

Empowering Chartered Education: The Impact of Educational Management on Islamic Guidance and Counseling for Vocational High School Students

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Abstract

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This research aims to analyse the role of educational management in field of Islamic guidance and counselling in creating character education for students at SMKN 1 Praya. The subjects in this study were school principals, educators, and education staff. While the object used is several students. The approach is qualitative, using a qualitative descriptive design and data collection methods including documentation, interviews, and observation. The steps of data reduction, data presentation, and conclusion-drawing were all included in the interactive model developed by Miles, Huberman, and Saldana for the analysis of the data. The findings indicate that the planning for guidance and counseling services is spot on, that the implementation of the services is carried out by guidance and counseling teachers in accordance with the plan because they are aware of their responsibilities, and that the implementation of the services is program-based. However, certain programs cannot be carried out effectively. It is not ideal for the principals to oversee the guidance and counseling services program. Since character education is not offered in every subject at every educational institution, this study differs from earlier studies in the field. The study's findings can serve as a guide for character development in all educational settings, particularly when it comes to practically integrating character education into all subjects and extracurricular activities.

Kata kunci:

Pendidikan Karakter,
Bimbingan,
Konseling,

Abstrak.

Penelitian ini bertujuan untuk menganalisis peran manajemen pendidikan pada aspek bimbingan dan konseling Islam dalam mewujudkan pendidikan karakter siswa SMKN 1 Praya. Subjek dalam penelitian ini yaitu kepala sekolah, pendidik, dan tenaga kependidikan. Sedangkan objek yang digunakan yaitu beberapa peserta didik. Pendekatan kualitatif, menggunakan desain deskriptif kualitatif dan metode pengumpulan data termasuk dokumentasi, wawancara, dan observasi. Langkah-langkah reduksi data, penyajian data, dan penarikan kesimpulan semuanya dimasukkan dalam model interaktif yang dikembangkan oleh Miles, Huberman, dan Saldana untuk analisis data. Temuan menunjukkan bahwa perencanaan layanan bimbingan dan konseling sudah tepat, bahwa pelaksanaan layanan dilakukan oleh guru bimbingan dan konseling sesuai dengan rencana karena mereka sadar akan tanggung jawabnya, dan bahwa pelaksanaan layanan berbasis program. Namun, program tertentu tidak dapat dilakukan secara efektif. Tidak ideal bagi kepala sekolah untuk mengawasi program layanan bimbingan dan konseling. Karena pendidikan karakter tidak ditawarkan dalam setiap mata pelajaran di setiap lembaga pendidikan, penelitian ini berbeda dari studi sebelumnya di lapangan. Temuan penelitian ini dapat berfungsi sebagai panduan untuk pengembangan karakter di semua pengaturan pendidikan, terutama ketika datang untuk

INTRODUCTION

One of the key areas to be strategically employed in the development of exceptional and moral human resources is education. Humans can improve their knowledge and behavior through education (Amelia et al., 2022). Enhancing both the quantity and quality of human resources is a direct result of education. In Indonesia, all formal educational institutions are required to include religious education in their curricula because spirituality is one of the aspects of life that should be integrated (Bahri, 2015). The development of young people with strong moral principles and moral integrity has made character education a top priority. A system known as "character education" can help students develop moral principles that include knowledge, awareness of others, willpower, and the desire and ability to act morally toward God Almighty, other people, the environment, and the country in order to realize the goal of becoming perfect human beings (Choli, 2019; Indawati et al., 2022). The process of learning can take place both inside and outside of the classroom. There are two ways to implement and communicate character-valued education: directly and indirectly. The direct approach begins by defining acceptable behavior in an attempt to ingrain different ideologies. The process of learning can take place both inside and outside of the classroom. There are two ways to implement and communicate character-valued education: directly and indirectly. The direct approach begins by defining acceptable behavior in an attempt to ingrain different ideologies (Samal et al., 2023).

