Integrating Counseling Management and Multicultural Education: A Model for Enhancing Students' Learning Motivation

Erta Apriata*, Okke Rosmaladewi

Nusantara Islamic University, Bandung, Indonesia

*Corresponding Email: ertaapriata14041985@gmail.com

Abstract. This study explores the management of guidance and counseling (GC) programs as a strategic instrument to enhance students' learning motivation in multicultural junior high schools. Using a qualitative case study design, the research was conducted at SMPN 1 Ciawi and SMPN 3 Ciawi in Tasikmalaya Regency, Indonesia, involving school principals, guidance and counseling teachers, and students. Data were collected through in-depth interviews, participant observations, and document analysis, and were analyzed using the interactive model of Miles, Huberman, and Saldaña. The results indicate that effective GC management implemented through systematic planning, participatory execution, reflective evaluation, and continuous follow-up contributes significantly to improving students' academic motivation and emotional engagement. The planning phase involves data-based analysis and goal setting; implementation combines individual mentoring and peer-based support within a culturally responsive framework; evaluation emphasizes collaborative reflection and authentic feedback; and follow-up actions include mentoring continuity, teacher collaboration, and parent involvement. These findings highlight that counseling management, when guided by the PDCA (Plan–Do–Check–Act) model and integrated with multicultural and humanistic counseling principles, serves as a sustainable approach to strengthening student motivation and holistic character formation.

Keywords: guidance and counseling management, learning motivation, multicultural education, PDCA model, junior high school

1 Introduction

In the 21st century, education in multicultural contexts faces increasing complexity, where students with diverse cultural, ethnic, and socioeconomic backgrounds bring different perspectives, learning habits, and expectations to the classroom[1]. Schools are therefore challenged to create inclusive environments that accommodate diversity while ensuring equal opportunities for all students. In this regard, guidance and counseling (GC) teachers play a strategic role in maintaining learning motivation and fostering tolerance among students[2]. Their function is not only therapeutic but also

preventive and developmental, helping students to adapt, self-regulate, and remain engaged in the learning process[3].

Indonesia's implementation of multicultural education at the secondary school level reflects a holistic approach that integrates curriculum content, school culture, and teacher participation.[4] Although not all schools are formally categorized as "multicultural," many have adopted the underlying principles through activities that promote inclusivity and mutual respect.[5] Empirical data indicate that multicultural education significantly enhances interfaith and intercultural tolerance; for example, Aini [6] found that the tolerance index among students at SMP N 18 Pontianak reached 82.56%, showing a high level of success in character development. When properly managed, diversity becomes a strength that enriches learning; however, when ignored, it can trigger conflicts, discrimination, and decreased motivation to learn.

Guidance and counseling teachers hold a pivotal position in managing these dynamics[7]. They are responsible for identifying learning barriers whether internal, such as low self-confidence, or external, such as cultural bias and designing interventions to address them [8]. Yet, research indicates that management systems supporting guidance programs in multicultural settings are often underdeveloped[9]. Most prior studies have emphasized the role of counseling in preventing deviant behaviors such as bullying or truancy, rather than its potential to enhance learning motivation through structured management practices[10].

This study therefore aims to analyze the management practices of guidance and counseling teachers in improving students' learning motivation in multicultural junior high schools in Tasikmalaya Regency. Specifically, it explores how GC teachers plan, organize, implement, and evaluate counseling programs following the POAC (Planning–Organizing–Actuating–Controlling) model. The study also identifies the competencies and challenges faced by GC teachers in culturally diverse classrooms and proposes a model of inclusive, motivational counseling management suited to Indonesia's multicultural education context.

The significance of this research lies in its potential to enrich the theoretical and practical understanding of educational management in counseling. By positioning GC teachers not merely as counselors but as educational managers, this study highlights their contribution to fostering inclusive learning environments, enhancing student motivation, and promoting cross-cultural understanding in schools that reflect Indonesia's diverse social landscape.

