



Analysis of the Stages of Guidance, Counseling, and Educational Communication as an Educational Intervention Process in Schools

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Abstract

This study analyzes the stages of guidance, counseling, and educational communication as an integrated process of educational intervention in schools. It is motivated by the increasing complexity of students' psychosocial problems such as low learning motivation, peer conflict, academic anxiety, and bullying which are often addressed in fragmented and reactive ways. Previous studies tend to examine guidance, counseling, and educational communication separately, resulting in a lack of a comprehensive framework for systematic intervention. Therefore, this study aims to conceptually integrate these three domains into a unified educational intervention process. This research employs a qualitative approach using library research, with data collected from relevant academic literature and analyzed through content analysis. The findings indicate that guidance, counseling, and educational communication share a similar processual structure, including problem identification, diagnosis, intervention planning, implementation, interaction, evaluation, and follow-up. Their integration forms a holistic intervention model that is preventive, curative, and developmental. Educational communication plays a central role as a connecting medium that ensures effective interaction and meaningful behavioral change. This study highlights the importance of an integrative approach to strengthen the role of schools as systematic, humanistic, and responsive educational intervention spaces.

Abstrak

Kata Kunci:

Bimbingan, Konseling,
Komunikasi Pendidikan,
Tahapan, Intervensi Edukatif.

Penelitian ini menganalisis tahapan bimbingan, konseling, dan komunikasi pendidikan sebagai proses intervensi edukatif yang terintegrasi di sekolah. Kajian ini dilatarbelakangi oleh meningkatnya kompleksitas permasalahan psikososial peserta didik, seperti rendahnya motivasi belajar, konflik sosial, kecemasan akademik, hingga perundungan, yang seringkali ditangani secara parsial dan reaktif. Kajian-kajian sebelumnya cenderung membahas bimbingan, konseling, dan komunikasi

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pendidikan secara terpisah, sehingga belum menghasilkan kerangka intervensi yang komprehensif dan sistematis. Oleh karena itu, penelitian ini bertujuan untuk mengintegrasikan ketiga aspek tersebut dalam satu kerangka proses intervensi edukatif. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kepustakaan (library research), dengan teknik analisis isi terhadap berbagai sumber literatur ilmiah. Hasil penelitian menunjukkan bahwa ketiga aspek tersebut memiliki kesamaan struktur prosesual, meliputi identifikasi masalah, diagnosis, perencanaan intervensi, pelaksanaan, interaksi, evaluasi, dan tindak lanjut. Integrasi ini membentuk model intervensi yang bersifat preventif, kuratif, dan developmental. Komunikasi pendidikan berperan sebagai penghubung utama yang memastikan interaksi berjalan efektif dan menghasilkan perubahan perilaku yang bermakna. Dengan demikian, pendekatan integratif ini memperkuat peran sekolah sebagai ruang intervensi edukatif yang sistematis, humanis, dan responsif.

INTRODUCTION

Schools as educational institutions do not merely function as spaces for knowledge transfer, but also as environments for character formation, potential development, and the handling of various psychosocial problems faced by students. In reality, the dynamics of school life indicate that students encounter not only academic challenges but also personal, social, emotional issues, and even identity crises (Addzaky, K. U., 2024). Phenomena such as low learning motivation, peer conflicts, academic anxiety, and bullying demonstrate that the educational process requires a more comprehensive approach and cannot rely solely on the delivery of instructional content. Research findings indicate that the complexity of students' psychosocial problems tends to increase alongside dynamic social and digital developments (Hasan, 2025).

However, educational practices in schools still tend to respond to these issues in a partial and reactive manner (Putri, A. S., 2025). Guidance and counseling (GC) services are often positioned merely as curative services addressing problematic students, while classroom learning processes operate without strong integration with psychological approaches and effective communication. Conceptually, guidance has preventive and developmental functions aimed at all students, whereas counseling serves curative and remedial purposes in addressing problems more deeply. On the other hand, educational communication is understood as a transactional process involving message planning, delivery through various media, interaction, and feedback, all of which play a role in shaping students' behavioral change (Cangara, 2011).