Schools have used a variety of tactics to oversee the character education program's implementation. Certain educational institutions have incorporated religious instruction into their curriculum to foster character development, while other educational institutions have adopted a school environment that incorporates local culture (Lestari et al., 2021; Riyono & Malisi, 2021). Certain educational institutions incorporate soft-skill initiatives aimed at enhancing the moral fiber and disposition of their pupils. The goal of character education programs is to equip the next generation of workers with the knowledge, values, and character needed to succeed in the highly competitive workplace. Nevertheless, there are few studies on the management of character education implementation strategy within Islamic educational institutions at the grassroots level that incorporate local cultural values and wisdom (Mulawarman et al., 2024). Character education needs to be incorporated into the learning process, school culture, and atmosphere. Character education, according to (Arif et al., 2023), the deliberate attempt to instill in young people fundamental moral principles and behavior standards that are universally acknowledged in all cultures. For character education to be successful, it needs to reach all members of the school community and influence teaching, learning, culture, and climate.

The results of research conducted by (Asror et al., 2024; Susatya et al., 2021) demonstrate the effects of fostering independence, sincerity, honesty, responsibility, and politeness through character education. According to research by (Bahri et al., 2022; Surmana et al., 2022) demonstrated that all aspects of the school bear responsibility for character education. Instilling intelligence in thought, appreciation in attitudes, and experience in behavior that is based on noble values is known as character education. This identity is realized through interactions with God, oneself, society, and the social environment. Similarly, character education is frequently associated

with moral education as a way to stop immoral behavior. One location to experience this character is in educational institutions, or schools (Somad, 2021).

Researchers obtained multiple observations of the behavior of students who lacked character at the school. The way that students behave is not good; a large number of them still litter and arrive late to school each day. Additional factors include disregarding the instructor or acting disrespectfully. Exam cheating is another less admirable practice that is frequently discovered. By placing students in multiple classes for the midterm and final exams of the semester, the researchers were able to demonstrate this. It was discovered that, on average, every student cheated from both books and friends, according to reports given to the researchers by a number of students. Furthermore, there are additional phenomena like unfavorable behavior, like indolent students completing assignments on their own. All of the inappropriate behavior that has been discussed and detailed thus far indicates that character education in this school is not at its best. So the purpose of this article is to analyze the role of educational management in Islamic guidance and counseling in realizing character education at SMKN 1 Praya. This study aims to identify how effective educational management can support the implementation of character education, especially in the context of vocational high schools, with a focus on the contribution of principals, educators, and education personnel in implementing character-based guidance and counseling programs.

While many earlier studies may have focused more on psychological or other forms of intellectual intelligence, this research focuses on character education management in particular. This has a big impact because it gives educators a better understanding of how to specifically manage students' character in schools in order to raise spiritual intelligence. Keeping in mind that effective methods for managing character education and developing spiritual intelligence may vary depending on the educational level, this study aims to close the gap with a particular emphasis on senior secondary education. This study recognizes the significance of spiritual intelligence in students' overall development and attempts to bridge a gap by making it the primary outcome.

RESEARCH METHOD

This study was carried out at State Vocational High School, located in Jln. Pejangik No. 8, Praya, Central Lombok, West Nusa Tenggara. This research uses qualitative research with a case study approach. A qualitative approach is very suitable for exploring the experiences and perceptions of participants (principals, teachers, and educational staff), as well as for understanding the dynamics and phenomena that emerge in the school environment (Gerring, 2017; Sugiyono, 2010).

Based on actual data, this study examines the phenomenon of students acting negatively in the classroom, including misbehaving, acting dishonestly, performing poorly academically, showing little interest in reading, and caring little about keeping the school environment tidy. These are all signs that the students' character at this school remains low and improperly managed. In addition, disparities in racial, cultural, and religious backgrounds, as well as a lack of collaboration between parents and educators, may have an impact on the quality of education. In order to enable those participating in the study to comprehend and evaluate the phenomena that take place in the field, researchers in this study participate fully as observers or full participants, conducting research in the field with the research subjects themselves (Arif et al., 2023).

This study's data came from primary and secondary sources. Primary data is gathered through observation, interviews, and documentation; it is verbally provided by the informant and takes the form of words, spoken utterances, and behavior. The two teachers, one principal, and four parents who were interviewed for the study served as primary data sources. Secondary data, on the other hand, comes from sources other than the researchers' own research subjects. Analysis of data in this study uses a model (Arif et al., 2023; Bogdan & Taylor, 1990) with multiple phases, including data validation, data visualization, and conclusion drawing. Data reduction techniques include summarizing, picking the key elements, concentrating on what matters, and searching for themes and patterns. Secondly, providing information on how to solve the problem under investigation by describing the subject of the study as it stands right now using visible or factual data. New discoveries, or conclusions, can take many forms. For example, they can describe an object that was previously unclear or dark but becomes clear after research, or they can take the shape of a theory, hypothesis, or causal or interactive relationship.