2   Method

This study employed a **qualitative approach** with a **case study design** to explore the management of guidance and counseling (GC) services in improving students' learning motivation within multicultural junior high schools in Ciawi Subdistrict, Tasikmalaya Regency. The qualitative approach was selected because it enables a deep understanding of social, cultural, and managerial dynamics that underlie counseling practices [11]. A case study design was considered appropriate to obtain holistic

insights into how GC teachers plan, organize, implement, and evaluate counseling programs in their authentic contexts [12], [13]

The research was conducted at SMPN 1 Ciawi and SMPN 3 Ciawi, both of which represent multicultural public junior high schools characterized by diversity in students' ethnic, cultural, and socioeconomic backgrounds. These two schools were selected through purposive sampling based on their active implementation of counseling programs and their commitment to inclusive education. Participants included two school principals, four guidance and counseling teachers, and eight students actively involved in counseling activities. This composition allowed triangulation of perspectives across managerial, professional, and student levels. Data were collected using a triangulation of methods, consisting of in-depth interviews, participant observation, and document analysis: In-depth interviews were carried out with school principals and GC teachers to explore planning strategies, implementation challenges, and efforts to motivate students in a multicultural environment. Participant observations were conducted during classroom guidance sessions, peer counseling, and extracurricular activities to observe real-time interactions and motivational patterns. Document analysis covered counseling work programs, implementation reports, student development portfolios, and evaluation summaries to trace systematic management practices.

All instruments were designed based on the POAC (Planning–Organizing–Actuating–Controlling) management framework. The researcher served as the human instrument, interpreting contextual meaning through direct interaction with participants[14]–[16].

Data analysis used the interactive model of Miles, Huberman, and Saldaña[17], comprising three concurrent stages: Data Reduction, identifying, coding, and simplifying key information related to counseling management. Data Display, organizing data in narrative and tabular formats to reveal emerging themes and relationships. Conclusion Drawing and Verification, interpreting meaning and validating findings through iterative cross-checks between interviews, observations, and documents.

This process allowed for a continuous analytical cycle between data collection and interpretation. To ensure the trustworthiness of the research, the four criteria proposed by Lincoln and Guba were applied: Credibility, through method and source triangulation, peer debriefing, and member checking. Transferability, by providing detailed contextual descriptions to support potential application in other multicultural schools. Dependability, through systematic documentation and audit trails. Confirmability, by maintaining reflective field notes and minimizing researcher bias.

The field study took place from February to April 2025, covering three phases: (1) preparation (instrument design and research permits), (2) fieldwork (data collection through observation, interviews, and documentation), and (3) analysis and reporting. Through this methodological framework, the study sought to generate a comprehensive understanding of how effective management of guidance and counseling services can enhance students' learning motivation in multicultural educational settings.

3   Results

3.1   Planning of Guidance and Counseling Management to Improve Students' Learning Motivation

The findings show that the planning process for guidance and counseling (GC) programs at SMPN 1 Ciawi and SMPN 3 Ciawi is systematically designed to align with the schools' educational visions and student diversity. Both institutions have integrated counseling management into their school development plans, demonstrating a commitment to enhancing learning motivation and student well-being through structured and collaborative guidance activities.

At SMPN 1 Ciawi, planning begins with a needs assessment conducted at the start of each semester. The counseling team collects data on students' attendance, academic performance, and behavioral indicators to identify motivational issues. Based on observations, the GC teachers compile a profile of students' learning tendencies categorized into "high," "moderate," and "low" motivation groups. These findings are then used to design differentiated counseling interventions tailored to each group's needs.

The GC coordinator at SMPN 1 Ciawi emphasized the importance of this initial analysis:

"We do not plan counseling programs randomly. Each plan is based on real data about students' learning patterns and emotional conditions. Motivation is not built in general—it must be addressed individually." (Interview, March 2025)

This data-driven approach ensures that the GC program is contextually relevant and evidence-based. Documentation analysis confirmed the existence of semester plans, annual work programs, and a "Student Problem Inventory" (SPI) that serves as a baseline for program formulation.

At SMPN 3 Ciawi, the planning process adopts a more participatory and preventive approach. The GC teachers involve homeroom teachers and student representatives in identifying challenges and formulating activity plans. Observation data revealed that weekly coordination meetings are held to discuss students' learning engagement and social interactions. This collaboration not only strengthens the sense of shared responsibility but also ensures that guidance activities reflect real classroom conditions.

