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Collaboration Model between Guidance Counselors and Homeroom Teachers in Guiding Students with Discipline Problems at MTSN 1 Ternate

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ABSTRACT

Student discipline issues are a major challenge in the implementation of education in Islamic schools, and require comprehensive and sustainable management. This study aims to analyze the collaboration model between Guidance and Counseling (BK) teachers and homeroom teachers in guiding students with disciplinary problems at MTsN 1 Ternate. This study used a qualitative approach with a case study design. The research subjects included BK and homeroom teachers, the madrasah principal, and students experiencing disciplinary problems. Data were collected through in-depth interviews, observations, and documentation studies and analyzed using interactive thematic methods. The results showed that collaboration between BK and homeroom teachers has been functioning well, but is still semi-formal and not yet structured in a written collaboration model. The division of roles between BK teachers and homeroom teachers is formed in practice, with homeroom teachers acting as early detectors and daily discipline coaches, and BK teachers acting as assessors and primary mentors. Collaborative interventions tend to use restorative and persuasive approaches, which are considered more effective than punitive ones. The main obstacles to collaboration include limited time, teacher workload, and lack of collaboration SOPs. This study recommends developing a systematic and sustainable collaboration model to increase the effectiveness of handling student discipline problems in madrasas.

Keywords: Collaboration Between Guidance Counselors, Homeroom Teachers, Student Discipline.

I. Introduction

Student disciplinary issues in schools are a growing challenge in the Indonesian education system. Student indiscipline, such as lateness to school, violations of rules, disrespect for teachers, and disruptive behavior in the learning process, are phenomena that require comprehensive and structured management. International research shows that disruptive classroom behavior significantly impacts students' academic achievement and is a major source of stress for teachers (MAHVAR et al., 2018). In the context of Indonesian education, particularly in Islamic Junior High Schools (Madrasah Tsanawiyah), disciplinary issues not only disrupt the teaching and learning process but also affect student character development. At MTSN 1 Ternate, like other secondary schools, student discipline issues require an approach that transcends punitive measures



and administrative sanctions. Schools, as educational institutions, are not legal institutions prone to punishment but rather institutions that aim to guide and develop students' potential holistically. Therefore, a guidance and counseling approach that involves collaboration between various parties within the school environment is necessary.

Guidance and Counseling (BK) teachers play a strategic role in addressing student behavioral issues through psychological approaches and providing support that facilitates the development of students' social skills. However, the effectiveness of guidance and counseling services cannot be optimal without collaboration with other parties, especially homeroom teachers, who have intensive interactions and a deep understanding of the students' conditions in their classes. Research shows that collaboration between guidance and counseling teachers and homeroom teachers can increase the effectiveness of addressing student behavioral issues (American School Counselor Association 2019). Homeroom teachers hold a unique position as classroom managers responsible for all classroom activities, including providing guidance on ethics, manners, and discipline. Furthermore, guidance and counseling teachers possess specialized competencies in conducting psychological assessments, providing individual and group counseling, and designing behavioral-intervention programs. This collaboration between the two parties is crucial because it can create a synergy that strengthens guidance efforts for students with learning difficulties. International literature confirms that collaboration among school stakeholders is key to successful student behavior management (Welsh, 2024). Research on collaboration in the Indonesian educational context also shows that structured collaborative mechanisms between guidance and counseling teachers and homeroom teachers can help address student behavioral problems more effectively. However, the implementation of this collaboration still faces various challenges, such as a lack of communication, limited coordination time, and the absence of a clear and systematic collaboration model.

Based on the initial observations at MTSN 1 Ternate, it was found that the handling of student discipline issues tends to be partial and poorly coordinated. Guidance counselors and homeroom teachers often work independently to address problematic students, resulting in less-than-optimal interventions. This situation indicates the need to develop a systematic and structured collaborative model between guidance counselors and homeroom teachers to guide students with discipline issues. This research is crucial for exploring and developing an effective collaborative model between guidance counselors and homeroom teachers to address student discipline issues at MTSN 1 Ternate. The developed collaborative model is expected to serve as a practical guideline that facilitates more structured, systematic, and sustainable collaboration in guiding students with problems in the future. Therefore, this study is expected to provide theoretical and practical contributions to the development of guidance and counseling services in schools, particularly in addressing student discipline issues.

