Journal of Science and Education (JSE)
Vol 7, Issue 1, September 2026, Pages 2387-2406
ISSN: 2745-5351 (Media Online)
DOI: https://doi.org/10.58905/jse.v7i1.868

Comprehensive Guidance and Counseling Service Management and School Academic Climate Development to Support Student Learning Achievement

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Abstract. This study examines comprehensive guidance and counseling (GC) service management and school academic climate development as coordinated strategies intended to support junior high school students' learning achievement in Ngadirojo District, Pacitan Regency, Indonesia. A qualitative multi-site case study was conducted in four schools: SMP Negeri 1 Ngadirojo, SMP Negeri 3 Ngadirojo, SMP Muhammadiyah Ngadirojo, and SMP Miftahul Huda Ngadirojo. Data were collected through semi-structured interviews, observations, and document analysis involving principals, GC teachers, homeroom teachers, subject teachers, and students. The findings describe GC management through needs identification, planning, organization, implementation, evaluation, and follow-up. Academic-climate practices reported in this study include discipline, literacy habits, active learning, motivation and recognition, and remedial and enrichment activities. Coordination among school leaders, teachers, GC personnel, and parents was described as a means of responding to students' academic and personal needs. However, the available data do not provide a complete site-by-site participant profile, a systematic inventory of achievement records, or comparable pre- and post-intervention indicators. The findings therefore characterize reported management practices and perceived support rather than demonstrate measurable effects on academic achievement. The study highlights the importance of coordinated student support and transparent cross-site documentation.

Keywords: Guidance and Counseling Management, Comprehensive Guidance and Counseling Services, School Academic Climate, Learning Achievement, Multi-Site Case Study.

1 Introduction

Education in the 21st century is shaped by globalization, the digital revolution, and advances in artificial intelligence, all of which are changing how educational institutions operate. Schools are increasingly expected not only to promote academic achievement but also to develop critical thinking, creativity, collaboration, communication, and students' social-emotional competencies [1]. Education is therefore a strategic process for developing students' competencies, character, and

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potential. Learning achievement is an important indicator of educational success because it reflects the knowledge, skills, and attitudes students develop through learning. It is influenced not only by individual intellectual ability and classroom instruction but also by social support, educational services, and the school environment. A systematic review by Costa et al. [2] indicates that academic achievement at the secondary level is associated with individual, family, and school factors. Improving learning achievement consequently requires an approach that considers the management of student support services alongside the development of a conducive learning environment.

At the junior high school level, learning achievement deserves particular attention because students are in early adolescence, a period marked by changes in academic, social, and emotional development. Schools therefore need support systems that respond to students' developmental needs. In Pacitan Regency, several regional education indicators show differing patterns. The 2025–2029 Regional Medium-Term Development Plan reports that average junior high school literacy competency, based on the National Assessment, declined from 79.64 in 2023 to 74.68 in 2024, while average numeracy competency increased from 55.60 to 65.30. Over the same period, the junior high school net enrollment rate decreased from 89.63% to 89.07% [3]. These indicators do not directly measure student achievement in Ngadirojo District, but they illustrate the need to strengthen educational quality across the region. Schools need to consider how educational services are managed and how learning environments can better support students' academic development.

Learning achievement is the result of the educational process, which is formed through the interaction between individual abilities, learning experiences, and the educational environment. Internal factors such as motivation, interest, readiness to learn, and psychological conditions play a role in determining student engagement during learning. Meanwhile, external factors such as family support, teaching quality, teacher-student relationships, guidance and counseling services, and the school's academic climate also shape the conditions that support academic achievement. Bronfenbrenner and Morris [4], through their developmental ecology theory, explain that individual development occurs through ongoing interactions between individuals and their surrounding environment. This perspective demonstrates that learning achievement cannot be understood solely based on individual student abilities, but also requires consideration of the school environment as one of the primary spaces for student development. In educational practice, schools need to develop management strategies that are not only oriented toward the delivery of learning materials but also address students' needs for mentoring and the quality of the academic environment. Thus, comprehensive guidance and counseling service management and the development of the school's academic climate are two important aspects that need to be managed in a targeted manner to support improved learning achievement.

One strategy is the systematic management of comprehensive guidance and counseling (GC) services. GC services are an integral part of the education system and support students' personal, social, academic, and career development. Their role extends beyond responding to problems; it also includes preventive and developmental activities such as identifying learning needs, strengthening motivation, developing

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learning skills, and addressing academic difficulties. A comprehensive approach manages services through needs assessment, program planning, organization, implementation, evaluation, and follow-up. The American School Counselor Association [5] emphasizes that school counseling programs should be systematic, data-informed, accessible to all students, and evaluated in relation to their outcomes. Its framework includes a school counseling curriculum, responsive services, individual student planning, and system support. These components provide a structure for organizing services that address individual concerns while also supporting students' broader academic development. Effective management therefore requires clear program planning, role allocation, stakeholder involvement, and continuous evaluation [6]–[9].