As stated by one of the GC teachers at SMPN 3 Ciawi:

"Every plan we make involves input from teachers and even students. We want the counseling program to feel close to them—to answer their real problems, not just follow administrative requirements." (Interview, March 2025)

The study also found that both schools utilize the POAC (Planning–Organizing–Actuating–Controlling) model as a managerial foundation. Planning begins with defining objectives, determining priority areas, preparing activity schedules, and setting performance indicators. The GC documents from both schools included structured templates specifying goals, implementation strategies, responsible personnel, and evaluation methods indicating a clear operational framework consistent with professional counseling management standards (Hasibuan, 2018).

Observation results further revealed that GC teachers align their plans with the Guidance and Counseling Service Standards (Permendikbud No. 111/2014), which mandate that every counseling activity must include measurable objectives, target groups, and evaluation procedures. SMPN 1 Ciawi, for instance, included in its annual plan a program titled *"Motivation Week"*, which focuses on academic goal-setting and study habits for underperforming students. Meanwhile, SMPN 3 Ciawi emphasized *"Peer Support Sessions"* that encourage student collaboration and self-expression in multicultural settings.

Document analysis also indicated that both schools use planning tools such as Program Kerja BK (Counseling Work Plan), Agenda Harian Konselor (Daily Counselor Log), and Rencana Pelaksanaan Layanan (Service Implementation Plans). These documents function as both managerial and accountability instruments, ensuring that counseling services contribute directly to the schools' quality improvement objectives.

In summary, the findings from both schools demonstrate that effective planning in guidance and counseling management begins with accurate diagnosis of student needs, collaborative decision-making, and clear alignment with institutional goals. This phase represents the "Plan" stage in Deming's PDCA cycle [18]–[20], emphasizing that systematic and data-driven planning serves as the foundation for improving learning motivation in multicultural school environments.

3.2 Implementation of Guidance and Counseling Management to Improve Students' Learning Motivation

The implementation of guidance and counseling (GC) management in both SMPN 1 Ciawi and SMPN 3 Ciawi demonstrates a strong alignment between planning and practical application. Both schools have transformed their plans into structured and contextualized programs designed to address students' motivational and emotional needs in a multicultural environment. However, the two schools apply different operational emphases—SMPN 1 Ciawi focuses on individualized counseling and academic mentoring, while SMPN 3 Ciawi emphasizes participatory, peer-based, and preventive approaches.

At SMPN 1 Ciawi, GC implementation begins with classroom guidance sessions conducted weekly. Observation data show that teachers combine cognitive and affective strategies—such as motivational storytelling, reflective questioning, and study-skill coaching—to engage students. GC teachers also conduct one-on-one counseling sessions for students categorized as having low learning motivation. During these sessions, counselors use empathy-based communication and behavioral reinforcement techniques to build confidence and positive learning attitudes.

One counselor explained:

"We start by listening. Sometimes students lose motivation not because they dislike school, but because they feel unseen. Once they feel heard, they start to change their attitude and effort." (GC Teacher Interview, March 2025)

This statement reflects an understanding of counseling as a human-centered process aimed at emotional recovery and motivation rebuilding. The researcher's observations

confirmed that counseling sessions at SMPN 1 Ciawi are implemented with confidentiality and empathy, fostering trust between teacher and student. Document analysis revealed service records that include notes on each student's progress and follow-up plans.

Meanwhile, at SMPN 3 Ciawi, implementation emphasizes group dynamics and cultural sensitivity. The school organizes peer mentoring programs where students with high motivation assist their peers in setting academic goals and overcoming study-related anxiety. Observations during the "Peer Motivation Forum" activity showed active participation among students from diverse ethnic and cultural backgrounds, creating a supportive environment that promotes collaboration and tolerance.

As one student mentor shared during an interview:

"We help each other by sharing experienceswhat works and what doesn't. It's not about competition; it's about growing together." (Student Interview, March 2025)

GC teachers at SMPN 3 Ciawi also integrate multicultural values into counseling activities. During classroom sessions, teachers encourage students to express their cultural identities and share family traditions, which strengthens mutual respect and empathy. This inclusive approach reflects the multicultural education framework outlined by smith [21], which promotes learning environments grounded in equity, respect, and shared understanding.