II. Literature Review and Hypothesis Development

2.1. The Concept of Guidance and Counseling in Schools

Guidance and counseling is the process of providing assistance to individuals to understand themselves, make decisions, and optimally develop their potential. Guidance is defined as the process of helping individuals achieve optimal development through a variety of systematically designed services (Gysbers, N.C. & Henderson, 2014). Counseling is the interaction between a counselor and a client to help resolve problems through various appropriate approaches and techniques. In the school context, guidance and counseling serve the functions of understanding, prevention, alleviation, maintenance and development, and advocacy (Prayitno, H, 2018). These functions form the foundation for providing services to students to help them achieve optimal academic, social, emotional, and career development. School guidance and counselors play crucial roles in creating a conducive learning environment for students. They do not act as

disciplinarians or sanctioners but as facilitators, mediators, and supporters in the student development process. The American School Counselor Association (ASCA) emphasizes that school counselors must maintain positive relationships with students to promote academic success and life readiness (Association 2022). In the context of behavior management, guidance counselors are responsible for designing and implementing positive behavior support programs, assessing student behavioral issues, providing individual and group counseling, and collaborating with various parties to create a supportive school environment (Brown 2025). Guidance counselors also play a role in advocate for objective and equitable disciplinary practices and ensure that the approach used prevents implicit bias.

2.2. Student Discipline Problems in Schools

In the educational context, discipline refers to students' compliance with the norms, rules, and regulations in force at school. Indisciplinary behavior is any action that violates school rules and disrupts the learning process. MAHVAR et al. (2018) identified that disruptive behavior in the classroom poses a significant challenge to school learning and is a risk factor for students' academic achievement. Types of student indisciplinary behavior can be classified from minor infractions (such as tardiness, not completing assignments, and talking during class) to serious infractions (such as fighting, bullying, and serious violations of social norms). Understanding the level and type of infractions is crucial for determining appropriate intervention strategies. Student discipline problems can be caused by a variety of complex factors, including internal factors (personality, psychological development, and learning motivation) and external factors (family environment, peer influence, and school conditions). Research shows that childhood trauma and dysfunctional family environments can influence student behavior in school (Dorado et al., 2016). From a classroom management perspective, teacher factors influence student discipline. Teachers' classroom management skills, their perceptions and expectations of students, and inconsistencies in teacher-student relationships can contribute to the emergence of discipline problems (Richard O & Little Shafiqua, 2018).

There are two main approaches to addressing student discipline issues: punitive (sanctions and punishment) and restorative (correction and guidance) approaches. Exclusive punitive approaches, such as suspension and expulsion, have been widely criticized for failing to address the root cause of the problem and can exacerbate student distress. Conversely, restorative approaches, which emphasize understanding the causes of behavior, improving relationships, and developing social-emotional skills, have been shown to be more effective in the long term (Greene R.W. & Haynes D, 2021). Recent research has demonstrated the importance of implementing positive behavior interventions and support (PBIS) and trauma-informed practices in addressing discipline issues (Khoirunisa & Hidayat, 2017). These approaches emphasize prevention, positive support, and understanding the underlying causes of students' behavior.

2.3. The Concept of Collaboration in the School Context

Collaboration in the educational context is defined as the willingness to work together to achieve shared goals. Collaboration plays a crucial role in achieving the overall goals of guidance and counseling in schools (Afdal, 2019). Minister of Education and Culture Regulation Number 111 of 2014 explains that collaboration is a fundamental activity in guidance and counseling services, where guidance and counseling teachers collaborate with various parties to support student development. Effective collaboration is characterized by open communication, mutual trust, a clear division of responsibilities, and shared commitment to the desired goals. In the context of addressing disciplinary issues, collaboration allows for the exchange of information, a more comprehensive perspective on students, and more coordinated intervention. Collaboration between guidance and counseling teachers and homeroom teachers is strategically valuable in addressing student discipline issues. Homeroom teachers have advantages in terms