Previous research also highlights the relevance of GC services to academic outcomes. In a systematic review of 12 studies, Steen et al. [10] found that several school-based group counseling interventions showed promising academic outcomes, although results varied according to the type of intervention and student characteristics. Rutledge et al. [11] examined comprehensive school counseling programs, counselor caseloads, and academic outcomes among diverse student populations. Their work points to the importance of considering student characteristics, counselor capacity, and school conditions when implementing counseling programs. In educational management, the effectiveness of GC services also depends on principal support, coordination with subject and homeroom teachers, parental involvement, and the availability of resources. It is therefore important to examine the full management process, from needs identification and planning to resource organization, service delivery, evaluation, and follow-up.

In addition to comprehensive guidance and counseling service management, a school's academic climate is also a crucial aspect in creating an educational environment that supports academic achievement. A school's academic climate reflects the quality of the learning environment, including interpersonal relationships among school members, academic leadership, expectations for learning achievement, learning support, discipline, student engagement, and the academic culture that develops within the educational environment. A positive academic climate can create a sense of security and comfort for students, increase learning motivation, strengthen engagement in learning, and foster a culture of achievement. Conversely, a less conducive academic environment may hinder student development by affecting learning comfort, the quality of interactions, and student participation in academic activities. Cahyono et al [12], through a study of 793 junior high school students in Bandung, found that student well-being and school climate contribute significantly to academic achievement, both jointly and partially. Wang et al [13]. also found a relationship between classroom climate, academic achievement, and students' psychological well-being through a cross-study meta-analysis. These findings are supported by Demirtas-Zorbaza et al [14], who analyzed 38 studies involving 491,312 participants and found a relatively small positive correlation between school climate and academic achievement. Furthermore, Ningtias et al [15] discussed school-climate factors that could potentially predict junior high school students' academic achievement, including discipline and learning conditions. These findings demonstrate that creating a positive academic climate needs to be part

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of school management strategies to support learning success [16]–[19]. For this study, academic climate refers to the school-level pattern of expectations, relationships, routines, and learning supports that shape students' everyday participation in academic work. The five analytical domains—discipline and orderly learning conditions; literacy and learning habits; active participation and classroom interaction; motivation and recognition; and remedial or enrichment support—were informed by the school-climate literature and used as initial sensitizing concepts. During analysis, these domains were refined in relation to the interview, observation, and document evidence. They therefore reflect an iterative, literature-informed analytical framework rather than categories treated as fixed before fieldwork.

Developing a school academic climate requires the involvement of all members of the school community through policies, habits, and educational practices that support learning activities. The principal plays a role in setting the direction of academic policy, building a school culture, and ensuring the availability of support for learning activities. Teachers play a role in creating positive learning interactions, providing mentoring, establishing open communication, and encouraging active student involvement. Meanwhile, guidance and counseling teachers play a role in helping to create an environment that supports the personal, social, and academic development of students through mentoring services tailored to student needs. Developing an academic climate can also be done through the implementation of educational discipline, rewarding student achievement, fostering learning habits, strengthening communication between the school and parents, and providing a safe and inclusive environment. These various efforts need to be managed sustainably so that the academic climate is not only a formal school policy but is reflected in daily activities and interactions. Therefore, strategies for developing an academic climate need to be understood through school policies, the role of the school community, the forms of academic activities, and efforts made to overcome various obstacles during implementation.

Comprehensive GC service management and school academic climate development are distinct but complementary aspects of a school's student-support system. GC management organizes support according to students' academic, personal, social, and career-development needs, while academic climate concerns the quality of the environment in which students learn. Integrating these aspects enables schools to respond to individual needs while creating conditions that encourage engagement and achievement. A systematically managed counseling program needs to be supported by a positive school culture, open communication, constructive relationships, and academic policies that promote student development. In turn, a conducive academic climate can strengthen counseling services by making it easier for students to seek support and develop their potential. This integration requires coordination among principals, guidance and counseling teachers, subject teachers, homeroom teachers, students, and parents. Strategies to improve learning achievement therefore extend beyond classroom instruction to include the integration of student-support services and the wider school environment.