Observation data also showed that GC implementation is closely supervised by school leaders. Both principals conduct periodic evaluations of counseling sessions and ensure that the GC programs align with school priorities. At SMPN 1 Ciawi, the principal regularly attends monthly reflection meetings to review the progress of students with motivational challenges. In SMPN 3 Ciawi, principal support is manifested through resource allocation such as providing dedicated spaces for peer counseling and funding for student motivation workshops.

Document analysis found detailed evidence of implementation, including Guidance Activity Reports, Attendance Logs, and Program Evaluation Sheets. These documents reflect systematic coordination among GC teachers, homeroom teachers, and administrators, reinforcing accountability within the counseling management structure. The reports also contain qualitative summaries of student progress and case resolutions.

In both schools, the implementation phase corresponds to the "Do" stage of Deming's PDCA cycle [19]. SMPN 1 Ciawi's model prioritizes individualized service delivery, while SMPN 3 Ciawi's model emphasizes preventive and collective strategies. Despite their differences, both schools demonstrate that effective implementation requires consistency, empathy, and contextual sensitivity.

Overall, the findings highlight that the success of counseling management depends on the counselor's ability to translate planned objectives into meaningful student experiences. By integrating empathy, participation, and multicultural awareness, both SMPN 1 Ciawi and SMPN 3 Ciawi exemplify how counseling management can effectively enhance students' learning motivation and emotional resilience in a diverse educational setting.

3.3 Evaluation of Guidance and Counseling Management to Improve Students' Learning Motivation

The evaluation of guidance and counseling (GC) management in **SMPN 1 Ciawi** and **SMPN 3 Ciawi** is conducted systematically to ensure that all activities achieve their intended goals and contribute to improving students' learning motivation. Evaluation practices at both schools emphasize reflective analysis, feedback mechanisms, and collaborative review among GC teachers, principals, and classroom teachers. This structured approach reflects the **"Check"** stage in Deming's PDCA (Plan–Do–Check–Act) quality cycle [18], ensuring continuous improvement of counseling services.

At **SMPN 1 Ciawi**, evaluation is conducted at the end of each semester through formal meetings between the GC team and school management. Observations revealed that these meetings include data presentations on counseling activities, progress reports, and case summaries of students who received individual or group counseling. Each case is reviewed based on its outcome and behavioral indicators, such as attendance, academic performance, and classroom participation.

One counselor described the process as follows:

"We evaluate every student case, not to find fault, but to learn what works and what needs to be improved. Every reflection session becomes our foundation for designing better interventions in the next cycle." (GC Teacher Interview, April 2025)

The researcher's observation confirmed that evaluation at SMPN 1 Ciawi is evidence-based. The GC team uses instruments such as **Student Progress Reports**, **Counseling Evaluation Sheets**, and **Motivation Observation Checklists**. These documents are compiled and submitted to the principal for verification, ensuring accountability and transparency. Evaluation results are also integrated into the school's quality assurance documentation system.

In **SMPN 3 Ciawi**, evaluation is implemented more dynamically, focusing on formative and participatory assessment. GC teachers conduct short evaluations after each session, often involving students in reflective discussions about their motivation and emotional well-being. This interactive evaluation model aligns with student-centered counseling principles (Mierrina, 2021), which emphasize self-reflection and empowerment.

A teacher at SMPN 3 Ciawi noted:

"We often ask students to reflect on what they have learned from each session and how they will apply it in their studies. Their reflections give us valuable insight about their motivation." (GC Teacher Interview, April 2025)

Observation during reflection sessions confirmed this participatory approach. Students actively shared their thoughts and emotions, while GC teachers recorded key points in reflection journals. Documentation analysis showed that SMPN 3 Ciawi maintains **Student Reflection Logs** and **Weekly Counseling Summaries**, which serve as formative evaluation tools to monitor short-term motivational progress.

Both schools apply multiple evaluation methods, including qualitative reflection, quantitative scoring, and peer feedback. In **SMPN 1 Ciawi**, numerical data such as

improvement in attendance and academic scores are combined with qualitative feedback from teachers and parents. In **SMPN 3 Ciawi**, the focus lies more on qualitative evaluation narrative feedback, emotional tracking, and behavioral change observation. These differences highlight distinct institutional cultures but share a common objective: improving learning motivation through responsive feedback loops.