Previous studies have tended to examine guidance, counseling, and educational communication as separate domains. Research in guidance and counseling has largely focused on service techniques and case handling (Saragi, M. P. D., 2022), while studies on educational communication have emphasized the effectiveness of message delivery in learning contexts (Laily Fitri, 2023). This separation has resulted in the absence of a

conceptual framework capable of integrating these three domains into a unified and systematic process of educational intervention. In fact, a closer examination reveals that these aspects share a similar processual structure, including problem identification, planning, implementation, interaction, evaluation, and follow-up.

Based on these conditions, there exists a gap between the practical needs of education, which demand a holistic approach, and the tendency of academic studies that remain fragmented. Therefore, an integrative approach is needed to connect guidance, counseling, and educational communication within a comprehensive conceptual framework. The novelty of this article lies in reconstructing these three domains into a unified model of educational intervention processes. This study not only describes the stages of each field but also analyzes their structural and functional interconnections in supporting behavioral change and the holistic development of students. Accordingly, this study aims to analyze the stages of guidance, counseling, and educational communication as processes of educational intervention in schools, as well as to examine their integration in forming systematic, humanistic, and responsive educational services. The findings are expected to contribute theoretically to the development of educational science, particularly in expanding an integrative perspective that connects guidance, counseling, and educational communication as a foundation for strengthening educational intervention practices in schools.

METHOD

This study employs a qualitative approach using a library research design to analyze the stages of guidance, counseling, and educational communication as processes of educational intervention in schools. The variables examined consist of three main components, namely the stages of guidance, the stages of counseling, and the stages of educational communication, which are analyzed conceptually to identify their interconnections and patterns of integration. The subjects of this study are not individuals, but rather relevant literature sources, including academic books, reputable national and international journal articles published within the last ten years, as well as scientific documents related to the research topic. The research instrument is a document analysis guideline designed to identify concepts, stages, and relationships among variables within each data source. Data collection techniques are carried out through systematic literature searching, selection, and classification based on relevance and source quality. Furthermore, the data are analyzed using content analysis techniques, involving stages of data reduction, categorization, interpretation, and conclusion drawing to produce a comprehensive conceptual synthesis. The analytical process is also conducted critically by comparing various theoretical perspectives in order to identify similarities in structure, differences in characteristics, and opportunities for integration among the three examined aspects.

RESULTS AND DISCUSSION

Stages of Guidance

Conceptually, guidance within the context of school education is a systematic process oriented toward preventive and developmental functions, designed to assist students in optimizing their potential. According to Norman C. Gysbers, guidance within the framework of a comprehensive school counseling program is not incidental, but structured within a program cycle that includes planning, implementation, evaluation, and continuous development (Gysbers, 2005). Similarly, Prayitno emphasizes that guidance services should be implemented systematically and comprehensively for all students, not only those experiencing problems (Prayitno, 2018).

In practice, the stages of guidance for students can be understood as a managerial-educational cycle consisting of several key processes. First, program planning involves identifying students' needs through classical or group-based assessments. This stage is crucial, as the quality of intervention is largely determined by the accuracy in understanding students' needs. However, in many school contexts, this stage is often conducted merely as an administrative requirement without in-depth analysis, resulting in guidance programs that are less responsive to students' actual conditions (Khairani et al., 2024). Second, service implementation includes various activities such as orientation services, information provision (e.g., academic pathways and career guidance), group guidance, placement services, and life skills development. Effective guidance services should integrate cognitive, affective, and social aspects into a meaningful learning process (Sumarto, 2022). Nevertheless, in practice, these services are often delivered in a one-way manner with limited student participation, which may reduce the effectiveness of value internalization.

Third, evaluation and analysis of results involve assessing the effectiveness of the services in helping students understand and apply the guidance provided. This stage functions not only as a measurement tool but also as a program reflection mechanism. However, evaluation practices in schools tend to focus predominantly on cognitive outcomes and have not fully captured behavioral changes in a comprehensive manner (Mochayar, 2026). Fourth, follow-up actions include program reinforcement, adjustment of service strategies, or referrals when necessary. This stage highlights that guidance is not a one-time process, but rather continuous and adaptive to students' development.

