



Strategic Guidance and Counseling Management in Dealing With Puberty at MTs Negeri 17 Jombang

¹Nur Annisa, ²Nur 'Azah, ³Abdullah Aminuddin Aziz

^{1,2,3} Universitas Hasyim Asy'ari Tebuireng Jombang, Indonesia.

¹nur452162@gmail.com, ²azahnur31@gmail.com, ³abdullahaziz@unhasy.ac.id

*Correspondence Email: nur452162@gmail.com

Abstract: *Guidance and counseling management plays a vital role in adolescent development by helping students navigate the complex physical, emotional, and social transitions of puberty. This study aims to describe the management of guidance and counseling in dealing with puberty at MTs Negeri 17 Jombang. It employs a qualitative descriptive approach using a case study design, enabling an in-depth understanding of real-world implementation within a madrasah setting. Data were collected through in-depth interviews, observations, and documentation involving counseling teachers, school leaders, and other key stakeholders. The findings show that guidance and counseling management is carried out systematically through planning based on student needs and aligned with the school calendar; implementation of services such as individual counseling, group counseling, and home visits, and reflective evaluation involving feedback from teachers, students, and parents. Supportive factors include institutional commitment, counselor competence, parental involvement, and a religious environment, while constraints include limited time and low student openness. This study offers practical insights into the implementation of structured counseling strategies to assist students in navigating the physical and emotional changes of puberty within a madrasah context.*

Keywords: *Guidance, Counseling Management, Puberty, Students.*

INTRODUCTION

In today's era of globalization, education faces complex challenges, including shaping the character and personality of students amid the ever-expanding flow of information and social influences. One significant challenge faced by educational institutions, particularly madrasahs, is how to guide students through puberty, a critical phase of development marked by physical, emotional, social, and spiritual changes (Sarah, 2020).

In today's modern era, adolescent issues are becoming increasingly complex, including challenges that arise during puberty. Therefore, guidance and counseling services in schools play an important role in assisting students in dealing with the emotional, physical, and social changes that occur during this phase. Recent research indicates that active and high-performing guidance counselors can improve discipline and foster more emotionally stable character development in



students (Fitriana, 2021). Additionally, guidance services implemented with an individualized, responsive, and interest-based approach have proven effective in nurturing students' moral character amid social challenges such as casual relationships and technology misuse (Bahri, 2019). Furthermore, the use of digital media such as psychological testing applications is also beginning to be integrated into guidance counseling practices, helping counselors to more accurately identify students' potential and personalities during the dynamic puberty period (Nishom et al., 2024). Thus, adaptive, innovative, and collaborative guidance counseling services are essential for building the psychological and moral resilience of students during puberty.

Adolescence, particularly among students at the Madrasah Tsanawiyah (MTs) level, is a highly complex and dynamic period of development. In addition to experiencing significant biological changes such as menstruation in females and wet dreams in males, adolescents also face psychological challenges including emotional instability, identity crises, and increased sensitivity to social pressure and environmental expectations. During this phase, the search for self-identity becomes a fundamental need; however, if not guided properly, negative potentials such as resistance to authority, social media addiction, and deviant behaviors like juvenile delinquency and substance abuse may emerge as unhealthy outlets for unresolved emotions (Ardi, 2019).

Recent research also reveals that the development of information technology has accelerated adolescents' exposure to negative content, which impacts their psychology, especially if they lack strong self-control. Therefore, the role of guidance and counseling services is vital in helping students understand the changes they are experiencing and manage their emotions constructively (Ediyansyah, 2019). Counseling designed adaptively with psychological and spiritual approaches can be an effective tool for maintaining students' mental balance during this critical phase.

In this context, guidance and counseling play a vital role. Guidance and counseling not only help students resolve academic issues but also support them in facing personal and social development challenges. To ensure these services operate optimally, structured and systematic guidance and counseling management is required, encompassing planning, implementation, evaluation, and collaboration with various parties, including subject teachers, homeroom teachers, parents, and external stakeholders (Masbur and Nuzliah, 2017).



