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Article

Integration of Guidance and Counseling Administration with Social Wisdom as a Strategy for Character Building in Students

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ABSTRACT

Character education is an important component in shaping students' moral, independent, and socially Responsible personalities. In this context, the administration of Guidance and Counseling (BK) has great potential as a strategic instrument for character development when integrated with local social wisdom values. This study aims to describe the form of integration between BK administration and social Wisdom in the school environment, as well as identify factors that support and hinder its implementation. The research used a descriptive qualitative approach through a literature review of scientific articles from the last five years. The results show that socials values such as gotong royong, deliberation, unggah-ungguh, and empathy have been applied in various BK service documents and practices, strengthening their role in student character building. Supporting factors for integration include visionary school leadership, cultural competence of counseling teachers, and a collaborative school culture. The main obstacles include low cultural literacy, limited training, and high administrative burden. This study concludes that it is important to transform BK administration into an ethical and contextual approach rooted in social-local culture, in order to build collaborative and culturally meaningful counseling services.

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INTRODUCTION

Character education is a fundamental element in the national education system that aims to shape students with noble character, independence, and social responsibility. Amidst global dynamics marked by increasing individualism, moral degradation, and shifting social values, schools have a strategic role in instilling moral and cultural values from an early age (Wardani & Aswar, 2024). Therefore, education cannot only focus on cognitive aspects, but must also emphasize the affective dimension and character building as the basis for developing individuals with integrity.

In this context, Guidance and Counseling (G&C) services, particularly through a structured and measurable administrative system, have great potential as a strategic instrument in shaping students' character. However, in practice, G&C administration in schools is often understood only as a technical process limited to documentation and reporting activities. This condition causes BK services to be less able to deeply reach the human and cultural values of

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students. According to Amalianingsih and Herdi (2019), an overly formal and technocratic administrative system tends to ignore the socio-cultural context of students, thereby reducing the effectiveness of BK services in character building.

This phenomenon indicates a research gap, namely that although various previous studies have discussed the importance of character education based on local wisdom and culturally-based counseling approaches, the mechanism for integrating guidance and counseling administration with social wisdom values has not been studied in depth, particularly in the context of education in Indonesia. Thus, this study seeks to fill this gap by examining how BK administration components, from planning and implementation to evaluation, can internalize social wisdom values as a strategy for the continuous character building of students.

Social wisdom values such as mutual cooperation, deliberation, respect, and empathy that have grown within Indonesian society are cultural heritage that can be internalized into the education system. The integration of these values into guidance counseling administration makes the service and documentation process not merely administrative in nature, but also rich in ethical and cultural meaning. Several studies show that the application of local values in education can strengthen students' character identity and increase the relevance of learning to real life (Latifah, 2023; Jayanti & Wulandari, 2024). This is in line with the findings of Yusuf et al. (2023), which emphasize the importance of collaboration between schools, parents, and the community in local wisdom-based education to create a holistic and contextual approach to character building.

In addition, developments in educational technology demand innovation in the management of guidance counseling. Digital transformation not only serves to improve work efficiency, but can also be a means of integrating local cultural values into data-based service systems. Research by Setiawan and Nurrahman (2023) shows that the digitization of BK administration based on local wisdom can improve the effectiveness and relevance of counseling services in multicultural schools because it combines professionalism, efficiency, and cultural values in one integrated system.

Based on this background, This study aims to analyze the form of integration between guidance counseling administration and social wisdom values in the school environment, as well as to identify the factors that support and hinder its implementation. The results of this study are expected to provide strategic contributions to the development of a guidance counseling service model that is not only technical, but also ethical, reflective, and contextual, rooted in Indonesian local culture, and relevant to the needs of character building in students in the modern era.

METHOD

This study uses a descriptive qualitative approach with a literature review method. This approach was chosen because it provides a comprehensive understanding of the concept and practice of integrating Guidance and Counseling (BK) administration with social wisdom values as a strategy for shaping student character. The data sources for this study were scientific articles published in indexed national and international journals that had undergone a peer-review process. These articles were obtained through several scientific databases such as Google Scholar, DOAJ, and Garuda, using the keywords "local culture-based guidance and counseling administration," "character education," "social wisdom in education," and "local wisdom in guidance and counseling."