In addition, within the context of group services, guidance also involves specific stages of group interaction. Referring to Bruce W. Tuckman's theory of group development (forming, storming, norming, performing, adjourning), and its contextualization in group guidance by Prayitno (Prayitno, 2017), these stages include the forming stage, where members begin to know each other and build trust, requiring strong leadership to create a safe and inclusive environment. The storming stage is characterized by resistance, discomfort, or even conflict, which is often avoided in practice despite being essential for developing deeper group interaction. The norming–performing stage represents the core of group guidance, where members become more open, actively engage in discussions, and participate in problem-solving. Finally, the

adjourning stage focuses on reflection, consolidation of outcomes, and the transfer of learning experiences into real-life contexts.

From a critical perspective, although these stages have been widely discussed in the literature, their implementation in schools is often not optimal. Group guidance frequently becomes a formality without deep engagement in group dynamics, limiting its potential to facilitate meaningful behavioral transformation among students. Therefore, the stages of guidance should not be viewed merely as technical procedures, but as dynamic and contextual educational processes. From an integrative perspective, these stages share structural similarities with counseling and educational communication processes, particularly in terms of needs identification, intervention, interaction, and evaluation. This highlights that guidance serves as the initial component of a broader educational intervention system, whose effectiveness depends significantly on its integration with counseling and educational communication.

Stages of Counseling

Counseling in the context of education is a professional helping process that is more in-depth and personal than guidance, aimed at assisting students in understanding and independently resolving the problems they face. Theoretically, counseling has been developed through various approaches, yet it generally exhibits a relatively similar stage structure. According to Gerard Egan in *The Skilled Helper Model*, counseling is understood as a staged process involving problem exploration, deeper understanding, and action for change (Egan, 2014). Meanwhile, Carl Rogers emphasizes the importance of a therapeutic relationship characterized by empathy, congruence, and a non-judgmental attitude as the primary foundation of every counseling stage (Rogers, 1980).

In practice, counseling stages in schools can be conceptualized into three interconnected phases. First, the initial stage focuses on building rapport and identifying problems. At this stage, the counselor seeks to create a safe and open environment that enables students to express their experiences and feelings honestly. However, in educational practice, this stage is often conducted hastily, resulting in weak therapeutic relationships. Consequently, the counseling process tends to become superficial and less effective. Second, the working stage involves an in-depth exploration of problems, meaning-making of experiences, and the development of alternative solutions. Various counseling techniques are applied at this stage, including reflection, confrontation, cognitive restructuring, and assertive training. According to Aaron T. Beck, behavioral change is strongly influenced by changes in thought patterns, making cognitive intervention a key element in helping students overcome negative thinking. Nevertheless, in school settings, the use of counseling techniques is often mechanical and lacks contextual sensitivity, limiting its ability to address the root causes of students' problems.

Third, the termination stage focuses on evaluating outcomes, reinforcing changes, and planning follow up actions. This stage is marked by the emergence of new understanding in students, reduced anxiety, and improved decision making abilities. However, a common limitation lies in the lack of systematic follow-up, resulting in the changes achieved during counseling not being consistently sustained in students' daily

lives. From a critical perspective, the stages of counseling have often been viewed as primarily focusing on students' intrapersonal aspects, while the role of communication within the counseling process is frequently treated as implicit. In fact, according to Richard Nelson Jones, the effectiveness of counseling is largely determined by the counselor's communication skills in building relationships, exploring information, and providing appropriate feedback (Nelson, 2005). This indicates that counseling is fundamentally a structured and in-depth communication process, rather than merely the application of helping techniques. In the educational context, limitations such as time constraints, the imbalance between the number of counselors and students, and administrative burdens often hinder the implementation of ideal counseling practices (Riwayanto, 2025). As a result, counseling in schools tends to be reactive and not fully integrated with the learning process (Farmadi, 2026). This condition reflects a gap between theoretical concepts and empirical practices in the field.