Although research has examined guidance and counseling services and school climate, further study is needed on how these two areas are managed and developed together to support student achievement in specific school contexts. Steen et al. [10]

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examined group counseling interventions and academic outcomes, while Rutledge et al. [11] considered comprehensive counseling programs, student characteristics, and counselor workloads. Cahyono et al. [12] investigated student well-being and school climate in junior high schools; Demirtas-Zorbaza et al. [14] analyzed the relationship between school climate and academic achievement through a meta-analysis; and Ningtias et al. [15] reviewed school-climate factors associated with junior high school achievement. These studies establish the relevance of counseling services and school climate, but do not fully describe how both are planned, organized, implemented, and developed as an integrated school strategy. This study addresses that contextual and practical gap by examining comprehensive GC service management and school academic climate development in four junior high schools in Ngadirojo District, Pacitan Regency. It focuses on service management processes, school policies and learning culture, the integration of the two strategies, and factors that support or constrain their implementation. The findings are expected to inform school leaders, guidance and counseling teachers, subject teachers, and education stakeholders seeking to develop coordinated and sustainable student-support strategies.

2 Research Methods

This study employed a qualitative approach with a multi-site case study design to examine comprehensive guidance and counseling (GC) service management and school academic climate development in support of student learning achievement. A qualitative approach was selected to explore educational management processes, experiences, policies, and practices in their natural school settings [21]. The multi-site design enabled the study of a shared phenomenon across several schools and the identification of similarities and differences between sites [22]. The research was conducted during October 2026 in four junior high schools in Ngadirojo District, Pacitan Regency, East Java: SMP Negeri 1 Ngadirojo, SMP Negeri 3 Ngadirojo, SMP Muhammadiyah Ngadirojo, and SMP Miftahul Huda Ngadirojo. The schools were selected to represent public and private institutions relevant to the research focus. Data were collected through interviews, observations, and document analysis to develop an in-depth account of GC service management and academic climate development at each site [23].

Data adequacy was assessed pragmatically by considering the relevance and sufficiency of information available for each case and research domain, the coverage of the intended stakeholder roles, and the extent to which interview accounts could be compared with observation notes and available documents. The research records do not contain an interview-by-interview theme-tracking log or a documented point at which additional interviews ceased to generate new themes. Accordingly, the study does not claim that thematic saturation was formally achieved. Instead, information adequacy was judged from the coverage of the research questions and the convergence of evidence across participants and data-collection methods. This approach is acknowledged as a limitation because the decision on data adequacy was not supported by a formal saturation audit trail.

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Informants were selected purposively because of their knowledge, experience, and direct involvement in GC service management, academic-climate development, or students' learning activities [21]. The intended informant categories were principals, guidance and counseling (GC) teachers, homeroom teachers, subject teachers, and students. The available research records do not provide verified participant counts by category or their distribution across the four schools; therefore, numerical counts are not reported rather than estimated. Selection was based on the relevance of each informant's role and direct experience of the practices under study. Student informants were included because they could describe their experiences of guidance and counseling services, classroom learning, and academic support. The absence of a verified site-by-site participant profile is a reporting limitation and should be addressed if the original interview log can be recovered.

Academic climate was examined as the academic dimension of the school environment, not as a synonym for the whole school culture or for teaching methods alone. The analytical domains were (a) academic expectations and discipline, (b) literacy and routine learning habits, (c) student engagement and classroom interaction, (d) motivation, feedback, and recognition, and (e) differentiated academic support through remedial and enrichment activities. These domains were informed by the school-climate literature and served as initial sensitizing concepts. They were then refined iteratively through comparison of participants' accounts, observation notes, and available documents. Evidence was sought in school policies and routines, observed interactions, and participants' descriptions. Teaching practices such as discussion and active learning were included insofar as they reflected recurring conditions for student participation and academic support.

Data were collected through semi-structured interviews, observations, and document analysis. Interviews explored GC planning, organization, implementation, coordination, evaluation, and follow-up, together with school policies and practices related to the academic learning environment. Observations focused on GC activities, teacher–student interactions, classroom learning, school discipline, and academic practices. Document analysis considered relevant materials made available by the participating schools, including GC work programs, student needs-assessment materials, service implementation plans, GC evaluation reports, school rules, academic programs, and learning-activity records. However, the research records available for this manuscript do not contain a complete school-by-school inventory specifying the documents actually obtained, their periods covered, or the number of records reviewed. Report cards, subject-assessment records, academic-progress notes, attendance records, assignment-completion records, and individual student case files are therefore not treated as verified documentary evidence in this study. Documents that could not be verified from the research records are not used to support claims about changes in student achievement.