of intense interaction and contextual understanding of students, whereas guidance and counseling teachers possess specialized competencies in psychological assessment and behavioral intervention. This synergy between the two parties can result in a more holistic and effective approach. Research shows that effective collaboration between school counselors and teachers can increase collective school efficacy and strengthen the implementation of comprehensive guidance programs (Gysbers, N.C. & Henderson, 2014). Another study confirmed that collaboration between guidance counselors and homeroom teachers in handling problem students can assist guidance counselors in providing more effective follow-up (Hadi and Sumarni, 2023). Several collaboration models can be implemented in the school context. The formal collaboration model is collaboration regulated through work mechanisms between administrative and consolidated work units (Adam & Soleman, 2022). This model involves structured procedures, clear documentation, and explicit role allocations. Furthermore, there is a communication-based collaboration model that emphasizes regular communication and discussion as a medium of collaboration. In the Indonesian context, collaborative practices often involve a combination of formal (written) and informal (verbal) mechanisms tailored to local school conditions and cultures.

2.4. The Role of Homeroom Teachers in Managing Student Discipline

The homeroom teacher is responsible for all class activities, both teaching and other activities. The homeroom teacher's duties include managing the class with a thorough understanding of the situation within it, carrying out class administration, motivating students, providing guidance on ethics, manners, and discipline, overcoming obstacles in class activities, and encouraging student participation in school activities. In the context of discipline, the homeroom teacher acts as a class leader who creates a comfortable atmosphere and environment for learning. The homeroom teacher also serves as a communication bridge between the school, students, and parents (Agus et al., 2023). The homeroom teacher can implement various strategies to address discipline issues, including an emotional approach to students, paying more attention to problem students, understanding the background of student problems, and coordinating with the guidance counselor for cases requiring special intervention. Research shows that effective management of classroom social dynamics can be achieved through regular check-ins with students, strategic placement in classroom activities, and collaboration with school counselors to form social skills groups for students experiencing difficulties (Adam et al. 2025).

Effective collaboration mechanisms begin with clear and structured communication systems. Research at SMK PIRI Yogyakarta shows that collaborative mechanisms for dealing with problematic students can begin with subject teachers as informants of the student's condition, followed by the homeroom teacher as the recipient of the information, conveying it to the guidance counselor, and acting as a mediator between the student and the guidance counselor. The guidance counselor then becomes a guide and facilitator in carrying out follow-up actions for problematic students. This systematic communication flow ensures that information about students with problems is conveyed quickly and accurately, allowing timely interventions to be implemented. Effective collaboration requires a clear division of roles and responsibilities within the team. The homeroom teacher monitors the student's condition in class, provides initial information about disciplinary issues, and serves as a liaison with parents. Meanwhile, the guidance counselor serves as an assessor to identify the root of the problem, designs intervention programs, implements individual or group counseling, and evaluates the intervention results.

Welsh (2024) emphasized that distinguishing between violations handled in the classroom and those referred to the office is a process that requires patience and collaboration between principals and teachers. This demonstrates the importance of clear criteria for dividing responsibilities in handling discipline issues.

Collaborative interventions can include positive behavior interventions and support (PBIS) programs, restorative justice practices, group counseling, joint home visits, and the development of individual behavior

intervention plans (IBEPs). Research shows that schools that consistently implement PBIS show significant improvements in student academic outcomes and a decrease in behavioral problems (Usman et al., 2025). One major challenge of collaboration is communication barriers. Poorly documented verbal coordination can lead to inaccurate or lost information. Research shows that some classroom and homeroom teachers still lack communication skills, preventing optimal collaboration. Both guidance counselors and homeroom teachers have heavy workloads. They often have to manage hundreds of students in a less-than-ideal ratio, whereas homeroom teachers have extensive classroom instructional and administrative responsibilities. These time constraints hinder intensive coordination. Sometimes, there is still ambiguity in the roles of guidance counselors and homeroom teachers in addressing disciplinary issues. This can lead to overlapping or even gaps in the handling of problematic students. Therefore, clarity is required regarding the referral mechanisms and handling criteria.

