective, logical and sustainable and programmed effort"</p> <p>Pasal 6 Ayat 3 "Guidance and Counseling service components as referred to in paragraph (1) and service areas as referred to in paragraph (2) are included in the annual and semester programs"</p> <p>Pasal 12 "Implementation of Guidance and Counseling using the Guidance and Counseling Guidelines in Basic Education and Secondary Education listed in the attachment".</p>
Guidance and Counseling Guidelines in Primary Education and Secondary Education (2016)	The structure of the guidance and counselling program consists of a rationale, vision, and mission, a description of needs and objectives, program components, service areas, an operational plan (action plan), theme/topic development, an evaluation plan, reporting and follow-up, and a cost budget.
ASCA National Model A Framework for School Counseling Programs (Association, 2003)	<p>ASCA's comprehensive counselling program model consists of four main components.</p> <p>(1) Foundational components: rationale, program vision and mission, as well as competency standards and objectives</p> <p>(2) Delivery system components: guidance curriculum, individual planning, responsive service, and system support</p> <p>(3) Management system components: the agreement between counsellors and administrators, use of data for monitoring, and closing gaps</p> <p>(4) Accountability component: results report, counsellor performance evaluation, and overall evaluation of the program.</p>
Developing and Managing Your School Guidance & Counseling Program (Gysbers & Henderson, 2014)	A comprehensive guidance and counselling program consists of four main elements: content, organizational structure, resources, development, management and accountability. The structural components of this program include program definition, rationale, assumptions, and program components, consisting of guidance curriculum, individual planning, responsive services, and system support.
Developmental counseling & guidance a comprehensive school approach (Dinkmeyer & Caldwell, 1970)	Developmental guidance is based on the philosophy of democratic education, which acts as a reference in the development of programs that view guidance as a process that meets the needs of all students. Thus, developmental guidance is an important component of the educational process and must align with educational institutions' philosophy and goals.
Decree of the Director General of Vocational Training and Productivity Development Number 2/4997/LP.00.00/XII/2023 concerning Registration of Special Job Competency Standards for Guidance and Counseling of the Indonesian Guidance and Counseling Association	This standard emphasizes that counsellors must master 31 competency units, which cover various aspects, such as designing assessment plans, organizing services, compiling service programs, and carrying out evaluations of service programs that have been implemented.

Table 2 illustrates how various legal sources and guidelines, emphasizing the importance of systematic and programmed approaches, regulate the development of a comprehensive guidance and counselling program model in Indonesia. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2024 emphasises that guidance and counselling must be objective and sustainable, with service components outlined in the annual program. Guidelines for Guidance and

Counseling in Primary and Secondary Education 2016, including program structure, namely rationale, vision, mission, goals, and operational and evaluation plans. The ASCA model introduces four main components—foundational, delivery system, management system, and accountability—which interact to create a holistic system (Association, 2019; Bowers & Hatch, 2005). Content elements, organisational structure, and accountability are important in mentoring programs (Gysbers & Henderson, 2014). In addition, developmental guidance, as explained by Dinkmeyer & Caldwell (1970), serves all students' needs in an educational context. Finally, the Director General's Decree Regarding the Registration of Job Competency Standards emphasises the need for guidance and counselling teachers/counsellors to master various competencies that support the implementation of effective guidance and counselling programs.

The second step in the preliminary study stage is an analysis of the needs of guidance and counselling teachers through a Guidance and Counseling Program Audit, which consists of 17 aspects, to identify strengths and weaknesses in the implementation of existing guidance and counselling programs, as well as to determine areas that require further development. Figure 2 displays the analysis results for the 17 aspects, revealing variations in the implementation of these program aspects. Responsive service (7) and system support (8) are the highest aspects, with 40% and 35% implemented. However, several important aspects, such as (3) standards and objectives (35% implemented, 22% completed), aspect (5) guidance curriculum (32% implemented, 30% completed), and aspect (6) individual planning (30% implemented and 25% completed), still requires improvement in implementation even though most of it has been completed. The weakest area is Aspect 12. Closing gaps using data is one of the areas that could be improved, with only 25% being implemented and 26% making no effort. In addition, aspect (10) of the advisory board was 28% implemented, and aspect (9) of the agreement between counsellors and administrators (30% implemented and 22% completed), as well as aspect (11), use of data and student monitoring (29% implemented and 24% completed), also shows that there are weaknesses that need to be corrected because there are still many things that have not been implemented or are in the construction stage.