Data were analyzed interactively through data condensation, data display, and conclusion drawing and verification, following Miles et al. [24]. The analysis proceeded in two stages. First, within-site analysis organized evidence separately for each school under GC management, academic climate, integration of student support, academic-progress evidence, and implementation constraints. Second, cross-site

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analysis compared the four cases using a common matrix. Interview statements were compared with observation notes and available documents; where a source was absent, the relevant cell was recorded as “not documented” rather than inferred. Similarities were treated as recurring patterns supported by evidence from more than one site, while differences were retained as contextual variations. The analytical domains were informed by the study objectives and relevant literature, then refined through repeated reading and comparison of the available material. The manuscript records do not identify a separate second coder or a formal procedure for resolving coding disagreements; consequently, inter-coder agreement is not claimed. This limitation is considered when interpreting the findings.

Data credibility was strengthened through source triangulation, method triangulation, and member checking. Source triangulation involved comparing information from principals, guidance and counseling teachers, homeroom teachers, subject teachers, and students. Method triangulation involved comparing interview, observation, and document data. For member checking, preliminary interpretations were returned to informants to confirm whether they reflected their experiences and the conditions they described. The study also observed research ethics by obtaining permission from the participating schools, explaining the research purpose to informants, and protecting participants’ identities and the confidentiality of the information they provided.

3 Results and Discussion

3.1 Comprehensive Guidance and Counseling Services Management

In terms of planning, guidance and counseling services are structured based on the needs and challenges experienced by students. Guidance and counseling teachers identify these needs through observations of student behavior, communication with homeroom teachers, and information from subject teachers. The results of this identification are used to determine the priority of services to be provided to students, as illustrated in the following interview:

> *“Before developing a guidance and counseling program, we first assess the students' needs. We typically gather information from daily observations, reports from homeroom teachers, and subject teachers. From there, we identify frequently occurring issues, such as discipline, learning motivation, and difficulties in participating in learning. Afterward, we develop a service program tailored to the students' needs.”*

A similar thing can be described through the principal's statement:

> *“The guidance and counseling program is part of the school's program. We provide guidance and counseling teachers with the opportunity to design activities tailored to students' needs. During implementation, guidance and counseling teachers also coordinate with homeroom*

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teachers and subject teachers to identify student issues early." (Principal of SMP Negeri 3 Ngadirojo).

In terms of organization, coordination between guidance counselors, homeroom teachers, and subject teachers is a crucial part of service management. This division of roles helps schools obtain more comprehensive information about student development.

"If a student experiences behavioral changes, frequent absences, lacks discipline, or their grades decline, the homeroom teacher usually informs us. We then coordinate with the guidance counselor to identify the problem and determine appropriate treatment." (Homeroom Teacher, Muhammadiyah Ngadirojo Middle School).

In terms of implementation, GC services are provided through classical guidance, individual counseling, and assistance to students who require special handling.

"The services provided are tailored to the student's specific needs. General material is typically delivered through classroom tutoring. If a student is experiencing personal issues or learning difficulties, we typically employ an individualized approach to help them feel more comfortable communicating their concerns." (Course and Counseling Teacher at Miftahul Huda Ngadirojo Middle School).

From the student's perspective, GC services can also provide a space for students to convey the problems they face.

"Usually, the guidance counselor gives guidance if there are problems at school. We can also talk about it when we're having trouble studying or having problems with friends. The guidance counselor gives us advice so we can focus better on our studies." (Student of SMP Negeri 1 Ngadirojo).

In the evaluation and follow-up aspects, evaluation is carried out through monitoring student development and coordination with related parties.

"After providing services, we continue to monitor the student's progress. If the problem remains unresolved, we usually approach them again or coordinate with the homeroom teacher and parents. So, the treatment doesn't stop with counseling." (GC teacher, SMP Negeri 3 Ngadirojo).

This statement demonstrates that follow-up is an integral part of guidance and counseling service management. Student issues sometimes require ongoing support, so a single service may not be sufficient to achieve change. Therefore, monitoring student progress is essential to ensure schools understand the effectiveness of their approach.

These findings are related to research by Steen et al. [10], who, through a systematic review of 12 studies, found that a number of group counseling interventions in schools showed promising academic outcomes, although their effectiveness varied based on the type of intervention and student characteristics. Meanwhile, Rutledge et al. [11] demonstrated the importance of considering student characteristics, counselor capacity,

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and school conditions when implementing comprehensive guidance and counseling programs.

Based on this description, comprehensive guidance and counseling service management needs to be understood as an interconnected process involving needs identification, program planning, task allocation, service implementation, evaluation, and follow-up. The success of the service is determined not only by the guidance and counseling teacher's ability to provide counseling, but also by the principal's support, inter-teacher coordination, resource availability, and parental involvement. Therefore, planned and sustainable guidance and counseling service management can be a school strategy to support students' academic and non-academic development.