Therefore, the stages of counseling cannot be understood in isolation from the broader educational system. From an integrative perspective, counseling shares structural similarities with guidance and educational communication, particularly in terms of problem identification, intervention, interaction, and evaluation. The distinction lies in the depth and focus of intervention. Consequently, counseling should be positioned as part of a broader educational intervention system, in which educational communication functions as the connecting medium that enhances the effectiveness and meaningfulness of the entire process for students' development.

Stages of Educational Communication

Educational communication can no longer be understood merely as a process of message delivery from teachers to students, but rather as an intervention process that continuously shapes meaning, attitudes, and behavior. In the classical perspective, Hafied Cangara defines communication as a transactional process involving communicators, messages, media, audiences, and feedback to produce behavioral change (Cangara, 2011). Similarly, Joseph A. DeVito emphasizes that communication includes encoding, message transmission, decoding, and feedback within a two-way system (Ruben & Stewart, 2013). However, these perspectives tend to position communication within a relatively linear and normative framework.

In contemporary educational contexts, such an approach requires critical reconsideration. Communication processes in the classroom do not always occur in a structured and linear manner, but are dynamic, circular, and influenced by psychological, social, and relational factors (Azhari, 2026). Lev Vygotsky argues that learning occurs through social interaction and shared meaning-making processes, indicating that communication functions not only as a tool for information transmission, but as a medium for knowledge construction (Vygotsky, 1978). Accordingly, educational communication should be understood as a dialogical process involving the negotiation of meaning between teachers and students. Furthermore, Paulo Freire critiques the "banking model" of education, in which teachers merely deposit knowledge into students without providing space for dialogue (Freire, 2011). From this perspective, effective communication is

emancipatory, encourages participation, and fosters critical awareness among learners. This critique highlights that failures in educational communication are not only caused by technical issues in message delivery, but also by unequal power relations within the learning process.

Based on these perspectives, the stages of educational communication can be reconstructed as a process of educational intervention consisting of several key stages (Nofrion, 2016). First, the planning stage involves designing instructional messages by considering students' characteristics, social context, and intended behavioral changes. At this stage, encoding occurs, where teachers translate concepts into forms that are understandable to students. Critically, communication failure often originates at this stage when planning is conducted merely as an administrative task without considering students' psychological and social realities (Husaini, 2025). Second, the message delivery stage concerns not only the content of the message but also how it is conveyed. Jalaluddin Rakhmat emphasizes that attention and perception significantly influence communication effectiveness (Rakhmat, 1999). Therefore, nonverbal aspects, communication style, and the ability to build emotional engagement are crucial factors. However, in educational practice, communication is still often teacher-centered, resulting in passive students and limited internalization of meaning (Nuraeni, 2025).

Third, the interaction and feedback stage represents the core of modern educational communication. Within a transactional communication perspective, teachers and students simultaneously act as both communicators and receivers. In reality, however, feedback is often reduced to simple "right or wrong" responses rather than reflective dialogue. In contrast, Jerome Bruner argues that meaningful learning occurs through active interaction and discovery processes rather than passive reception (Bruner, 1966). Fourth, the evaluation and reflection stage involves assessing the effectiveness of communication based on the changes observed in students. In this framework, evaluation should encompass not only cognitive outcomes but also affective and behavioral dimensions. Nevertheless, evaluation practices in schools tend to focus primarily on test results, thereby failing to capture transformations in values and character (Bilge, 2026). This indicates a reduction of educational communication from a transformative process into mere information transmission.

Overall, the stages of educational communication should not be viewed as a static linear process, but as a dynamic cycle in which each stage continuously influences the others. Each stage is interconnected within an ongoing and contextual process. From an educational intervention perspective, educational communication functions as a connecting system that enables the integration of guidance and counseling. Through effective communication, processes of problem identification, intervention, and evaluation can occur more meaningfully and contribute to students' behavioral change. Thus, the main contribution of this approach lies in shifting the paradigm of educational communication from mere message delivery to an intervention process that shapes meaning, awareness, and behavior holistically. At the same time, this perspective

critiques educational practices that remain oriented toward information transmission and offers a more dialogical, reflective, and transformative communication framework.