The data collection and analysis process was carried out in three main stages. The first stage is the identification and selection of literature, in which researchers search for articles relevant to the research topic based on thematic suitability, year of publication, and methodological data completeness. The second stage is the evaluation of content and methodological feasibility, to assess the extent to which the article has clear objectives, an

appropriate approach, and contributes to the development of the concept of BK administration integration and social wisdom. The third stage is thematic synthesis, in which each article is analyzed and grouped based on main themes such as social values in BK administration, implementation strategies in schools, and their influence on student character building.

In the selection process, several inclusion criteria were applied, including: (1) articles published between 2019 and 2024; (2) articles published in reputable scientific journals that are openly accessible; (3) articles focusing on the integration of local cultural values or social wisdom in education and counseling services; and (4) articles presenting empirical data or theoretical studies relevant to the research topic. Meanwhile, the exclusion criteria included: (1) articles that did not have adequate methodological explanations; (2) non-scientific publications such as blogs, un-peer-reviewed reports, or popular articles; and (3) writings that were duplicative or irrelevant to the context of character education.

From the screening results, 27 scientific articles that met all criteria were obtained and analyzed in depth using content analysis techniques. This analysis process was carried out by identifying themes, patterns, and relationships between concepts that emerged from the literature data. To maintain the validity of the results, the researchers applied the principles of transparency and consistency in data coding and cross-checked the interpretation of themes. Through these steps, thematic findings were obtained that describe the pattern of integration between BK administration and social wisdom values in the context of character building in schools.

RESULT AND DISCUSSION

Form of Integration of Guidance and Counseling Administration with Social Wisdom as a Strategy for Student Character Building

A review of 27 scientific articles shows that the integration between Guidance and Counseling (BK) administration and social wisdom values occurs through three main dimensions, namely planning, implementation, and evaluation of BK services oriented towards local cultural values.

In terms of planning, social values such as mutual cooperation and deliberation are reflected in the development of guidance and counseling programs that involve the participation of various parties, including subject teachers, homeroom teachers, and parents. This collaborative approach strengthens the administrative function of guidance and counseling as a means of communication and coordination among school members (Latifah, 2023). Documents such as annual programs, service schedules, and activity implementation guidelines are prepared with consideration for social ethics and polite language in accordance with local cultural norms (Jayanti & Wulandari, 2024).

During the implementation stage, the values of respect and empathy are integrated into guidance counseling activities through administrative formats that enable students to reflect on their social experiences. For example, the use of folk tale-based reflection journals and group activities with local wisdom themes have been shown to increase students' social awareness and moral sensitivity (Andini et al., 2025). In addition, Santoso et al. (2025) emphasize that the integration of traditional artistic values such as karawitan can strengthen students' emotional learning and foster character traits such as patience and responsibility.

In the evaluation stage, social values are embodied through a self-assessment and reflection system that emphasizes empathy, responsibility, and openness to differences. The BK administrative evaluation not only assesses program achievements but also the development of students' attitudes and character. Pranowo and Susanto (2023) show that culture-based approaches such as the use of Macapat Sinom in group reflection are effective in strengthening students' awareness of values and cultural pride.

Overall, the analysis results indicate that the integration of social wisdom into BK administration transforms it from a purely managerial tool into a reflective medium of value-based character education. The principle of gotong royong strengthens collective participation in planning, musyawarah promotes deliberative thinking, unggah-ungguh cultivates ethical communication, and empati deepens moral reflection.

The successful implementation of these integrative forms, however, largely depends on several internal and external factors that determine the sustainability and consistency of social wisdom-based BK administration.

Supporting and Inhibiting Factors for the Integration of Social Wisdom-Based Guidance and Counseling

Analysis of various sources shows that the success of integrating social wisdom into guidance counseling administration is influenced by three main factors, namely visionary school leadership, the cultural competence of guidance counselors, and a collaborative culture within the school environment.