Evaluation findings are not only discussed internally among GC teachers but also shared during **school coordination meetings** involving principals and homeroom teachers. This collaboration ensures that counseling outcomes inform broader school management decisions. Document analysis revealed several examples of this integration such as aligning GC evaluations with teacher performance appraisals and student discipline policies demonstrating vertical coordination within the school management system.

The evaluation process also extends to the community and parents. At both schools, GC teachers regularly communicate with parents through counseling reports or home visits to discuss student progress. This aligns with **Permendikbud No. 111/2014**, which mandates family involvement as part of the guidance and counseling evaluation framework. Parent feedback contributes to identifying external factors affecting student motivation, such as family relationships or digital media exposure.

Ultimately, evaluation in both schools is used not as an endpoint but as a foundation for continuous improvement. The findings confirm that effective evaluation requires collaboration, reflection, and documentation. It not only measures success but also guides the **"Act"** phase of improvement in the next cycle of counseling management.

In summary, both SMPN 1 Ciawi and SMPN 3 Ciawi demonstrate that evaluation of guidance and counseling management serves as a strategic process for sustaining student motivation. When conducted systematically and collaboratively, it provides the data and insight necessary to refine strategies, empower counselors, and enhance the overall quality of learning motivation within a multicultural educational environment.

3.4   Follow-up Actions for Counseling Quality Improvement

Follow-up actions in guidance and counseling (GC) at SMPN 1 Ciawi and SMPN 3 Ciawi function as the operational bridge from evaluation to sustained improvement. Both schools translate evaluation outcomes into specific interventions intended to maintain or increase student learning motivation. These actions take the form of individualized mentoring, group programs, teacher–parent collaboration, and institutional adjustments, reflecting the "Act" phase of Deming's PDCA cycle (Deming, 1986).

At **SMPN 1 Ciawi**, follow-up emphasizes individualized mentoring for students identified as at-risk or low in motivation. Counselors schedule regular one-on-one meetings, set short-term academic and behavioral targets with students, and record progress in student files. Observation of mentoring sessions showed counselors using SMART goals (specific, measurable, achievable, relevant, time-bound) and checking progress weekly, which helped students experience incremental success and restored academic self-efficacy.

A GC teacher described the mentoring routine:

"After our semester review, we assign action plans to each student who shows low scores or attendance. We meet them weekly, review their tiny wins, and adjust the plan. This continuous attention keeps them moving forward." (GC Teacher Interview, April 2025).

Documentation substantiates this practice: SMPN 1 Ciawi's Student Action Plans and Weekly Progress Forms provide dated records of goals, interventions, responsible persons, and observed outcomes. These records are used in monthly coordination meetings with class teachers to align classroom support with counseling goals.

In contrast, **SMPN 3 Ciawi** places stronger emphasis on collective follow-up through peer programs and classroom interventions. After evaluation, GC staff organize peer support groups, study circles, and culturally responsive workshops that engage heterogeneous student groups. Observation of a peer session revealed structured activities (peer tutoring, shared reflection, and collaborative planning) and a facilitative counseling presence rather than directive instruction.

A student mentor at SMPN 3 Ciawi reflected on the follow-up process:

"We meet in small groups and set study targets together. Having peers who understand your background makes it easier to stick to the plan." (Student Interview, April 2025).

School documents such as Peer Support Rosters, Workshop Agendas, and Reflection Summaries show that follow-up at SMPN 3 Ciawi is designed to build social capital and mutual accountability, which are particularly useful in multicultural settings.

Both schools also operationalize follow-up through teacher development and parent engagement. SMPN 1 Ciawi uses evaluation findings to inform targeted teacher workshops on motivational strategies and differentiated instruction; attendance and participant feedback are recorded. SMPN 3 Ciawi incorporates parent briefings and home-school action contracts after counseling reviews, documented in meeting minutes and parental consent/commitment forms. These measures recognize that counseling outcomes improve when classroom practice and home environments are aligned with counseling plans.

Administratively, follow-up actions feed into school improvement planning. Minutes of school coordination meetings indicate that counseling evaluation results influence timetable adjustments, allocation of remedial sessions, and the creation of extracurricular programs (e.g., study clubs, motivational weeks). Principals at both schools confirmed that these institutional changes are necessary to sustain gains achieved through counseling interventions.