3.2 Developing School Academic Climate

Developing an academic climate is achieved by creating an orderly, comfortable learning environment that supports student engagement. The principal plays a role in establishing policies, while teachers implement academic habits through daily learning activities.

> *"We strive to create a school environment that is comfortable for learning. One way we do this is through implementing rules, instilling discipline, and monitoring learning activities. We also remind teachers to build good communication with students so they are not afraid to ask questions or express difficulties in learning." (Principal of SMP Negeri 1 Ngadirojo).*

Subject teachers also have a role in creating an active and enjoyable learning atmosphere.

> *"In our lessons, we strive to ensure that students not only listen to the teacher's explanations but also actively ask questions, engage in discussions, and complete assignments. If a student doesn't understand the material, we provide additional explanations to ensure they don't fall further behind." (Subject Teacher, SMP Negeri 3 Ngadirojo).*

The development of academic culture is also carried out through the habit of reading, literacy activities, providing motivation, and appreciation for student achievements.

> *"We motivate students to develop a passion for learning. Students who demonstrate achievement or improvement in their studies are recognized. We hope this will motivate other students to improve their abilities as well." (Principal of Muhammadiyah Ngadirojo Middle School).*

In addition, schools strive to meet students' learning needs through remedial and enrichment activities.

> *"If a student's grades haven't reached the passing grade, they're usually given remedial classes or re-explanations of the material they haven't yet*

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> *grasped. Meanwhile, students who have already grasped the material are given enrichment assignments to help them develop their skills." (Subject Teacher at Miftahul Huda Ngadirojo Middle School).*

One of the students was also able to provide an overview of the academic atmosphere that was felt.

> *"When learning takes place through discussion or group work, I understand the material more easily because I can ask questions to my classmates and the teacher. The teacher also gives students the opportunity to express their opinions." (Student at Muhammadiyah Ngadirojo Middle School)*

This information demonstrates that developing an academic climate not only emphasizes achieving uniform learning outcomes but also considers the developmental needs of each student. Implementing remedial and enrichment programs can help schools provide support more tailored to students' abilities. This is crucial for reducing learning gaps and providing opportunities for all students to develop their potential. Research by Cahyono et al. [12] shows that student well-being and school climate contribute significantly to academic achievement, both jointly and individually. These findings demonstrate that student well-being and the school environment are crucial in supporting successful learning. Meanwhile, Wang et al. [13] found a relationship between classroom climate and academic achievement and student psychological well-being through a cross-study meta-analysis. Research by Demirtas-Zorbaza et al. [14] also showed a positive correlation between school climate and academic achievement.

Although the relationship is relatively small, these findings reinforce the view that the quality of the school environment is an important aspect to consider in improving the quality of education. Thus, developing a school's academic climate requires a comprehensive approach, encompassing the creation of a conducive learning environment, strengthening an academic culture, implementing educational discipline, providing appreciation, and providing learning support. effort the need involvement head schools, teachers, guidance counselors, students, and parents to create a climate academic can develop as culture sustainable schools.

3.3 Integration of Comprehensive Guidance and Counseling Services and School Academic Climate

Integration of guidance and counseling services and the academic climate is achieved through coordination between guidance and counseling teachers, homeroom teachers, and subject teachers. This coordination is carried out to identify students experiencing learning barriers or problems that could impact academic activities.

> *"We usually inform the guidance counselor if we find a student experiencing a drop in grades, being less active in class, or frequently missing assignments. This information is necessary so the guidance counselor can approach the student and determine the cause of the problem." (Subject Teacher, SMP Negeri 1 Ngadirojo).*

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The guidance and counseling teacher also explained the importance of this coordination.

> *"In dealing with students, we can't work alone. We need information from homeroom teachers and subject teachers because they interact with students more frequently during learning activities. Once we understand the problem, we determine the appropriate form of service, either through counseling or coordination with parents." (GC Teacher, SMP Negeri 3 Ngadirojo).*

The principal's involvement is also needed to ensure that the guidance and counseling program and academic activities run in harmony.

> *"We encourage guidance counselors and subject teachers to coordinate with each other. If a student is experiencing learning difficulties, handling them shouldn't be left solely to the guidance counselor; they also need support from the classroom teachers." (Principal of Miftahul Huda Ngadirojo Middle School).*

From the student's perspective, this integration can be felt through the support from teachers when they experience difficulties.