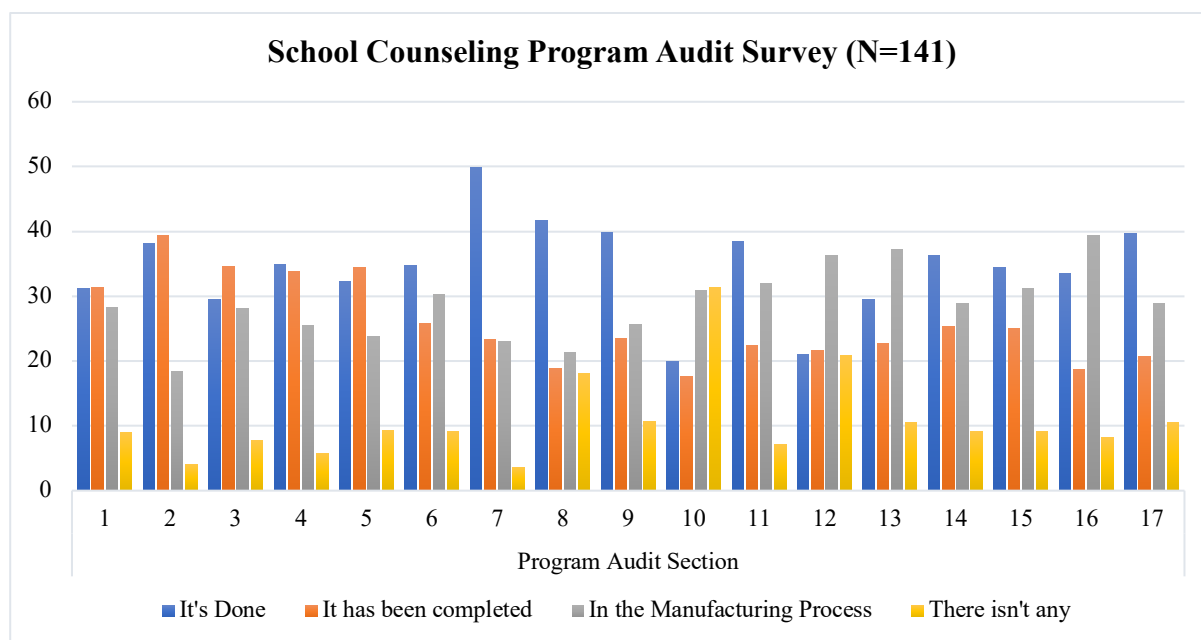


Figure 2 Program Audit Survey 17 Aspects

The next step is to design a guidance and counseling model. This model integrates the elements identified in the preliminary study stage. Figure 3 synthesises the guidance and counselling program structure.