Recent studies both nationally and internationally have highlighted the role of school-based guidance and counseling in addressing adolescent development challenges. For example, Fiki (2022) researched group guidance services on the topic of overcoming puberty problems in MTs (Fiki, 2022), and Fajar Ramdhan M. (2021) discussing guidance and counseling management to address juvenile delinquency (M. Fajar, 2021), while International literature also supports this, suggesting that adolescent counseling programs integrated with spiritual and psychosocial support result in better emotional regulation and identity formation, Mita Hullzana (2018) focused on enhancing understanding of puberty through group counseling services (Hullzana, 2018), However, most existing research focuses on specific intervention models without a holistic examination of management processes in religious school contexts.

MTsN 17 Jombang was chosen as the research site due to its consistent implementation of structured guidance and counseling services and its strong religious environment. Located in Rejoagung Village, Ngoro District, the school is embedded in a community with deeply rooted Islamic values, making it a highly relevant and meaningful setting for exploring how puberty-related challenges are managed. Moreover, the school has shown initiative in regularly applying spiritual and academic counseling strategies in response to observable student behavior issues such as emotional dysregulation, inappropriate use of social media, and emerging attraction among peers.

Despite the growing attention to adolescent guidance services, few studies have thoroughly investigated how counseling management from planning to evaluation is holistically applied to address puberty in an Islamic madrasah context. This study seeks to fill that gap by providing a detailed account of how strategic guidance and counseling management at MTsN 17 Jombang operates, what factors support or hinder its effectiveness, and how it contributes to students' developmental needs. The novelty of this study lies in its emphasis on management strategies rather than isolated counseling techniques, and in its setting within a religious-based educational institution.



METHOD

This study employs a descriptive qualitative approach with a case study method to examine the strategic management of guidance and counseling in addressing puberty at MTsN 17 Jombang. This approach was chosen to allow an in-depth exploration of real-life practices, focusing on how guidance and counseling are planned, implemented, and evaluated within the madrasah environment. MTsN 17 Jombang was selected as the research site due to its active and structured application of guidance and counseling services and its strong Islamic values, which provide a unique context for addressing puberty-related challenges. The sampling technique used was purposive sampling, where participants were selected based on their direct involvement in the guidance and counseling process related to puberty. (Sugiyono, 2020)

Participants in this study consisted of five individuals: a guidance and counseling teacher, a vice principal of student affairs, a subject teacher, a homeroom teacher, and a mosque administrator. These individuals were chosen for their key roles and experiences in supporting students during puberty. Data collection was carried out through in-depth interviews to gather detailed information about the planning and delivery of counseling services; participatory observation to directly observe interactions, strategies, and school dynamics; and documentation analysis involving counseling program plans, student development reports, and administrative records. (Wijaya, 2018)

The data were analyzed using the Miles and Huberman interactive model, which includes three interrelated steps. (Masni & Ismail, 2024) In the data reduction stage, the researcher selected and focused on relevant information from the raw data. The data display stage involved organizing the information in narrative form to identify meaningful patterns. (Gumilang, 2016) Finally, in the conclusion drawing stage, the researcher interpreted the data to formulate findings and verified them through constant comparison and reflection. (Sidiq & Choiri, 2019) To ensure the validity and trustworthiness of the study, several strategies were employed, including source triangulation (cross-checking different informants), technique triangulation (using interviews, observations, and documents), and time triangulation (conducting data collection at different times). These efforts helped strengthen the credibility of the findings and provided a comprehensive understanding of strategic guidance and counseling management during puberty at MTsN 17 Jombang.



RESULT AND DISCUSSION

Guidance and counseling management, as explained by Sugiyo, is an integrated process that includes program planning, organizing activities, and coordinating all supporting components involved, such as guidance counselors, homeroom teachers, school principals, and the students themselves (Sugiyo, 2016). Therefore, the implementation of strategic guidance and counseling management at MTsN 17 Jombang is carried out in a structured and sustainable manner so that every guidance and counseling service can be implemented effectively and integrated with the school's vision, mission, and educational goals, which emphasize character development during the puberty period. Based on observations, interviews, and documentation conducted by the researcher, strategic guidance and counseling management at MTsN 17 Jombang goes through the stages of planning, implementation, and evaluation.

a. Planning

Planning is a systematic process involving the selection of relevant facts and the formulation of future assumptions, with the aim of developing the necessary steps to achieve desired outcomes. In the context of guidance and counseling, planning means establishing a series of actions and strategies for implementing services in a targeted and needs-based manner for students (Mashudi, 2018). At MTsN 17 Jombang, this stage serves as the primary foundation for organizing guidance and counseling services to align with the dynamic development of students during puberty.