> *"If we have difficulties in learning, our subject teachers usually help us explain things further. If there are other issues that are making us less enthusiastic about learning, we can bring them to the attention of the guidance counselor or homeroom teacher." (Student at SMP Negeri 3 Ngadirojo)*

For analytical purposes, coordination was distinguished from an integrated student-support arrangement by examining whether collaboration extended beyond informal information exchange. Relevant indicators were: (1) an identifiable referral or case-identification route; (2) shared or mutually accessible student-support information, subject to confidentiality; (3) defined responsibilities for the GC teacher, homeroom teacher, subject teacher, and principal; (4) joint case discussion or follow-up; and (5) a documented or otherwise traceable support plan with review of progress. The evidence presented supports communication and role-sharing among staff, but it does not establish that all four schools used formal referral protocols, shared records, scheduled case meetings, or written integrated support plans. Accordingly, these mechanisms are not attributed to individual schools unless supported by the site-specific evidence summarized in the findings and Table 1. "Integration" here refers to coordinated practice evidenced in available data, not necessarily a formally institutionalized management system.

This statement demonstrates that addressing students' needs is a shared responsibility. Guidance and counseling teachers cannot replace the role of teachers in providing learning, just as subject teachers cannot completely replace the role of counseling. Both have distinct functions, but they can work synergistically to create more comprehensive support for students.

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Theoretically, this integration can be explained through Bronfenbrenner and Morris's [4] developmental ecology theory, which views individual development as the result of ongoing interactions between individuals and their surrounding environment. In the school environment, students' relationships with teachers, peers, family, and educational policies are part of the environmental system that influences student development. Therefore, efforts to improve learning achievement require attention to the relationship between individual conditions and environmental support. These findings also relate to research by Cahyono et al. [12], which showed that school climate and student well-being contribute to academic achievement. Meanwhile, Steen et al. [10] demonstrated that group counseling interventions have the potential to support student academic outcomes. Both studies provide the foundation that counseling support and the school environment are relevant components in supporting academic development. Therefore, the integration of comprehensive guidance and counseling services and the school academic climate needs to be realized through ongoing coordination, integration of mentoring programs with learning activities, and involvement of the entire school community. Guidance and counseling services will be more effective if supported by a positive academic environment, while the development of an academic climate will be more responsive if based on an understanding of student needs and problems. This synergy is an important foundation in building an education system that is oriented toward the holistic development of students.

3.4 Support of Guidance and Counseling Services and Academic Climate for Student Learning Achievement

Guidance and counseling services provide support for learning achievement by assisting students who experience learning difficulties, low motivation, and disciplinary problems.

> *"There are students who actually have the ability, but lack the motivation to study or have difficulty managing their time. We try to provide guidance and motivation so that students better understand their responsibilities as learners. We also remind them of the importance of creating a study schedule and completing assignments on time." (Guidance and Counseling Teacher at Muhammadiyah Ngadirojo Middle School).*

This assistance can also be felt by students.

> *"After receiving guidance from my teacher, I've become more attentive to my schoolwork and have tried to study more regularly. If there's material I don't understand, I try to ask the teacher." (Student at SMP Negeri 1 Ngadirojo).*

Meanwhile, the academic climate supports learning achievement through the habituation of discipline, providing feedback, and learning assistance.

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> *"We try to pay attention to students' learning progress. If a student's grades decline, we try to find the cause. It could be due to a lack of understanding of the material, insufficient study at home, or other issues affecting their concentration." (Subject Teacher, SMP Negeri 3 Ngadirojo).*

The principal also explained that improving learning achievement requires support from various parties.

> *"Improving student achievement isn't just about report card grades, but also about developing attitudes, discipline, and enthusiasm for learning. Therefore, we encourage teachers to provide support to students according to their individual needs." (Principal of Miftahul Huda Ngadirojo Middle School).*

The interpretation of service effectiveness distinguishes implementation evidence from outcome evidence. Implementation indicators include whether the student was contacted, guidance or counseling was delivered, a referral was made, parents or teachers were involved, and follow-up occurred. Potential outcome indicators include changes in attendance, subject grades or assessment results, assignment completion, classroom participation, disciplinary incidents, and self-reported study routines. The current data contain qualitative accounts related to motivation and study habits, but it does not report systematic pre–post comparisons for these indicators. No claim of measured intervention effectiveness or causal improvement in learning achievement is therefore warranted.

This information demonstrates that monitoring learning achievement requires a comprehensive understanding of the student's condition. A decline in learning outcomes should not be directly interpreted as a lack of student ability, but rather needs to be analyzed based on various possible causes. Subject teachers can identify difficulties in mastering the material, while guidance counselors can help explore personal, social, or study habit factors that influence student development.