RESULT

Regarding the standards for education management, educational institutions refer to Permendiknas (National Education Ministry) Number 19 Year 2007. Government Regulation No. 19 of 2005, the scope of Indonesian National Education Standards and Kemendikbud No. 34 of 2018 about National Standards for Vocational Secondary School Education/Vocational Madrasah Aliyah (Purwanto et al., 2024). Program planning, implementation, guidance, evaluation, and leadership, as well as management information systems and special assessments, are all technically governed by this regulation. Within the framework of SMKN 1 Praya, the application of the education management standard is restricted to the program implementation process. These include the following areas: curriculum and learning activity management, student management, teacher and staff management, facility management, financial management, school environment and culture management, and partnership management.

Despite the numerous obstacles, the quality of education can rise if all of the potentials in the SMKN 1 Praya are utilized to their fullest. With all of the benefits that education offers, it can serve as a foundation for achieving goals that align with its mission. The school's existence as a Vocational High School Institution is predicated on its independence, cooperation, and willingness to play an active role in forming and directing society. Enhancing the education management system is necessary to turn SMKN 1 Praya into a socially engaging community. Plans, execution, oversight, and assessment of the program, as well as the facilities, curriculum, studentships, funding, human resources, and learning and partnership aspects of the academic setting are all improved. This, in turn, fosters a feeling of social and cultural belonging. The successful implementation of effective school guidance, a strong, independent profile that fosters the development of a critical mindset, creativity, and high motivation is anticipated through the management of education in that particular school (Marlianti, 2023).

The Implementation of Character Education

According to the Minister of Education and Culture of the Republic of Indonesia's No. 54 of 2013 regulation regarding Competency Standards for Graduating Elementary and Secondary Education, character education is currently being implemented in accordance with national education goals. These goals are operationally based on the 2013 curriculum and graduation

competency standards. Grads of SMA/MA/SMK/MAK/SMA LB/Package C are required to possess the following attitudes, as explained:

Attitude: behave in a way that befits a believer, possess a noble character, and are intelligent, self-assured, and accountable when interacting with others and the natural world. You should also position yourself as the nation's representative abroad. It is therefore hoped that graduates from formal educational institutions (output) will possess moral qualities. They haven't fallen behind in cultivating, instructing, and creating character values grounded in Indonesian culture thus far (Daempal et al., 2021). Based on (Yulianingsih, 2021), a number of values, including religion, discipline, honesty, patriotism, tolerance, cooperation, environmental and social responsibility, and a love of reading, are the focus of the institution's character education program. All members of the school community, including the principal, teachers, and students, evaluate national character values like discipline, religion, and national spirit.

This idea is corroborated by the principal's statement, which is included below. The principal of the school was interviewed in March 2024, which served as the basis for these findings: "This school's mission is to instill in its students a broad range of moral values, such as faith, self-control, integrity, patriotism, tolerance, teamwork, social responsibility, environmental awareness, and a love of reading."

As per the Principal, there are multiple ways in which character education is implemented. Firstly, all subjects are integrated with education, particularly Islamic religious education, civic education, and character education. The second way is through environmental conditioning; the third is through extracurricular religious activity, self-awareness, and therapy supervision. Character education is implemented at SMKN 1 Praya through subject integration, according to the religion teachers there. All teachers who instruct students must follow KBM, which involves directly incorporating character values into each student's lesson plan (RPP). This allows teachers to position themselves as role models for their students in addition to teaching. This is one instance of character education that takes place inside the classroom. Still, some believe that this is not enough to mold students' character. It must be supported by a variety of extracurricular and extracurricular activities that have been planned. These can be organized through coaching and the implementation of OSIS activity programs. Organizations such as PMR, Scouts, and Rohis can carry out activities like these, so OSIS's presence is sufficient to support student character education.