The planning process involves the optimal utilization of human resources such as guidance and counseling teachers, school principals, class advisors, students, and parents, as well as non-human resources such as facilities, media, time, and budget. The goal is to ensure that the guidance and counseling program not only runs efficiently but also avoids overlapping activities and clarifies the direction of its implementation. Therefore, guidance counselors develop structured programs, complete with success indicators and evaluation tools, before services are provided.

Concretely, the guidance counseling program at MTsN 17 Jombang covers four main areas: personal, social, academic, and career guidance. Each service is designed based on specific objectives, implementation methods, and activity schedules that align with the school's



academic calendar. This aims to ensure that the guidance program is not implemented in isolation but is integrated with all learning and student activities, so that guidance and counseling services can truly support students' holistic development, especially during puberty.

b. Implementation

Implementation is the stage of executing the planned program and is a crucial moment in motivating students to develop their potential (Laka et al., 2023). At MTsN 17 Jombang, guidance and counseling teachers are the primary implementers of the program, working alongside homeroom teachers and subject teachers. They collaborate to assist students in addressing challenges, whether related to learning or personal, emotional, and social issues. The role of Guidance and Counseling teachers is not only to resolve individual issues but also to coordinate support from other parties to ensure student development is holistic and sustainable (Aqib, 2020).

The program is implemented in a structured manner, starting with basic services such as orientation, counseling, and information, up to specialized services like individual counseling, group guidance, home visits, and case conferences. The program also covers four important aspects: personal, social, academic, and career guidance. In practice, guidance and counseling teachers provide class counseling, independent learning training, and counseling sessions tailored to the conditions and needs of students.

One of the strengths of the implementation of Guidance and Counseling in this madrasah is the collaborative approach. Guidance and Counseling teachers regularly communicate with subject teachers, homeroom teachers, and parents, especially in handling cases of students who require special attention. Home visits are a strategic step to build synergy between the madrasah and families, so that students receive comprehensive support, both from the school environment and at home. The implementation of these services is designed not only to resolve existing issues but also to foster character development and prepare students to navigate puberty wisely.

c. Evaluation



Evaluation, also known as controlling, is the final stage in the management cycle that plays an important role in ensuring the success of a program. Evaluation is carried out to assess the extent to which program implementation has been in accordance with the plan, as well as to monitor the achievement of objectives. Through this process, those involved can identify deviations early on, adjust strategies, and establish corrective actions to ensure that the program continues to run effectively and efficiently (Mashudi, 2018).

At MTsN 17 Jombang, the evaluation of the guidance and counseling program is carried out regularly at the end of each semester and academic year. This process is carried out through meetings between guidance counselors, homeroom teachers, and the student affairs team. The evaluation focuses on program achievement, student participation in services, the effectiveness of the approaches used, and feedback from students and parents. This evaluation not only assesses administrative outcomes but also examines the quality of the impact of services on behavioral changes and students' readiness to face puberty.

Findings from the evaluation results are used as a basis for improvements to the next program, including adjustments to counseling approaches and the prioritization of student issues. The evaluation also serves as an indicator of the contribution of counseling services to enhancing students' learning independence, both quantitatively in terms of attendance and academic performance, and qualitatively in terms of learning attitudes, self-control skills, and social maturity (Mashudi, 2018).

The implementation of strategic guidance and counseling management at MTsN 17 Jombang is supported by various important elements that synergistically strengthen the effectiveness of services in dealing with students' puberty. One of the main factors is institutional support, particularly from the school principal, who legitimizes the program by providing allocated time, adequate counseling room facilities, and internal policy support. This structural support is proven to be crucial in ensuring the guidance program runs optimally as planned (Tomagola et al., 2023).