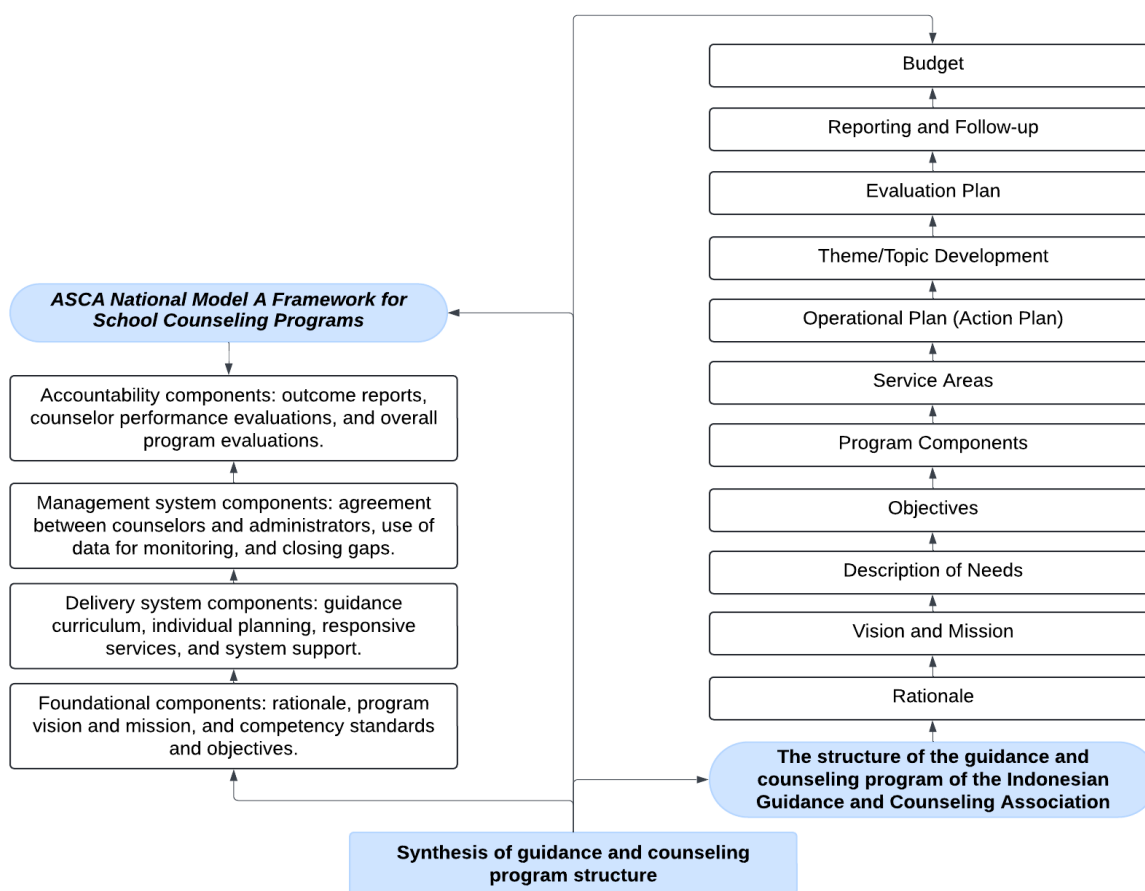


Figure 3 Synthesis of Guidance and Counseling Program Structure

The consistent results of the ASCA National Model and ABKIN structure provide a stronger foundation for developing an effective BK program. ASCA, with its relevant quality accountability standards, is integrated with ABKIN's local approach, which specialises in the culture, norms, and needs of students in Indonesia. This culminated in the creation of a comprehensive guidance and counselling development model, as depicted in Figure 4, which encompasses crucial elements like management, service systems, accountability, and local needs in Indonesia. This model adopts the accountability components of ASCA, including program evaluation, counselor performance, and results reporting, and integrates ABKIN's service systems, focusing on guidance curriculum, individual planning, and responsive services.