Principal Planning in Character Education Development

The planning carried out by the principal at SMKN 1 Praya in the developing student character education is to create a good school vision, mission and goals that can foster good character for the students. The vision at SMKN 1 Praya is to excel in achievement, have noble character, and be environmentally conscious. The development student character education in this case on achievement and having a noble character. The planning carried out by the principal of SMKN 1 Praya is to make develop the curriculum. The school principal works together with educators and educational staff to designs that are suitable for use in schools, by deliberation together. The next plan that is the concern of the principal is to provide good services at school. The aim of providing good educational services is so that students are comfortable learning. The services related to student character education are guidance and counseling services. The guidance and counseling service at SMKN 1 Praya is well implemented, there is a comfortable guidance and

counseling room for students to consult. Guidance and counseling services are not only intended for students who commit violations, but also as a place for students to develop their personalities, for example students who experience problems both at school and at home. The counseling teacher always accept and provides good service for each student when you want to consult.

Knowing the behavior of students in class also has a good impact, namely teachers and principals trying to find out what kind of character education needs to be given to students at SMKN 1 Praya. Planning for the implementation of character education is by conducting a context analysis of the condition of the school/educational unit (internal and external) which is linked to the character values to be developed in the education unit concerned, preparing a school action plan related to establishing character education values, making planning and implementing character education programs as well as entering the main characters that have been determined, making conditioning plans such as providing facilities. This is in line with research conducted by (Netrawati et al., 2018) stating that school principals have very important role in implementing character education in schools, especially in coordinating, activating, and aligning all available educational resources. A quality education process is determined by various elements that exist in education, where the education system is very closely related to educational process carried out. A curriculum that is relevant and flexible in facing the times, vision and mission supported by a clear strategy will have an impact on childrens character education.

Curriculum planning is expected to be able manage character education in accordance with existing human resources in schools, improve and develop management of the character education according to school situation and condition, teachers are expected to be able improve the implementation and control of character education in schools. Character education is a series of deliberate, well-planned activities that are implemented with all available resources and efforts with the aim of guiding students. A process of activities known as "character education" also aims to raise educational standards and cultivate a harmonious mindset, teaching, guiding, and encouraging all people to have sharp minds, compelling personalities, and useful skills. Each individual has different character that is innate and formed from birth. A persons character can be formed from the family environment or the community environment where the individual lives. Good character will show good behavior and bad character will show bad behavior too.

Supervision of the Principal in the Development of Character Education

Supervision is carried out to produce or guarantee the implementation of the program and success of the goals that have been set. The principal always supervises every development of students by frequently traveling around the school. This is done to see if there are obstacles or something that is not good that is happening at school. The principal is always diligent, both in terms of wearing the appropriate uniform, coming and going home on time, doing his job well, and supervising the school community. The goal of the supervision that SMKN 1 Praya's principal conducts is to identify the programs' advantages and disadvantages. After knowing the strengths and weaknesses, the next step is to evaluate the programs that have been implemented. This is in line with study by (Ulvi et al., 2023) stated that the implementation of character education activities is supervised, monitored and evaluated periodically, both daily, weekly, monthly, semester and yearly.

At SMKN 1 Praya, character education is implemented under supervision in order to identify any weaknesses or strengths that may arise from the curriculum as well as performance issues with regard to students and teachers who teach character education. Suggestions for

improvement have been implemented several times in terms of the character building for students manners. Supervision of character education is institutions way of realizing effective and efficient performance and quality to realize the vision and mission of educational institutions. The supervisory function is an element of education management to control and see whether every action completed in line with the pre-established plan. The element of supervision is that there is procedure for deciding what work has been and will be done, serving as a thorough tool to help people work toward their objectives, monitor, evaluate, and make necessary corrections to the work or program being implemented, prevent and address mistakes, irregularities, or abuse, and gauge the degree of efficacy and efficiency of the work

The Implementation of Guidance and Counselling Management in SMKN 1 Praya

When learners are administered managerially, they can receive effective guidance and counseling. Good management practices for learners' guidance and counseling should be arranged methodically and thoroughly documented. If counseling and guidance management are applied successfully and efficiently, learners develop and progress (Elihami & Melbourne, 2023). Guidance and counseling teachers through service-oriented on the formation of students constructive personality. Preventive or preventive and reparative character education initiatives are critically needed. In theory, guidance and counseling plays a strategic role in bolstering character education in schools, which can be realized through the interpretation of the nature of services and the implementation of programs and services related to guidance and counseling. The process of aiding students methodically and consistently by a guidance and counseling teacher with specialized training so they can comprehend themselves and their surroundings, be able to guide themselves to adapt, and reach their full potential is the essence of guidance and counseling services. optimally owned, in line with the values upheld, to achieve social and personal welfare (Nurhafiza & Firman, 2023).