Equally important, the competence of guidance counselors in understanding the psychological dynamics of adolescents is a key factor in the success of the counseling approach. Counselors who possess interpersonal skills and an understanding of contemporary adolescent issues such as smartphone addiction, identity crises, and academic pressure are able to apply more



appropriate and relevant counseling strategies (Fitriana, 2021). On the other hand, the active involvement of parents in the guidance process also strengthens the impact of the program. The communication established between teachers and parents creates continuity of supervision and emotional support for students, especially in dealing with changes during puberty (Bahri, 2019).

The religious environment of madrasahs provides a strong foundation of values in shaping students' character and self-control. Spiritual values have proven to be an effective moral support in facing the challenges of adolescent development, while positive extracurricular activities such as scouting, hadrah, or sports, serve as constructive outlets for students to channel their energy and develop discipline and a sense of responsibility. To further optimize these supporting factors, advanced empowerment strategies are needed, including intensive training for guidance counselors on current adolescent issues, the provision of technology-based educational tools, the involvement of subject teachers in student character development, and the utilization of peer counseling models, which are considered more easily accepted by adolescents (Azwar et al., 2022).

On the other hand, the implementation of guidance and counseling services in schools still faces several obstacles that hinder the achievement of optimal results. One of the most fundamental challenges is internal resistance from students, such as feelings of shame, fear of judgment, and reluctance to open up to counselors, especially when facing sensitive personal issues like family conflicts, physical changes, or peer pressure. These psychological barriers often make students reluctant to utilize the services that are actually available and open to them (Tomagola et al., 2023). Additionally, the limited time available to guidance counselors due to administrative burdens and the intensive school curriculum prevents services from reaching all students evenly and intensively (Fitriana, 2021).

To overcome these barriers, school counselors need to adopt humanistic and inclusive strategies, such as creating a comfortable, non-judgmental, and empathy-based counseling environment. This aligns with the approach to adolescent counseling that requires flexibility and openness in building trust. Structured yet adaptive scheduling of sessions, both individually and in groups, can help reach a wider range of students while aligning with the rhythm of academic activities. The application of peer counseling methods is also considered effective in bridging communication, as students tend to be more open to peers in informal situations (Azwar et al.,



2022). With these approaches, guidance and counseling services can be more targeted, responsive to the needs of adolescents, and have a real impact in supporting student development during puberty. The success of strategic guidance and counseling management at MTsN 17 Jombang is greatly influenced by the synergy between thorough planning, adaptive implementation, and support from various parties. Overcoming obstacles and maximizing the potential for support will be the key to creating effective services in guiding students to navigate puberty in a healthy, responsible, and character-building manner.

CONCLUSION

The strategic management of guidance and counseling in dealing with puberty at MTsN 17 Jombang has been implemented systematically through three key stages: planning, implementation, and evaluation. The planning process is based on student needs and aligned with the madrasah's calendar, while the implementation involves a range of personal, social, academic, and career guidance services delivered through individual and group sessions, class counseling, and home visits. Evaluation is conducted regularly and reflectively, involving teacher coordination and feedback from students and parents. The success of this program is supported by institutional backing, competent guidance counselors, parental involvement, and a strong religious school environment, while challenges include limited service time and low student openness. The findings of this study suggest that counseling teachers should develop targeted modules and workshop materials specifically designed to address puberty-related issues. School administrators are encouraged to allocate more time and institutional support for these services, enhance collaboration with parents, and integrate religious and psychological approaches to better support adolescent development. Future research is recommended to explore the implementation of puberty-related counseling in different cultural, regional, or school settings to assess contextual variations. In addition, longitudinal studies could be conducted to evaluate the long-term impact of guidance and counseling interventions on students' emotional regulation, social adaptation, and character development during and beyond puberty.