Challenges in follow-up were also observed and documented. Both schools face constraints in counselor–student ratios, limited time for sustained mentoring, and occasional low parental participation. The follow-up documentation contains notes on postponed sessions and follow-up reminders, pointing to workload and logistics as recurring impediments. Counselors reported relying on peer mentors and classroom teachers to maintain continuity when direct follow-up is constrained.

In summary, follow-up actions at SMPN 1 Ciawi and SMPN 3 Ciawi translate evaluative insights into concrete, contextually appropriate interventions—individual

mentoring, peer-based programs, teacher training, and parent engagement—all documented and reviewed periodically. While resource constraints limit the intensity of follow-up, the systematic nature of these actions demonstrates that counseling management can close the loop from assessment to sustained support, thereby reinforcing students' motivation to learn.

4 Discussion

The findings of this study confirm that effective management of guidance and counseling (GC) programs plays a vital role in improving students' learning motivation, particularly in multicultural schools. Both SMPN 1 Ciawi and SMPN 3 Ciawi demonstrated systematic planning, implementation, evaluation, and follow-up processes that align with Deming's **PDCA** model [19]. These findings affirm that counseling management, when viewed as a cyclical quality-improvement process, enhances both academic and emotional engagement among students.

In the planning phase, the use of student data for program design at both schools reflects the principles of **data-driven educational management** (Bush, 2020), where decisions are made based on evidence rather than assumptions. This approach corresponds with research by Aslanyan [22] who found that GC programs that begin with systematic needs analysis are more effective in addressing motivational problems and reducing learning anxiety. The inclusion of student voices and teacher collaboration in SMPN 3 Ciawi's planning further illustrates the participatory dimension of management, aligning with the constructivist perspective that emphasizes shared responsibility in education.

During implementation, both schools operationalized counseling activities that balance **individualized mentoring** with **group-based interventions**, showing that motivation is best enhanced through both personal and social mechanisms. This finding is consistent with the theory of **self-determination** proposed by [23], [24], which emphasizes the importance of autonomy, competence, and relatedness as key motivational drivers. The peer mentoring model used at SMPN 3 Ciawi particularly reflects the social learning dimension described by Bandura[25], where students' motivation is reinforced through observation, modeling, and collective accountability.

The use of culturally responsive approaches at SMPN 3 Ciawi also demonstrates the importance of multicultural counseling competence. As noted by [26], counselors in diverse school environments must integrate cultural awareness into every stage of counseling, from communication style to intervention design. By embedding cultural elements into peer activities and classroom discussions, SMPN 3 Ciawi succeeded in transforming diversity into a learning resource rather than a barrier—an approach supported by findings from Setiawan [27], who showed that multicultural education enhances tolerance and empathy among junior high school students in Indonesia.

Evaluation in both schools demonstrates the transition of counseling from reactive to reflective practice. The systematic documentation and use of evaluation tools at SMPN 1 Ciawi indicate strong accountability and alignment with Permendikbud No. 111/2014 on Counseling Service Standards. Meanwhile, SMPN 3 Ciawi's reflective,

participatory evaluation resonates with the concept of authentic assessment [28], where feedback is dialogical and student-centered. This dual model confirms that evaluation is not merely an administrative task but a learning process that reinforces self-awareness and growth among both counselors and students.

Follow-up actions, as identified in the findings, mark the transition from evaluation to sustainable improvement. The mentoring and peer-support mechanisms found in both schools are in line with transformational leadership theory [29], where school leaders empower teachers and students to co-create positive change. The integration of counseling evaluation results into school-wide planning at both schools also reflects principles of School-Based Management (SBM), as stipulated in the Indonesian Education System Law No. 20/2003, emphasizing participatory and decentralized management.

Comparatively, the individualized follow-up system at SMPN 1 Ciawi corresponds to research by [30], who found that continuous mentoring increases academic persistence and emotional resilience among low-performing students. Meanwhile, the collective follow-up and peer engagement model at SMPN 3 Ciawi align with findings by Tarbizi[31], who argue that social interaction in multicultural contexts enhances motivation through mutual support and a sense of belonging.

However, challenges such as counselor–student ratios and limited parental participation mirror issues identified by [32], who noted that counselor workload and lack of parental engagement remain major barriers in implementing comprehensive GC programs. This finding suggests that sustainable motivation management requires systemic reinforcement such as additional counselor training, better time management, and family inclusion to strengthen follow-up consistency.