The first research finding on the function of guidance and counseling teachers at SMKN 1 Praya states that in addition to serving as mentors, these educators also need to be upbeat, reasonable, kind, and sympathetic. They also need to accept students honestly, show up for class, and be aware of the feelings of their students. In accordance with the research carried out, the statement above was added by the BK Teachers who stated that:

“Teachers who specialize in guidance and counseling play a highly active role in providing services. We provide individual counseling first, followed by traditional services like group counseling and guidance. Guidance and counseling teachers also perform these services through the programs they create, which include weekly, semester, and annual programs. They also consistently collaborate with other subject teachers, homeroom teachers, and students”.

The SMKN 1 Praya guidance and counseling teacher uses examples of everyday activities or motivation to provide understanding in order to instill the value of discipline in the students as part of the character education curriculum. After pupils have a sufficient understanding of what their teachers are saying in their everyday activities, completing homework, for instance, they will be able to answer tests honestly.

There are several ways to go about planting the character: The aim of character values that are studied are imparted to students. Understanding becomes the primary focus of behavior because students cannot accomplish the objectives of a character they are taught if they do not comprehend the significance of that character.

The idea is that counseling and guidance services can strategically support character education in classrooms. Guidance and counseling programs and services can be implemented to fulfill this role, as well as the meaning of the nature of services. The process of aiding students methodically and consistently by a guidance and counseling teacher with specialized training so they can comprehend themselves and their surroundings, be able to guide themselves to adapt, and reach their full potential is the essence of guidance and counseling services. optimally owned, in keeping with the ideals embraced, to achieve the well-being of oneself and the community. This definition makes it clear that the goal of guidance is to help students understand who they are and where they fit in, to help them take charge of their education, to help them grow and adapt, and to help them make plans for the future so they can maximize their welfare and well-being.

At SMKN 1 Praya, guidance and counseling teachers' involvement in the character education program is centered on providing services. Offering guidance and counseling to students who are experiencing difficulties. The guidance and counseling teacher works in tandem with the homeroom teacher to help students develop their character. Teachers providing guidance and counseling need to be prepared to take over or refer students from the homeroom teacher. Homeroom teachers will keep track of student problem data and share it with their guidance and counseling counterparts. Guidance and counseling instructors provide follow-up individual, group, and classical counseling services. There is no set schedule for regular attendance for guidance and counseling teachers; instead, they can request time to work with the homeroom teacher to provide collaborative classroom guidance services. Following this pattern, guidance and counseling teachers work together with the school team to conduct evaluations during weekly meetings. If students find violations, the homeroom teacher, guidance and counseling teacher, and students identify issues by interviewing students to find out how many minutes of violations there were. Offering counseling services to students who are experiencing difficulties as a result of infractions is a crucial part of the guidance and counseling teacher's job.

In accordance with the research carried out, the statement above was added by the BK Teachers who stated that:

“Teachers in BK offer assistance and understanding to students who are facing sanctions, ensuring that they understand the repercussions of their actions. Following the process of guidance and counseling, the BK teacher regularly coordinates with principals, homeroom teachers, and other subject teachers to oversee students' psychological development and behavior, as well as their enthusiasm and determination to improve. The BK teachers also report their performance in evaluations. Participation from all school personnel, families, and community members is necessary for the effective implementation of character education in educational units and schools”.

As stated by (Banin et al., 2023), character education from peers, the school, the family, and the media is implemented in value education. While morality, aesthetics, and noble character are the main goals of character education in schools, the family is the first and most important setting for character development and education, and it should be given more influence. Furthermore, a person's character is significantly influenced by their local community. Having role models is crucial because the community, school, and family environments all have a significant impact on the effectiveness of character education.

Based on the description in the previous section, an interesting findings table can be made as follows.