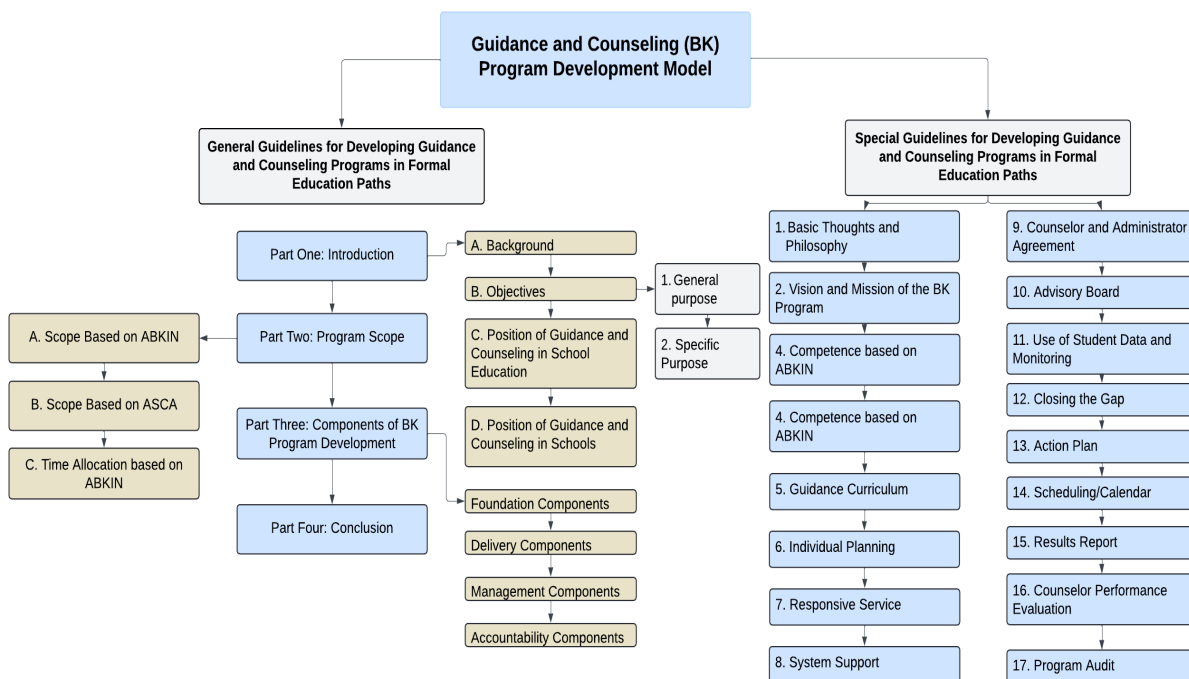


Figure 4 Formal Education Pathway Guidance and Counseling Program Development Model

After designing a comprehensive BK program development model, the next stage is to validate it to ensure conformity with previously identified standards and needs. Table 3 presents the results of this validation process, including assessments from several expert validators. Table 4 displays the quantitative results in the form of assessment scores and the qualitative suggestions for improvement.

Table 3. Results of Validation of the Guidance and Counseling Program Development Model

The Components	Mean	SD	Category
Title Formulation	4.250	0.433	Good
Clarity of Use of Terms	4.250	0.433	Good
Model Component Formulation	4.000	0.707	Good
Introduction	3.667	0.471	Good
1) Background	4.250	0.433	Good
2) Objectives of Developing the Bk Program in Schools	4.250	0.433	Good
3) Position of Developing the BK Program in School Education Programs	4.250	0.433	Good
4) Position of Guidance and Counseling in School	4.250	0.433	Good
Program Scope			
1) Scope of Guidance and Counseling Program Based on ABKIN	4.500	0.500	Very Good
2) Scope of Guidance and Counseling Program Based on ASCA International Model	4.750	0.433	Very Good
3) Time Allocation for Implementating the BK Program in High School	3.500	0.866	Very Good
Components of Comprehensive BK Program Development			
I) Foundation Components			
Rationale and Philosophy	4.500	0.500	Very Good
Guidance and Counseling Program Vision and Mission	4.500	0.500	Very Good
Standards and Objective	4.500	0.500	Very Good
Competency According to ABKIN National Standards	4.500	0.500	Very Good
II) Delivery System Components			
1) Guidance Curriculum	4.000	0.707	Good
2) Individual Planning	4.000	0.707	Good
3) Responsive Service	4.000	0.707	Good
4) System Support	4.000	0.707	Good
III) Management System			
1) School Counselor/Administrator Agreement	4.250	0.433	Good

The Components	Mean	SD	Category
2) Advisory Board	4.000	0.000	Good
3) Use of Data and Student Monitoring	4.250	0.433	Good
4) Data Use and Gap Closing	4.250	0.433	Good
5) Action Plan (Guidance Curriculum and Closing Gaps)	4.250	0.433	Good
6) Scheduling/Calendar	4.250	0.433	Good
IV) Accountability (Responsibility)			
1) Result Report	4.500	0.500	Very Good
2) Counselor Performance Evaluation	4.500	0.500	Very Good
3) Program Audit	4.250	0.433	Good
Closing			
Attachment	4.500	0.500	Very Good

The validation results of the guidance and counselling (BK) program development model presented in Table 3 show that this model received a good assessment from several expert validators, with a mean value ranging from 3,500 to 4,750. Components such as program scope, rationale, and accountability show high scores.