III. Research Method

This research employs a qualitative approach with a case study design, aiming to explore the collaboration model between Guidance and Counseling (BK) teachers and homeroom teachers in guiding students with disciplinary issues at MTsN 1 Ternate. This approach was chosen because it allows researchers to understand the phenomenon of collaboration contextually, holistically, and based on the real-life experiences of actors in the school environment. The research subjects consisted of guidance counselors, homeroom teachers, madrasah principals, and students with a history of disciplinary violations, who were selected using purposive sampling based on their direct involvement in handling student disciplinary issues. Informants were selected gradually until the data reached saturation. Data collection techniques included semi-structured in-depth interviews, limited participant observation, and document studies. (Miles, M and Huberman, 1994) Interviews were used to explore perceptions, experiences, and collaborative practices between guidance counselors and homeroom teachers. Observations were conducted to observe the interaction dynamics and mechanisms for handling student discipline in the school environment. Documentation includes guidance counselor casebooks, homeroom teacher notes, school regulations, and reports on handling problematic students. Data analysis was conducted thematically and interactively through the stages of data reduction, data presentation, and conclusion drawing, as stated by Miles, Huberman, and Saldaña (Miles, M and Huberman, 1994). The analysis process was carried out simultaneously from data collection to the final stage of the research to ensure the depth and consistency of findings. Data validity was maintained through source and technique triangulation, member checking, and peer discussions to minimize researcher bias and enhance the credibility of the findings. The entire research process was conducted in accordance with research ethics principles, including informed consent, data confidentiality, and responsible information usage.

IV. Result and Discussion

4.1. Patterns and Mechanisms of Collaboration between Guidance and Counselors and Homeroom Teachers in Handling Student Discipline

The research results indicate that collaboration between Guidance and Counseling (BK) teachers and homeroom teachers at MTsN 1 Ternate is evident in daily practice, but remains semi-formal and has not yet been institutionalized into a standardized collaboration model. The collaboration pattern generally begins with the homeroom teacher's findings regarding student indiscipline in the classroom, such as lateness to school, violations of rules, failure to complete assignments, and behavior that disrupts the learning process. As the party with the most direct interaction with students, homeroom teachers are the primary actors in

detecting early signs of disciplinary problems. This information is then conveyed to the BK teacher, especially when indiscipline behavior occurs repeatedly or begins to impact the classroom's learning climate. This information is conveyed largely verbally and informally, for example, through direct conversations in the teachers' lounge or brief communications outside of class hours.

The ongoing coordination mechanism demonstrates a relatively consistent process, although it has not been systematically documented yet. After receiving a report from the homeroom teacher, the BK teacher conducts initial clarifications through interviews with the student and observations of the student's behavior within the school environment. In this stage, the guidance counselor attempts to identify the underlying factors contributing to the emergence of indisciplinary behavior, whether stemming from the student's personal factors, family environment, or peer influence. If necessary, the guidance counselor continues the intervention through individual or group counseling. The homeroom teacher remained involved as a monitoring partner, particularly in observing changes in students' behavior in the classroom post-intervention. However, this coordination process is not yet supported by written standard operating procedures (SOPs); therefore, its implementation relies heavily on the initiative, experience, and personal commitment of each teacher.

The collaboration established between the guidance counselor and the homeroom teacher is based more on interpersonal relationships and shared professional awareness than on a structured formal work system. Nevertheless, research has found a shared understanding between both parties that student discipline issues should not be handled solely through a punitive approach. The guidance counselor and homeroom teacher share the same perception that guidance, mentoring, and behavioral coaching are approaches more relevant to the goals of madrasah education. This shared perspective provides a crucial foundation that enables collaboration to continue even in the absence of written guidelines. However, this condition also shows that collaboration is still vulnerable to inconsistency, especially when there is a change in the homeroom teacher or changes in the madrasah's internal policies.