Integrated Model of Educational Intervention

Understanding educational intervention in schools requires a comprehensive and integrative approach rather than a partial one. Based on the analysis of the stages of guidance, counseling, and educational communication, it is evident that these three domains share a similar processual structure, enabling their integration into a unified and systematic framework. This integration is visualized in a conceptual model that illustrates the flow of educational intervention, starting from the emergence of students' problems to the achievement of holistic development.

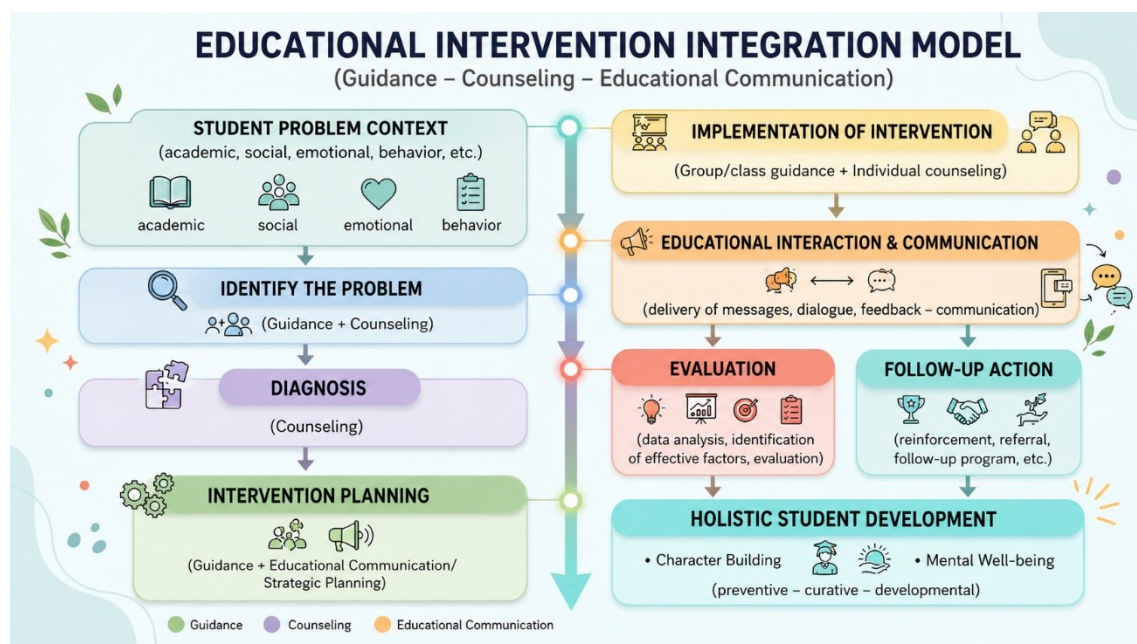


Figure 1. Integrated Model of Educational Intervention

The model demonstrates that the intervention process begins with the context of students' problems, which may be academic, social, emotional, or behavioral in nature. This stage serves as the starting point, as the entire intervention process is grounded in the real needs experienced by students. The process then proceeds to problem identification, which typically falls within the initial domain of guidance services. At this stage, teachers or counselors gather information through observation, assessment, and initial interaction to understand the emerging symptoms. The process continues with diagnosis, which emphasizes a deeper analysis of the root causes of the problem. This stage is closely associated with counseling, where understanding extends beyond observable symptoms to include psychological aspects and students' subjective experiences. The diagnostic outcomes form the basis for intervention planning, in which appropriate strategies are designed according to students' needs. At this stage, educational communication begins to play a crucial role, particularly in designing messages, approaches, and media to be used during the intervention process.