School leadership based on values and openness to innovation has proven to be an important catalyst in creating a creative space for guidance counselors. Mulyani et al. (2024) explain that leadership that emphasizes cultural values and social ethics can direct educational administration management to be more contextual and humanistic. The cultural competence of guidance counselors also plays a significant role. Amalianingsih and Herdi (2019) found that guidance counselors with high cultural literacy are better able to adapt local values in the planning and reporting of guidance counseling services.

In addition, a collaborative culture among school members strengthens the sustainability of guidance and counseling programs based on local wisdom. According to Jubaedah et al. (2025), schools that involve the surrounding community in the development of guidance and counseling programs tend to be more successful in instilling values such as tolerance, mutual cooperation, and environmental awareness in students. However, low cultural literacy, high administrative burdens, and a lack of training are major obstacles in this integration process.

Several studies have also identified that the lack of parental and community participation in character education causes a mismatch between the values of the school and home environments (Sytha, 2020; Yusuf et al., 2023). Meanwhile, a study by Pratama et al. (2023) highlights the high workload of guidance counselors and limited digital facilities as obstacles to the effectiveness of value-based services.

From a global perspective, research by Liu and Chen (2022) in China shows that integrating local cultural values into the school counseling system can strengthen students' sense of moral responsibility and psychological well-being. Similar results were found by Moyo (2023) in South Africa, which confirmed that a counseling approach based on local wisdom improves social connections and a sense of belonging among students. These two findings show that integrating local cultural values into the education administration system is not only relevant in Indonesia but also has universal relevance in character education.

Thus, the integration of social wisdom into guidance counseling administration will be effective if it is supported by transformative leadership, adequate cultural competence of guidance counselors, and collaboration between schools, families, and communities. Such systemic support is necessary so that BK administration does not merely become a technical activity, but functions as a medium for reflective and contextual values education. Without such systemic support, BK administration has the potential to revert to a technical activity with minimal educational value. Therefore, the renewal of BK administration based on social wisdom must be accompanied by increased human resource capacity, policy innovation, and technological support that is in line with the school culture.

In practical terms, the integration of social wisdom into guidance and counseling (BK) administration can be reinforced through several strategic implementations. Schools should

develop participatory administrative models that actively involve teachers, parents, and community representatives in planning and evaluating counseling programs. Furthermore, continuous cultural literacy training for guidance counselors is essential to strengthen their competence in interpreting and applying local social values within administrative practices. Schools can also utilize digital platforms that document and manage local cultural values, allowing BK administration to be both efficient and culturally responsive.

At the policy level, educational authorities are encouraged to institutionalize culture-based administrative standards within school accreditation systems and character education indicators. These steps ensure that the integration of local social wisdom in BK administration remains sustainable, measurable, and aligned with the broader goal of holistic student development.

The findings collectively indicate a conceptual model of social wisdom integration in BK administration that operates through cultural planning, empathetic implementation, and reflective evaluation, all supported by systemic collaboration among schools, families, and communities.

CONCLUSION

This study confirms that the integration of Guidance and Counseling (BK) administration and social wisdom values is an effective strategy in strengthening character education in schools. A review of 27 articles shows that values such as mutual cooperation, deliberation, respect, and empathy can be systematically internalized in the three main components of BK administration, namely planning, implementation, and evaluation of services. When these values are operationalized in G&C administration documents and practices, counseling services not only function technically, but also become a medium for reflective and contextual values education.

The effectiveness of this integration is highly dependent on systemic support, including transformative school leadership, cultural competence of guidance counselors, and a collaborative culture within the school environment. Support from the community and families also plays an important role in ensuring consistency in character values between school and home. Therefore, the development of social wisdom-based guidance counseling administration needs to be accompanied by an increase in the professional capacity of guidance counselors, innovation in administrative technology, and educational policies that encourage the preservation of local cultural values.

In practical terms, the results of this study can be used as a reference for schools in designing a guidance counseling administration system that is oriented towards character building. Meanwhile, for future researchers, this study opens up opportunities to conduct empirical studies on the effectiveness of social wisdom-based guidance counseling administration models in various educational contexts, including their integration with digital platforms or modern school management systems.

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