The data include participants' accounts of declining grades, incomplete assignments, low motivation, and changes in study habits. These accounts indicate the kinds of academic concerns that prompted support, but do not demonstrate measurable improvement in achievement. Although the data-collection process considered student-achievement materials where these were made available, the research records do not provide a verified inventory of report cards, assessment records, attendance logs, assignment records, or student-progress files by school. Nor do they provide case-linked before-and-after evidence. The interpretation of support effectiveness is therefore based on participants' reported experiences and follow-up accounts only. No claim is made that GC services or academic-climate practices produced measured changes in grades, attendance, assignment completion, or student behavior.

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Journal of Science and Education (JSE)
Vol 7, Issue 1, September 2026, Pages 2387-2406
ISSN: 2745-5351 (Media Online)
DOI: https://doi.org/10.58905/jse.v7i1.868

3.5 Supporting and Inhibiting Factors in Strategy Implementation

Supporting factors for the implementation of GC services and the development of an academic climate include support from the principal, cooperation between teachers, student involvement, and communication with parents.

> *"One of the things that supports the program's implementation is the collaboration between guidance counselors, homeroom teachers, and subject teachers. If a student has a problem, we try to discuss it together so that we don't have to handle it in isolation." (Principal of SMP Negeri 1 Ngadirojo).*

Parental support is also an important part of student mentoring.

> *"For some student issues, we need to involve parents because guidance isn't enough at school alone. We usually contact parents if a student's issue requires further attention." (Guidance and Counseling Teacher, SMP Negeri 3 Ngadirojo).*

On the other hand, program implementation can also face obstacles in the form of limited time, number of guidance and counseling staff, and difficulties in coordination.

> *"The obstacle we sometimes face is the limited time to provide individual services due to the large number of students requiring support. Therefore, we need to prioritize students who require further assistance." (Guidance and Counseling Teacher at Muhammadiyah Ngadirojo Middle School).*

Another obstacle relates to student and parent involvement.

> *"Not all students immediately open up when asked to talk about their problems. Some are still shy or not used to talking. Furthermore, communicating with parents can sometimes take time due to each student's busy schedule." (SMP Miftahul Huda Ngadirojo guidance counselor).*

To overcome these obstacles, the school made various improvement efforts.

> *"We are striving to optimize the ongoing coordination, dividing tasks according to each student's role, and communicating with parents when necessary. Program evaluations are also conducted to improve activities that are not running optimally." (Principal of SMP Negeri 3 Ngadirojo).*

This statement indicates that improvement strategies need to be directed at strengthening existing work mechanisms, not simply adding new programs. Clear division of tasks, regular communication, and ongoing evaluation can help schools optimize their resources. Furthermore, improving the competency of guidance counselors and subject teachers is necessary to ensure more appropriate student support.

These findings are consistent with Rutledge et al. [11], who emphasize the importance of considering counselor capacity, student characteristics, and school

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conditions when implementing comprehensive counseling programs. Costa et al. [2] also show that academic achievement is associated with individual, family, and school factors. Together, these studies support the view that improving student achievement requires coordinated action across the educational organization. In this study, principal support, teacher collaboration, parental involvement, and student participation strengthened program implementation. By contrast, limited personnel and time, coordination difficulties, limited facilities, and students' reluctance to disclose concerns were reported as issues requiring context-sensitive management responses.

3.6 Synthesis of Guidance and Counseling Service Management and Academic Climate Development Across the Four Schools

To make the cross-site comparison explicit, Table 1 summarizes the evidence available for this study. "Not sufficiently documented" means the available data do not provide site-specific evidence for that dimension; it does not mean the practice was absent. The table distinguishes reported practices from information that could not be verified in the research records.

Table 1. Cross-Site Comparison of Guidance and Counseling Service Management and Academic Climate Development Across Four Junior High Schools

Dimension	SMPN 1 Ngadirojo	SMPN 3 Ngadirojo	SMP Muhammadiyah	SMP Miftahul Huda
GC planning	Needs identified through observation and teacher reports.	GC included in the school program; teachers coordinate to identify student needs.	Teacher coordination supports identification of student needs.	Needs-based classical guidance and individual support.
Service intensity	Students report access to GC; frequency not reported.	Follow-up counseling is provided when problems persist; frequency not reported.	Individual support for low motivation and time-management problems; frequency not reported.	Classical guidance and individual counseling; frequency not reported.
Staffing	Teacher coordination reported; staff numbers not reported.	Coordination among principal, GC, homeroom, and subject teachers; staff numbers not reported.	Teacher collaboration reported; staff numbers not reported.	Teacher coordination reported; staff numbers not reported.