The next stage is intervention implementation, which includes the delivery of guidance services in classical or group settings, as well as individual counseling. At this phase, communication shifts from planning to actual practice within interactions between educators and students. Therefore, the success of implementation is largely determined by the quality of communication that takes place. Subsequently, interaction and educational communication become the core of the entire process. This stage involves the exchange of meaning, dialogue, and feedback, enabling students to understand, accept, and internalize the interventions provided. The process is dynamic and transactional, positioning students not as passive recipients but as active participants in constructing meaning.

The evaluation stage functions to assess the effectiveness of the interventions that have been carried out. This assessment is not limited to cognitive aspects but also includes changes in students' attitudes and behaviors. The evaluation results then serve as the basis for follow-up actions, which may include program reinforcement, further interventions, or referrals when necessary. This stage highlights that educational intervention is a continuous process rather than a one-time activity. The entire sequence ultimately leads to the holistic development of students, encompassing preventive, curative, and developmental dimensions. Within this framework, guidance contributes to prevention and development, counseling addresses problems in a more in-depth manner, while educational communication serves as the connecting mechanism that ensures the effectiveness and meaningfulness of the entire process.

From this explanation, it becomes clear that the integration of these three aspects is not merely a conceptual combination, but a functional unification within a complementary intervention system. This approach also critiques educational practices that tend to separate guidance, counseling, and learning processes, resulting in less optimal interventions. Through an integrative framework, each stage is interconnected, forming a dynamic and contextual cycle. Therefore, this conceptual construction contributes to a more comprehensive understanding of educational intervention as a holistic process—one that goes beyond knowledge transmission to encompass behavioral transformation and students' psychological development.

Strengthening the Integration of Educational Intervention: Comparative Analysis and Practical Implications

The integrative approach to educational intervention, which connects guidance, counseling, and educational communication, offers a fundamentally different framework compared to conventional guidance and counseling practices in schools. In conventional approaches, guidance and counseling services are often positioned separately from the instructional process, with a predominantly reactive orientation focused on handling problematic students. Guidance is frequently limited to administrative programs such as information and orientation services, while counseling is conducted incidentally only after problems emerge. In such conditions, educational communication is commonly perceived merely as a medium for delivering instructional content rather than as part of a planned and systematic intervention strategy.

In contrast, the integrative approach positions these three components within an interconnected and continuous system. The fundamental difference lies in how intervention is conceptualized not as a response to existing problems, but as a simultaneous preventive, developmental, and curative process. Problem identification does not wait for cases to arise but becomes embedded within the dynamics of everyday learning. Within this framework, educational communication functions as a strategic medium that shapes how students understand, respond to, and internalize learning experiences in a meaningful way.

This approach demonstrates several advantages over conventional models. First, it enables earlier, more targeted, and sustained interventions. Integration facilitates early detection of students' problems through intensive communicative interactions, thereby preventing delayed responses. Second, the synergy between guidance, counseling, and educational communication transforms the intervention process from being merely informative to truly transformative, as it simultaneously addresses cognitive, affective, and behavioral dimensions. Third, active student participation within communicative processes strengthens the internalization of values, ensuring that changes are not superficial or temporary. Finally, the cyclical process of evaluation and systematic follow-up enhances the sustainability of interventions, which is often lacking in fragmented approaches.

The implications of this approach require significant changes in educational practices, particularly regarding teachers' roles, collaboration patterns, and the use of communication in learning. Teachers are no longer positioned solely as knowledge transmitters but as facilitators of communication who are capable of identifying students' psychological needs through classroom interaction. Collaboration between subject teachers and school counselors becomes more structured and purposeful, as both operate within the same intervention framework. Learning processes must also be designed dialogically to enable authentic feedback from students. Furthermore, evaluation should extend beyond academic achievement to include changes in attitudes and behavior as key indicators of successful educational intervention.