Table 4. Results of Validation of the Guidance and Counseling Program Development Model

Validator Expert	Suggestions and Improvements
YRY	<ul style="list-style-type: none"> - Confirmation of terms in the glossary. - In-depth explanation of the different characteristics of educational levels in the model components. - The introduction must include an explanation of the conditions without a guidance counselor at school. - Clarification of the scope at the elementary school level if it is integrated into subjects.
NH	<ul style="list-style-type: none"> - Model components must comply with ASCA and ABKIN references. - Added novelty elements in the background to explain the differences and similarities in the 2014/2015 BK program. - A more detailed explanation of the delivery system for kindergarten and elementary school. - Consider the element of supervision in the accountability aspect.
HY	<ul style="list-style-type: none"> - The term counselling guidance in kindergarten must be relevant to the context of early childhood education. - Addition of a legal basis that is more appropriate for PAUD. - Examples of applications that are relevant to the PAUD scope. - Questions about the relevance of limiting guidance time allocation.
MEW	<ul style="list-style-type: none"> - Adapt the model to Indonesian culture, especially in junior high school. - Concrete examples should be included to guide counsellors. - Accountability must be evidence-based, with data and instruments for evaluating counsellor performance.

The results of suggestions for improvement from expert validators show that in developing a comprehensive counseling guidance (BK) program, the specific educational context at each level, from kindergarten to junior high school, needs to be considered. Confirmation of terms, in-depth explanation of educational characteristics, and adapting the model to local culture are important elements that must be considered. In addition, the need for evidence-based accountability and supervision in program implementation is also emphasised. We have developed the final model and prepared it for limited scale dissemination. We conducted a series of field trials and thoroughly integrated feedback and input from expert validators to create this model. This refinement process ensures the model meets the predetermined feasibility criteria regarding content, structure, and applicability in Indonesia's educational context. Thus, we hope that this model, not only ready for implementation but also designed to adapt to specific needs at each level of education, can enhance the effectiveness of guidance and counselling programs in schools.

DISCUSSION

The development of a comprehensive guidance and counselling (BK) program model in this study combines the advantages of the ASCA (American School Counselor Association) model and the ABKIN (Indonesian Guidance and Counseling Association) framework. This approach produces a well-structured, measurable program adapted to Indonesia's local educational context. As shown in previous studies, the implementation of a systematically and effectively designed guidance and counselling program model can improve the quality of services provided by guidance teachers/counsellors while encouraging improvements in student academic outcomes (Geesa et al., 2019; Sekibo et al., 2022).

The integration of ASCA global standards and ABKIN local approaches offers a holistic model that addresses universal principles of effective guidance programs while meeting the social, cultural, and educational needs of students in Indonesia. The model addresses the importance of matching counselor competencies with the diverse needs of students, which is critical to the success of guidance and counseling programs. Sitinjak & Canu (2023) emphasise integrating local cultural contexts into educational frameworks to ensure responsive and effective services. In this study, the model's ability to adapt the ASCA framework to the Indonesian educational landscape ensures that the program is both global and responsive to the local environment.

Putting together the main parts of the ASCA model (reason, vision, mission, and goals) with the ABKIN service parts that are tailored to the area (guidance curriculum, individual planning, and responsive services) shows a complete plan that can be changed and will last. We have integrated the ASCA model's emphasis on accountability, management systems, and data use for program evaluation with ABKIN's focus on tailoring guidance services to local needs. (Nava, 2018) emphasised the importance of data-driven evaluation to ensure the sustainability of guidance services. By incorporating comprehensive data into the assessment of program outcomes, this model ensures program effectiveness and creates a mechanism for continuous improvement. Regular use of data for performance evaluation and gap analysis provides a strong basis for accountability, ensuring that guidance and counselling services remain aligned with students' evolving needs (Halik & Hanafie Das, 2020).