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Dimension	SMPN 1 Ngadirojo	SMPN 3 Ngadirojo	SMP Muhammadiyah	SMP Miftahul Huda
Academic climate	Discipline, learning monitoring, and supportive communication.	Questioning, discussion, assignment completion, and additional explanations.	Learning motivation and recognition of student improvement.	Remedial and enrichment activities.
Parental involvement	Specific practices not reported.	Parents contacted when students need further support.	Specific practices not reported.	Parent communication reported; scheduling may be difficult.
Constraints	Site-specific constraints not reported.	Site-specific constraints not reported.	Limited time for individual counseling.	Student reluctance to disclose problems and difficulty contacting parents.
Follow-up / effectiveness	Student reports improved study habits; no before-and-after records reported.	Student progress is monitored and further support is provided; outcome indicators not specified.	Motivational and time-management guidance provided; documented outcomes not reported.	Remedial and enrichment provided; systematic outcome evaluation not reported.

The cross-site comparison indicates that the four schools shared a common orientation toward student support through guidance and counseling (GC) services and academic climate development, although their reported implementation practices differed. SMP Negeri 1 Ngadirojo emphasized student discipline, supportive teacher–student communication, and individual access to counseling. SMP Negeri 3 Ngadirojo demonstrated a more explicit connection between school-level GC planning, teacher coordination, continued student monitoring, and parental communication. SMP Muhammadiyah Ngadirojo highlighted motivational support, recognition of academic improvement, and the challenge of limited time for individual counseling. Meanwhile, SMP Miftahul Huda Ngadirojo emphasized classical guidance, individual assistance, remedial instruction, and enrichment activities, while also reporting challenges related to student disclosure and parental communication.

Despite these differences, the findings suggest that the four schools shared several management priorities, particularly identifying students' learning difficulties, encouraging academic engagement, and providing support according to individual needs. However, the extent of formal integration varied in the available evidence. Although coordination among school personnel was reported, the data do not establish that all four schools implemented standardized referral procedures, shared student-

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support records, or formally integrated intervention plans. Similarly, the evaluation of student support was primarily described through monitoring and participant accounts rather than systematic comparisons of documented academic outcomes before and after interventions. These findings therefore demonstrate contextual similarities and differences in reported management practices without implying equivalent implementation intensity or measurable effects on student achievement across the four schools.

4 Conclusion

The findings indicate that comprehensive guidance and counseling (GC) service management and school academic climate development are complementary strategies for supporting junior high school students' learning achievement in Ngadirojo District, Pacitan Regency. GC services were managed through student-needs identification, program planning, organization, service implementation, evaluation, and follow-up, with the involvement of principals, guidance and counseling teachers, homeroom teachers, subject teachers, and parents. Academic climate development involved discipline, a comfortable learning environment, literacy activities, active learning, motivation and recognition, and remedial and enrichment programs. Integrating these strategies enabled schools to address students' concerns while creating an environment that supports academic engagement and development. The study was limited to four junior high schools and one month of fieldwork (October 2026); its qualitative findings are not statistically generalizable and do not quantify the effects of GC services or academic climate on achievement. Schools may strengthen needs-based planning and evaluation, teacher coordination, parental involvement, and a positive academic culture. Future studies could include more schools, extend the observation period, and use mixed methods to examine the relationship between GC service management, academic climate, and student achievement in greater depth [25].

DECLARATIONS

Author Contributions

Author Contributions
Conceptualization, R.V.C.; methodology, R.V.C., B.S., and E.H.; investigation, R.V.C.; data curation, R.V.C.; writing—original draft preparation, R.V.C.; writing—review and editing, B.S. and E.H.; supervision, B.S. and E.H. All authors have read and agreed to the published version of the manuscript.

Funding

Funding
This research received no external funding.

Conflict of Interest

The authors declare that there are no conflicts of interest regarding the publication of this article.

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Data Availability Statement

Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request, subject to participant confidentiality.

Research Ethics

Research Ethics

Permission to conduct the study was obtained from the participating schools. The research purpose was explained to informants, and participants' identities and the confidentiality of the information they provided were protected. The available manuscript records do not specify an institutional ethics approval or exemption reference, or the detailed consent and assent procedures used for student informants. These details should be confirmed against the original research documentation before submission.

Acknowledgments

The author, a student of the Master's Program in Educational Management at Universitas Ahmad Dahlan, would like to express sincere gratitude to Dr. Bambang Sudarsono, M.Pd., as the first thesis supervisor, and Dr. Enung Hasanah, M.Pd., as the second thesis supervisor, for their valuable guidance, constructive feedback, academic advice, and continuous support throughout the research and manuscript preparation. Their knowledge and encouragement have greatly contributed to the completion of this study.

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