However, the implementation of this approach is not without challenges. Constraints such as limited time, teachers' administrative workload, and uneven competencies in communication and counseling among educators remain significant barriers. These conditions indicate that the success of integration depends not only on conceptual strength but also on the readiness of the school system. Therefore, strengthening teachers' capacities and providing institutional policy support are essential to ensure optimal implementation. In this regard, the integrative approach does not merely offer a conceptual alternative but also proposes a new direction for educational practice one that is more systematic, responsive, and oriented toward the holistic development of students.

Implications of Educational Intervention in Schools

The implementation of an integrated educational intervention approach in schools requires fundamental changes in how teachers design and conduct the learning process.

At the planning stage, teachers need to continuously map students' needs through simple yet systematic techniques such as initial reflections, classroom observations, or short questionnaires. This information is then used to adjust learning objectives, materials, and communication strategies so that they are more responsive to students' psychological and social conditions. In this sense, problem identification is no longer solely the responsibility of guidance and counseling services, but becomes embedded within everyday instructional practices.

At the implementation stage, educational communication is consciously utilized as an intervention tool. Teachers are expected to develop dialogical communication strategies by employing reflective questioning, contextual examples, and both verbal and nonverbal reinforcement to encourage student engagement. Learning is thus directed not merely toward knowledge transmission, but toward meaning-making and the development of students' awareness. Through this approach, students are no longer passive recipients but active agents who participate in shaping their own understanding and behavior. Collaboration between subject teachers and school counselors becomes a crucial element in this process. Such collaboration can be facilitated through data-driven discussion forums, where teachers share classroom dynamics and student behavior, while counselors provide analytical insights and intervention recommendations. This synergy enables faster and more comprehensive responses, ensuring that interventions remain consistent between classroom instruction and counseling services.

The management of feedback must also be oriented toward reflection and constructiveness. Feedback should function not only as an assessment of learning outcomes but also as a means to help students understand their thinking processes and behavioral patterns. Therefore, teachers need to create a psychologically safe classroom environment where students feel comfortable expressing their ideas and experiences without fear. Such conditions enhance the quality of interaction and strengthen the effectiveness of educational communication as an intervention tool. At the evaluation stage, schools need to broaden the indicators of learning success beyond cognitive achievement to include changes in attitudes and behavior. Evaluation can be conducted through student reflections, behavioral observations, and assignments that encourage the application of values in everyday life. The results of this evaluation then serve as the basis for follow-up actions, such as reinforcement within the classroom, group guidance services, or individual counseling when necessary.

At the institutional level, the implementation of this approach requires adequate systemic support, including the provision of time for teacher collaboration, training in communication and basic counseling skills, and the integration of psychosocial development aspects into assessment systems. Without such support, integration risks remaining merely conceptual without practical realization. Therefore, the success of educational intervention depends on the synergy between teachers' individual competencies and structural support from the school institution. Through these efforts, educational communication functions as the primary driving force in integrating guidance and counseling into the learning process. Educational intervention is no longer partial,

but becomes a holistic, dynamic, and continuous system capable of producing meaningful impacts on students' overall development.

CONCLUSION

Based on the analysis, this study concludes that the stages of guidance, counseling, and educational communication share a similar processual structure, encompassing problem identification, intervention planning, implementation, interaction, evaluation, and follow-up, although they differ in focus and depth of intervention. Guidance functions as a preventive and developmental effort that reaches all students, counseling serves as a more in-depth and personal curative and remedial intervention, while educational communication acts as a transactional medium that connects all these stages through processes of meaning-making, dialogue, and feedback. These findings indicate that the effectiveness of educational intervention in schools cannot be achieved through partial approaches, but requires a systematic integration of guidance, counseling, and educational communication within a unified, dynamic, and contextual framework. Theoretically, this study contributes to reconstructing educational communication not merely as a process of message delivery, but as an intervention instrument that plays a role in shaping students' cognitive, affective, and behavioral changes. Furthermore, this study expands the perspective of educational psychology by emphasizing the importance of an integrative approach that connects pedagogical and psychological dimensions in educational practice. Therefore, the integration model proposed in this study can serve as a conceptual foundation for developing educational intervention practices that are more systematic, humanistic, and responsive to the complexity of students' needs in schools.

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