Table 1 Research Findings

No	Aspect	Findings
1	Program Planning	Guidance and counseling planning is carried out according to standards, but some programs are not running optimally. The principal has not supervised ideally
2	Implementation of Guidance and Counseling	Counseling teachers run program-based services routinely, including individual and group services. There is integration of character values in lesson plans.
3	Character Education Approach	Character education is integrated into subjects and extracurricular activities, but does not yet cover all aspects in all educational institutions.
4	Principal Involvement	The principal plays a role in supervision, but direct involvement in guidance and counseling programs is still not ideal.
5	Implementation Constraints	Some guidance and counseling programs are hampered by a lack of coordination and adequate facilities, as well as obstacles to consistent supervision.
6	Effectiveness of Character Program	Character programs such as honesty are not fully effective; many students still exhibit bad behavior such as cheating and arriving late.
7	The Role of the School Environment	The school environment, including school culture, is considered important in shaping character, but requires further reinforcement and support.

DISCUSSION

Based on the result of study, the implementation of student character at SMKN 1 Praya involves three steps: incorporating character values into the subjects that are learned, as well as environmental conditioning through the guidance of self-development counseling. Since the issue of honest behavior is so significant in one's life, it is interesting to investigate the extent to which student habituation and honesty are implemented. Teachers assert that the best way to demonstrate to their students the importance of honesty and moral principles is to monitor their performance on midterm and final exams and forbid cheating by students. Because the exam supervisor, who is a teacher, is allegedly too lenient and pays little attention to the way students answer, it is possible that students cheat on the exam by cooperating with one another.

Analyzing the social, cultural, and behavioral circumstances of the students may be necessary to identify any areas that need extra care. The school's vision, mission, and goals should be centered around a dedication to character education and serve as a foundation for developing specific goals pertaining to the development of students' character. Carefully thought out lesson plans and syllabi must be created for character education. This entails choosing instructional strategies, educational resources, and learning exercises that promote character development in line with the developed indicators. Content related to character education needs to be incorporated into all school subjects and activities (Apriliana et al., 2023). Creating modules, instructional

resources, and extracurricular activities that align with the desired character values falls under this category. Teachers are not the only ones who must develop character education curricula; parents, school committees, and the community must also actively participate. This partnership can improve how character values are applied to every facet of a student's education.

Moreover, examining the social, cultural, and behavioral contexts that shape students' attitudes toward honesty and character provides insight into how broader influences impact character education. The school's vision and mission should therefore explicitly prioritize character development and include well-defined goals for cultivating core moral values. Lesson plans and syllabi need to reflect this focus, embedding character-building elements across subjects to ensure that students receive consistent messaging.

Implementing character education effectively also requires a holistic approach that involves the broader school community, including parents, school committees, and local organizations. Collaborative involvement ensures that character values are not isolated to the classroom but are reinforced through community engagement and home environments. Developing character-specific modules, instructional materials, and aligned extracurricular activities can further enhance students' character development. These activities can provide real-world applications of honesty, teamwork, and responsibility, allowing students to experience and internalize these values practically. By expanding responsibility for character education beyond teachers alone, this approach can foster a supportive network that reinforces positive behaviors in students, ultimately creating a more comprehensive character-building environment

Planning BK Services at SMKN 1 Praya

As part of SMKN 1 Praya's vision and mission, the goals and vision of BK services are included. The school creates or updates its plans annually. The ultimate goal is to make BK services' vision and mission a reality. The first steps in BK service planning are the creation of working groups and the needs assessment. Homeroom teacher, vice principal for curriculum and student affairs, BK teacher, and principal made up the working group that created the program.

This group is responsible for creating work programs that align with SMKN 1 Praya's vision and mission. An essential component of an organization's work is participation, which is defined as the knowledge, views, and ideas of those involved in decision-making. Following standard operating procedure, BK service planning entails identifying organizational objectives, creating an overall strategy to help achieve those objectives, and creating an overall plan to integrate and coordinate the organization's activities (Arif et al., 2023).

Standard operating procedures are policies and procedures that outline how an organization should run in order to guarantee that all decisions, actions, and facility and process utilization are carried out by its members in a way that is effective, efficient, consistent, standard, and methodical. The current SOP is being followed when planning BK services at SMKN 1 Praya. However, not every employee or person interested in BK services is fully involved in the planning process. However, the agreement's outcomes will be shared with all parties involved in education so that everyone in the group can collaborate and carry out service plans that have been decided upon and created as a joint planning effort to realize BK services. Following analysis, the researcher concluded that the data were relevant to established ideas. The institution's vision and mission have been established from the start, and each year planning is conducted in accordance with SOP to actualize these goals. Work programs have also been implemented correctly, and a control system is in place to guarantee that the program is carried out in accordance with the plan created.