REFERENCE

- Aqib, Z. (2020). *Bimbingan dan Konseling* (1st ed.). Penerbit Yrama Widya.
- Ardi. (2019). Peran Bimbingan Konseling Islam Mengatasi Kecanduan Game Online. *Ekpose: Jurnal Penelitian Hukum Dan Pendidikan*, 18(1), 802–810.
- Azwar, B., Seprianto, & Hartini. (n.d.). Upaya Mempersiapkan Kompetensi Supervisor Pada Guru Bimbingan Konseling Untuk Menghadapi Tantangan Pendidikan Islam Pada Era Society 5.0. *Jurnal Muhafadzah: Jurnal Ilmiah Bimbingan Dan Konseling Islam*, 2(2), 61–70.
- Bahri, S. (2019). Pelayanan Bimbingan Dan Konseling Dalam Membina Akhlak Siswa Di SMP Negeri Se-Kota Lhokseumawe. *ITQAN: Jurnal Ilmu-Ilmu Kependidikan*, 10(1), 13–20.
- Ediyansyah. (2019). Pengaruh Internet Terhadap Perkembangan Psikologis Siswa Madrasah Tsanawiyah Di Tanjungpinang. *Perada: Jurnal Studi Islam Kawasan Melayu*, 2(1), 81–91.
- Fiki. (2022). *Pelaksanaan Layanan Bimbingan Kelompok Topik Tugas Untuk Mengatasi Masalah Siswa Menghadapi Masa Pubertas Di MTs S 02 Al-Munawwaroh Kepahiang*. (Skripsi, IAIN Curup).
- Fitriana, A. (2021). Pengaruh Kinerja Guru Bimbingan dan Konseling Terhadap Kedisiplinan Siswa SMK Al-Huda Sumberangka Larangan Pamekasan. *Edu Consilium: Jurnal Bimbingan Dan Konseling Pendidikan Islam*, 2(1), 48–61.
- Gumilang, G. S. (2016). Metode Penelitian Kualitatif Dalam Bidang Bimbingan Dan Konseling. *Jurnal Fokus Konseling*, 2(2), 144–159.
- Hullzana, M. (2018). *Meningkatkan Pemahaman Masa Pubertas Melalui Layanan Bimbingan Kelompok Siswa Kelas VII MTS Islamiyah Medan Tahun Ajaran 2017/2018*. (Skripsi, Universitas Muhammadiyah Sumatera Utara).
- Laka, L., Darmansyah, R., Judijanto, L., Lase, J. F., Haluti, F., Kuswanti, F., & Kalip. (2023). *Pendidikan Karakter Gen Z Di Era Digital* (1st ed.). PT. Sonpedia Publishing Indonesia.
- M, Fajar. R. (2021). *Efektifitas Bimbingan Konseling Dalam Meminimalisir Kenakalan Remaja di SMP Negeri 9 Palopo*. (Skripsi, IAIN Palopo)
- Masbur, & Nuzliah. (2017). *Manajemen Bimbingan dan Konseling*. Searfiqh.
- Mashudi, F. (2018). *Panduan Praktis Evaluasi dan Supervisi Bimbingan Konseling* (1st ed.). Diva Press.



- Masni, & Ismail. (2024). Teori Manajemen Pendidikan Multikultural Dan Pendekatan Manajemen Pendidikan Islam Multikultural. *Jurnal Studi Multidisipliner*, 8(7).
- Nishom, M., Abidin, T., & Wibowo, D. S. (2024). Pemanfaatan Aplikasi Tes Psikologi Berbasis Android Untuk Memudahkan Konselor Dalam Mengenal Kepribadian. *JMM (Jurnal Masyarakat Mandiri)*, 8 (2), 1752–1761.
- S., Sarah. (2020). *Bimbingan Spiritual Dalam Membentuk Karakter Islami Pada Remaja di Yayasan Pendidikan Islam Al-Huda Arjasari Bandung*. (Skripsi, UIN Syarif Hidayatullah).
- Sidiq, U., & Choiri, Mh. M. (2019). *Metode Penelitian Kualitatif di Bidang Pendidikan (Pertama)*. CV. Nata Karya.
- Sugiyono. (2016). *Manajemen Bimbingan dan Konseling*. Universitas Negeri Semarang Press.
- Sugiyono. (2020). *Metode Penelitian Kuantitatif, Kualitatif dan Kombinasi (Mixed Methods)* (2nd ed.). Alfabeta, cv.
- Tomagola, N., Latuconsina, A., & Rahman, M. A. (2023). Peran Guru Bimbingan Konseling Dalam Meningkatkan Self Esteem Peserta Didik Di MAN 1 Dan MAN 2 Maluku Tengah. *Jurnal Studi Islam*, 12(1), 53–81.
- Wijaya, H. (2018). Analisis Data Kualitatif Model Spradley(etnografi). *Sekolah Tinggi Theologia Jaffray*, 3(1), 1–10.