Theoretically, the findings validate that guidance and counseling management contributes to school quality assurance by bridging academic achievement and emotional well-being. When counseling programs are managed strategically, they support the holistic development goals emphasized in Permendikbudristek No. 56/M/2022 on curriculum implementation. The synergy between management principles and counseling ethics thus becomes essential in achieving sustainable educational outcomes that reflect both competence and character.

In conclusion, the discussion highlights that effective GC management is not a linear process but an adaptive, collaborative cycle that responds to students' needs and cultural contexts. The integration of PDCA principles, multicultural awareness, and participatory evaluation provides a robust framework for improving learning motivation. Future studies may further examine how digital counseling tools, parental involvement, and cross-school collaboration can strengthen the sustainability of these quality management practices in diverse educational settings.

5   Conclusion

This study concludes that effective management of guidance and counseling (GC) programs through systematic planning, participatory implementation, reflective evaluation, and continuous follow-up significantly enhances students' learning motivation in multicultural junior high schools. The cases of SMPN 1 Ciawi and SMPN 3 Ciawi illustrate that when counseling management is guided by the PDCA (Plan–Do–Check–Act) model and integrated with multicultural awareness, it fosters both academic achievement and emotional well-being. Data-driven planning, empathetic mentoring, peer collaboration, and family involvement together form a sustainable framework for student motivation and character development. Thus, counseling management serves not only as a support service but as a strategic instrument of school quality improvement in Indonesia's diverse educational landscape.

References

[1]   A. Bandur, M. Hamsal, and A. Furinto, "21st Century experiences in the development of school-based management policy and practices in Indonesia," *Educ. Res. Policy Pract.*, vol. 21, no. 1, pp. 85–107, 2022.

[2]   R. W. N. Arum and Z. Khasanah, "The Role of School Counselors in Improving Student Learning Motivation Through Group Guidance Services: Literature Study," *J. Couns. Psychother. Res.*, vol. 1, no. 1, 2025.

[3]   S. Susilowati and A. Suryadi, "STRATEGIC GUIDANCE AND COUNSELING INTERVENTIONS TO OVERCOME LEARNING BARRIERS, A CASE STUDY AT SMP NEGERI 178 JAKARTA," *Multidiscip. Res. Stud. Soc. Sci.*, vol. 1, no. 1, pp. 18–29, 2025.

[4]   R. Raihani, "Education for multicultural citizens in Indonesia: policies and practices," *Comp. A J. Comp. Int. Educ.*, vol. 48, no. 6, pp. 992–1009, 2018.

[5]   F. L. Mazibuko and L. Z. Ngidi, "Implementing Multicultural Education to Foster Peace in Schools," *Eurasian J. Soc. Sci.*, vol. 12, no. 1, pp. 1–12, 2024.

[6]   N. N. A'ini, S. Surawan, and M. I. P. Adi, "Tolerance Among Students: A Case Study at a High School in Palangka Raya City," in *Proceeding International Conference on Religion, Science and Education*, 2025, vol. 4, pp. 497–506.

[7]   A. Akdemir, "School guidance & counseling in the 21st century: a focused review," *ISPEC Int. J. Soc. Sci. Humanit.*, vol. 7, no. 4, pp. 994–1002, 2023.

[8]   N. C. Gysbers and P. Henderson, *Developing and managing your school guidance and counseling program*. John Wiley & Sons, 2014.

[9]   F. Jaafar and S. Omar, "CHALLENGES IN IMPLEMENTING GUIDANCE AND COUNSELING SERVICES IN PRIMARY SCHOOLS," *J. Soc. Sci. Bus.*, vol. 4, no. 1, pp. 46–56, 2025.

[10]   J.-H. Ye, M.-Y. Chen, and Y.-F. Wu, "The causes, counseling, and prevention strategies for maladaptive and deviant behaviors in schools," *Behavioral Sciences*, vol. 14, no. 2. MDPI, p. 118, 2024.

[11]   J. W. Creswell and V. L. P. Clark, *Designing and conducting mixed methods research.*

Sage publications, 2017.

[12] R. K. Yin, *Case study research and applications*. SAGE Publications US., 2017.