4.2. Division of Roles and Forms of Collaborative Intervention in Guiding Students with Discipline Problems

The research results indicate that, in practice, a fairly clear division of roles has been established between the guidance counselor and the homeroom teacher, although this has not been formally formulated in school policy documents. The homeroom teacher directly monitors the student's behavior during daily learning activities. This role includes the early detection of disciplinary problems, daily discipline coaching, and providing initial warnings and guidance to students. Furthermore, the homeroom teacher serves as a liaison between the school and parents, particularly when student disciplinary issues require family involvement. The emotional closeness developed between the homeroom teacher and students places the homeroom teacher in a strategic position to understand the character, habits, and social dynamics of the students in the classroom. Meanwhile, the homeroom teacher serves as the primary assessor and mentor for students with disciplinary problems. The homeroom teacher is responsible for conducting a more in-depth assessment of the problems experienced by students, including exploring the psychological, social, and family factors that influence student's behavior. Based on the results of this assessment, the homeroom teacher designs appropriate interventions such as individual counseling, group counseling, or other support services. In certain cases, guidance counselors also act as mediators when student discipline issues involve conflicts with peers or with teachers. This role positions the guidance counselor as a professional who provides ongoing support and is oriented toward long-term behavioral change.

Collaborative interventions between guidance counselors and homeroom teachers tend to prioritize restorative and persuasive approaches. Interventions focus not only on behavioral correction but also on building students' awareness of the consequences of their actions and their social responsibilities.

Collaboration is realized through the joint monitoring of student progress after the intervention, where homeroom teachers observe changes in student behavior in class and report these to the guidance counselor. In some cases, communication with parents was established to strengthen family support. This approach is considered capable of encouraging more sustainable behavioral changes than administrative sanctions alone.

4.3. Supporting and Inhibiting Factors in the Implementation of Collaboration between Guidance and Counselor Teachers and Homeroom Teachers

Research has found that several factors support collaboration between guidance counselors and homeroom teachers in guiding students with disciplinary problems. The primary contributing factor was a shared vision and understanding of the importance of a guidance approach in addressing student behavior. Both guidance counselors and homeroom teachers view the primary goal of disciplinary action as helping students develop positively rather than simply enforcing rules. A harmonious working relationship between teachers is also a crucial factor in facilitating communication and coordination. Furthermore, the support of the madrasah leadership in providing space for the implementation of guidance counselors and homeroom teachers contributes to strengthening the collaborative practices. The madrasah culture, which emphasizes religious values and moral development, also plays a significant supporting role. The Islamic values underlying education at MTsN 1 Ternate encourage a humanistic and educative approach to addressing disciplinary infractions. This environment creates a relatively conducive school climate for the implementation of a non-punitive approach, in which student misconduct is viewed as part of the learning process and character development. Thus, collaboration between guidance counselors and homeroom teachers is driven not only by the technical needs of disciplinary action but also by the institutional values embraced by the madrasah. However, the study also identified several factors that inhibit the optimization of collaboration. Limited coordination time is a major obstacle, given that both guidance counselors and homeroom teachers have heavy workloads. Counselors must manage a large number of students, while homeroom teachers have extensive classroom instruction and administrative duties. Furthermore, the lack of written guidelines or collaboration models means that collaboration is highly dependent on individual initiatives, potentially leading to inconsistencies. This highlights the need to formulate a more systematic and structured collaboration model to ensure optimal and sustainable collaboration practices.

4.4. Discussion

The results of this study confirm that collaboration between guidance and counseling teachers and homeroom teachers is a key element in addressing student discipline issues, as stipulated in Minister of Education and Culture Regulation No. 111 of 2014, which places collaboration as an integral part of guidance and counseling services in schools. This regulation explicitly emphasizes that guidance and counseling services cannot operate individually but must be integrated with the roles of teachers, homeroom teachers, and other school elements to be effective. The research findings, which show that collaboration remains semi-formal, indicate a gap between normative policy and field implementation. This demonstrates that although awareness of the importance of collaboration has been established, schools have not yet fully translated these collaborative principles into structured work systems. This gap has the potential to lead to inconsistencies in handling problem students, especially when collaboration relies heavily on personal relationships and individual teacher initiatives.