Researchers in the field discovered that well-managed BK services contribute to the development of human quality in addition to the planning and implementation of effective and efficient education. Thus, the BK instructor intends to create a unique BK administration tool.

Organizing Counseling Guidance Services

The infrastructure of the school and how BK services are organized are inextricably linked. There are already supporting spaces available for BK services at SMKN 1 Praya, including a prayer room for spiritual activities, three student guidance and counseling rooms, and a BK teacher room. Nonetheless, in order to facilitate data searching for the purposes of student mentoring, electronic data storage facilities must be made available. According to its intended use, the BK Coordinator and the BK Teacher support the Principal in overseeing the BK Service Program. Throughout its operations, the BK service program needs the organization to be prepared to decide what resources are needed to meet specific objectives (Shofiyah et al., 2023). Coordination between all the involved organs must be synergistic for every task, from planning to supervision. This is supported by the view that counselors should focus on a number of organizational factors, including the necessity for all school staff to be gathered in a container so that they can function as a cohesive unit to provide BK services, as well as the need to carry out common perceptions that include work mechanisms, work patterns, and work procedures, as well as the need to have clear details regarding each person's duties, responsibilities, and authorities.

The managerial function includes supervision activities, which are used to monitor, assess, and produce results in accordance with predefined standards. Measuring and adjusting subordinates' goals to ensure that events follow plans is known as controlling (Mulawarman et al., 2024). The aforementioned research's findings support the notion that supervision is a process that involves evaluating performance, comparing outcomes to goals, and taking appropriate corrective action when necessary. Performance evaluation is done in accordance with SOP. Planning, organizing, mobilizing, and monitoring are the first steps in this process. Monitoring is used as a form of supervision to make sure that the planning has been carried out. Homeroom teachers, subject teachers, BK teachers, and school principals all support this planning and carry it out with the same end goal in mind, the proper implementation of BK services.

Based on the study's findings, it can be said that having supervision will facilitate determining whether or not planning, organizing, and mobilizing have been done successfully. All stakeholders, including parents, are involved in the planning process, which is done precisely in accordance with the organization's vision and mission. In addition to increasing knowledge, the application of BK services is meant to mold students into individuals who are capable of self-planning, have sufficient cognitive capacity, and can evaluate their personal and social environments. This is evident in every BK service activity, including home visits, guidance and counseling sessions, and classroom observations of BK teachers by their respective parents. To make BK services more advantageous for kids, parents, teachers, and other school personnel, evaluation and development are still being done.

CONCLUSION

This study underlines that character education is not implemented in every subject in educational institutions. This innovation lies in the recommendation that character education should be integrated comprehensively in all subjects and extracurricular activities. In character development in vocational high schools, which emphasizes the importance of character education

for students who will soon enter the workforce. This study provides a unique contribution by highlighting the role of guidance and counseling management as an important aspect in character education. This study contributes to the theory of character education, especially in the vocational high school environment, which requires a special approach to prepare students to enter the workforce. By linking character education to the vocational high school context, this study broadens the understanding of the importance of character education in vocational institutions. The findings on the role of guidance and counseling management in character education add a new perspective to the theory of educational management. This approach supports the idea that guidance and counseling can be managed strategically to support the holistic development of student character. While in practice, the results of this study can be used by other vocational schools to strengthen student character education. Examples of character value integration strategies in various subjects and extracurricular activities can be a guide for other schools that want to develop similar programs. Guidance and counseling management provides practical insight that BK teachers should be more active in shaping student character. This can encourage schools to provide training to BK teachers so that they can manage character education programs more effectively.

This study has limitations in social and family aspects, such as the influence of the family and the student's social environment, which are not explained in detail in this study, even though these factors can influence the development of student character in schools, so it is recommended that future research examines more deeply the collaboration between schools, families, and communities in supporting character education. Examining how active parental and community involvement can support or strengthen character education will provide important insights for schools and policy makers.

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