[13] Adrias and A. Ruswandi, *Desain Penelitian Kuantitatif, Kualitatif, dan Mix Method*. Depok: Rajawali Pers, 2025.

[14] Y. Lincoln and B. Guba, "Naturalistic inquiry. Beverly Hills: Sage Pulications." Inc, 1985.

[15] A. K. Shenton, "Strategies for ensuring trustworthiness in qualitative research projects," *Educ. Inf.*, vol. 22, no. 2, pp. 63–75, 2004.

[16] A. Tashakkori and J. W. Creswell, "The new era of mixed methods," *J. Mix. Methods Res.*, vol. 1, no. 1, pp. 3–7, 2007, doi: 10.1177/2345678906293042.

[17] M. B. Miles, A. M. Huberman, and J. Saldana, *Qualitative Data Analysis A Methods Sourcebook*, Third Edit. United States of America: SAGE Publications, Inc., 2014.

[18] W. E. Deming, *Guide to Quality Control*. Cambridge: Massachussetts Institute Of Technology, 1982.

[19] W. E. Deming, "Principles for transformation," *Out Cris.*, vol. 18, p. 96, 1986.

[20] A. J. Romiszowski, *Designing instructional systems: Decision making in course planning and curriculum design*. Routledge, 2016.

[21] D. Smith, N. Frey, I. Pumpian, and D. Fisher, *Building equity: Policies and practices to empower all learners*. Ascd, 2017.

[22] E. Aslanyan-rad, "Analyzing the Influence of Gamification-based Education on Alleviating Anxiety and Optimizing Self-Assistant Functionalities According to the Multidimensional Planning Framework." 2024.

[23] E. L. Deci and R. M. Ryan, "Self-determination theory," *Handb. Theor. Soc. Psychol.*, vol. 1, no. 20, pp. 416–436, 2012.

[24] E. L. Deci and R. M. Ryan, "The" what" and" why" of goal pursuits: Human needs and the self-determination of behavior," *Psychol. Inq.*, vol. 11, no. 4, pp. 227–268, 2000.

[25] A. Bandura, "Social foundations of thought and action," *Englewood Cliffs, NJ*, vol. 1986, no. 23–28, p. 2, 1986.

[26] P. M. Jenlink, "Decision Making in Educational Leadership: Principles, Policies, and Practices," in *Ethical Decision Making in Leadership: A Moral Literacy Perspective*, 1st ed., S. Chitpin and C. W. Evers, Eds. New York: Routledge, 2014, p. 244.

[27] A. Setiawan, P. Purnomo, M. Marzuki, D. S. Charismana, and A. R. B. Zaman, "The implementation of tolerance values through multicultural education program," *J. Civ. Media Kaji. Kewarganegaraan*, vol. 21, no. 2, pp. 332–341, 2024.

[28] A. Sliwka, B. Klopsch, J. Beigel, and L. Tung, "Transformational leadership for deeper learning: shaping innovative school practices for enhanced learning," *J. Educ. Adm.*, vol. 62, no. 1, pp. 103–121, 2024, doi: 10.1108/JEA-03-2023-0049.

[29] K. Leithwood, A. Harris, and D. Hopkins, "Seven strong claims about successful school leadership," *Sch. Leadersh. Manag.*, vol. 28, no. 1, pp. 27–42, 2008.

[30] I. Kakomole, S. D. M. Sumual, and J. M. Mangangantung, "Evaluating The Effectiveness Of School-Based Management In Enhancing Educational Quality: A Case Study Of Smp Negeri 3 Manado," *Int. J. Sci. Environ.*, vol. 5, no. 3, pp. 37–46, 2025.

[31] S. Tabrizi and G. Rideout, "Exploring Situational Leadership in the Education System: Practices for Multicultural Societies," *Int. J. Innov. Bus. Strateg.*, vol. 5, no. 1, pp. 234–244, 2019, doi: 10.20533/ijibs.2046.3626.2019.0033.

[32]   L. E. Cahyono, S. B. Wibowo, and J. Murwani, "Analisis penerapan 8 standar nasional pendidikan pada SMP Negeri 2 Dolopo kabupaten Madiun," *Assets J. Akunt. Dan Pendidik.*, vol. 4, no. 2, pp. 161–167, 2015.