The division of roles identified in this study aligns with the views of Gysbers and Henderson (2012), who emphasized the importance of role differentiation between school counselors and homeroom teachers in a comprehensive guidance and counseling system. Homeroom teachers function as contextual observers with direct access to the dynamics of student behavior in daily learning, enabling them to detect disciplinary

issues early. Conversely, guidance counselors are professionals with specialized competencies who can understand students' psychological, social, and emotional aspects more deeply. These findings suggest that a clear division of roles has helped prevent overlapping tasks in practice, even though it has not yet been formalized. However, without written guidelines, this division of roles has the potential to fluctuate depending on each teacher's perception, which could ultimately impact the overall effectiveness of guidance and counseling services.

The restorative approach predominantly used in collaborative interventions supports these findings (Greene, R.W. & Haynes, D., 2021) that suggest a non-punitive approach is more effective in the long term than a punitive approach. A restorative approach enables students to understand mistakes as part of the learning and self-development process, rather than simply an infraction that must be punished. These findings also align with the concept of positive behavior interventions and support (PBIS), which emphasizes prevention, reinforcement of positive behavior, and the creation of a supportive school environment. In the madrasah context, the restorative approach is becoming increasingly relevant because it aligns with the values of moral education and character building. Collaboration between guidance counselors and homeroom teachers in this approach is crucial in ensuring that interventions are not merely incidental but sustainable and systematically monitored. However, the lack of standard operating procedures (SOPs) and written collaboration models can lead to inconsistencies in the management of problem students. Without clear guidelines, the referral process, assessment, intervention, and evaluation of treatment outcomes rely heavily on individual teacher's interpretation. This finding corroborates Welsh (2024), who stated that effective collaboration requires a clear work structure, scheduled communication, and systematic documentation. SOPs serve as technical guidelines and instruments of accountability and continuity of service. The absence of formal documentation can also complicate the monitoring and evaluation of guidance programs, particularly over the long term or when personnel changes are made. Thus, the results of this study indicate that although the collaboration between guidance counselors and homeroom teachers at MTsN 1 Ternate has been functional and based on professional awareness, strengthening structural aspects is urgently needed. Developing a systematic, structured, and sustainable collaboration model is necessary to ensure that collaborative practices are not merely situational but become part of the school's work culture. This model is expected to clearly integrate role allocation, communication flow, referral mechanisms, and intervention evaluation. With a standardized collaboration model, student discipline issues can be handled more effectively, consistently, and with a focus on holistic student character development.

V. Conclusion

This study concludes that collaboration between Guidance and Counseling (BK) teachers and homeroom teachers plays a strategic role in guiding students experiencing discipline issues at MTsN 1 Ternate. This collaboration has been functionally implemented through communication and coordination between teachers, particularly in the process of problem identification, referrals, and implementing guidance interventions. However, the established collaboration remains semi-formal and has not been institutionalized into a systematic and documented work model. The results indicate that a division of roles between the BK teacher and homeroom teacher has been established in practice, with the homeroom teacher acting as an early detection and daily discipline coach, while the BK teacher serves as the primary assessor and mentor in addressing students' psychological and behavioral aspects. This synergy of roles allows for the implementation of a more comprehensive guidance approach oriented toward the sustainable improvement of student behavior. A collaborative restorative approach has proven more relevant than a punitive approach because it fosters awareness, responsibility, and behavioral change in students. However, this study also identified several obstacles to implementing collaboration, such as limited coordination time, high teacher workloads, and a lack of collaboration guidelines and standard operating procedures (SOPs). Therefore, this

study recommends developing a more structured, systematic, and sustainable collaboration model between guidance and counseling teachers and homeroom teachers as an integral part of guidance and counseling services in madrasas. This model is expected to increase the consistency, effectiveness, and accountability in handling student discipline issues while strengthening the school's role in fostering positive character and behavior in students.

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