This study's program audit identified areas that required additional development. As shown in Figure 2, aspects such as goal and standard setting, guidance curriculum, and individual planning continued to show weaknesses in implementation, with only 30%–35% of these aspects fully implemented. Furthermore, the use of data to close gaps in the system was underdeveloped, with only 25% of schools effectively utilising data for this purpose. These findings align with prior research indicating that the systematic implementation of guidance and counselling services frequently encounters difficulties in terms of consistency and depth (Azhar et al., 2023; Gysbers & Henderson, 2014). Furthermore, only 30% of schools effectively implemented the agreement between counsellors and school administrators, despite the ASCA model's emphasis on it. Advisory boards, data use, and program monitoring also showed room for improvement. Previous research has noted the importance of clarity and structure in the model's components for supporting successful implementation. Stakeholder involvement, including administrators and teachers, ensures school guidance and counseling programs' success and sustainability (Heled & Davidovitch, 2021; Tygret et al., 2020).

Integrating the ASCA and ABKIN models in this study has important implications for Indonesia's educational context and policy. The combination of a global framework with local adaptation provides a way to improve the quality of BK programs while ensuring that they are appropriate to the needs of diverse students in Indonesia. According to previous studies (Adekson, 2020; Erford, 2016), contextually designed guidance and counseling programs significantly improve service effectiveness and student learning outcomes. These findings underscore the importance of designing educational interventions tailored to students' social, cultural, and developmental contexts. In addition, stakeholder engagement, such as the active participation of teachers, administrators, and community members in program design and implementation, is critical to program success. As noted by Lambie & Stickl Haugen (2021), involving stakeholders in the planning process ensures that guidance and counselling services are more relevant and effective in meeting students' needs. This participatory approach is critical to addressing implementation challenges, especially in areas that face resistance to change or resource constraints.

Although the current model shows excellent potential, future research should address identified implementation weaknesses. This includes developing strategies to improve the use of data to close performance gaps, clarifying program components, and ensuring stronger collaboration between counselors and school administrators. In addition, future research could explore how to enhance the role of advisory boards and strengthen their involvement in decision-making processes. Future research could also explore the role of teacher training in the success of BK programs. Integrating professional development opportunities for teachers and counsellors, particularly in data analysis and program evaluation, could further enhance the effectiveness of guidance and counselling services. Furthermore, we should explore the effectiveness of interventions tailored to different levels of education, such as elementary and preschool.

Study Limitations

This study has limitations that need to be considered, including the limited sample size of several schools, which means that the results cannot be generalised to all schools in Indonesia, and the need for long-term field trials to evaluate the model's effectiveness in practice. In addition, data collection that is primarily qualitative and relies on the perceptions of expert validators can limit a more comprehensive understanding of implementation challenges in the field.

CONCLUSION

There are variations in the implementation of guidance and counseling programs, with some aspects, such as responsive services and system support, already implemented. In contrast, other essential elements, such as standards and objectives, still need improvement. Based on these findings, an integrated guidance and counseling program model was developed that combines ASCA's international approach with ABKIN's local context, namely by adjusting international guidelines and standards to the needs and characteristics of the education system in Indonesia. This includes adaptations in curriculum settings, methodologies, and approaches that are more relevant to the culture and conditions of Indonesian students. This model produces a comprehensive and adaptive framework, which includes key elements such as a rationale based on national education values, a service delivery system based on individual student needs, management that is responsive to local challenges, and evidence-based accountability so that valid data will support every decision and step in program development. We carry out continuous evaluation to ensure its impact and effectiveness. Expert validation results indicate that this model, with an average overall score of 4.10, falls into the good category, demonstrating a clear and strong structure. Suggestions for improvement lead to the local context and strengthening aspects of evidence-based accountability. Thus, this model is expected to improve the effectiveness of counseling services in schools and contribute to better academic outcomes for students in Indonesia.

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