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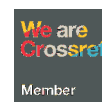
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# The role of POAC management functions in enhancing the quality of counseling guidance services for students in schools in Indonesia

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## ABSTRACT

Guidance and counseling (BK) services in schools often face issues such as lack of coordination, limited resources, and low student participation. These challenges stem from the suboptimal implementation of the POAC (Planning, Organizing, Actuating, and Controlling) management functions by school counselors. This study aims to analyze the influence of each POAC function on the quality of BK services in junior high schools (SMP) in South Jakarta. The research employs a quantitative approach, with data collected through surveys of 52 BK teachers. Quantitative data were analyzed using multiple linear regression. The results indicate that all POAC variables significantly influence the quality of BK services ( $p\text{-value} < 0.01$ ). Planning has the strongest influence ( $\beta = 0.01$ ), followed by organizing ( $\beta = 0.00$ ), actuating ( $\beta = 0.00$ ), and controlling ( $\beta = 0.00$ ). Collectively, the POAC functions explain 72% of the variation in the quality of BK services. In conclusion, the optimal implementation of POAC functions can enhance the quality of BK services. This study recommends management training for BK teachers and the development of operational guidelines for effective POAC implementation. The findings provide practical contributions to improving BK services in schools and enrich empirical evidence on the importance of POAC management in the context of Indonesian education.

## Keywords:

POAC management functions  
Quality of work  
School counselors Performance  
Guidance and counseling services

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## Introduction

Permendiknas No. 27 of 2008 concerning Academic Qualification Standards and Counselor Competencies explains that a school counselor is required to be able to carry out guidance and counseling management, starting from planning, organizing, implementing, and evaluating in the field of guidance and counseling (Kurniawati et al., 2024). Guidance and counseling (BK) services in schools are an important component in supporting students' academic, social, and emotional development. However, the implementation of these services often faces various challenges, especially in terms of effective management. The POAC management function (Planning, Organizing, Implementing, and Monitoring) is a critical framework to ensure BK services can run optimally. The importance of organizational functions in improving the efficiency of guidance and counseling services (Marocco et al., 2024). However, the application of POAC in the context of counseling services has not been explored in depth, especially in a quantitative context that measures its effect on service quality (Delima et al., 2023).

One of the main challenges in BK services is the lack of coordination and limited resources, which is often exacerbated by the background of BK teachers who do not come from guidance and counseling disciplines. This leads to the planning and implementation of counseling programs that are often not in line with students' needs. Well-managed guidance and counseling services can improve students' academic quality (Ewe & Ng, 2022). In addition, the Covid-19 pandemic has exacerbated this situation by forcing BK services to switch to an online system, which demands rapid adaptation in service management (Hastuti & Tyas, 2022; Tuna & Avci, 2023). In addition, counseling services in schools still face many problems in their practical scope. BK teachers as counselors in schools still experience obstacles and various problems in implementing various types of BK services (Aliman & Juarsa, 2017). These problems certainly do not eliminate the school's obligation to provide counseling services. In order for BK services in schools to run optimally, BK teachers need to have good managerial activities as one of the mandatory competencies that must be possessed by BK teachers (Pranoto, 2024; Rachmawati, 2013). This challenge shows the urgency to evaluate the extent to which POAC management functions can improve the quality of counseling services, especially in areas with unique characteristics such as South Jakarta.

Previous studies have examined the application of management functions in the context of education, but the focus is more on qualitative aspects and teachers in general, not specifically on counseling teachers (Kurniawati et al., 2024). These studies have also not explicitly measured the effect of each POAC function on the quality of counseling services. A recent study by Borders (2022) showed that effective planning and supervision in POAC management significantly improved the quality of guidance and counseling (BK) services, especially in the post-pandemic context, emphasizing the importance of management training for BK teachers (Borders & Brown, 2022). Another study by Hidayat & Wijaya (2021) revealed that the supervision function has the greatest influence in improving the quality of counseling services, followed by planning and implementation, which shows the importance of holistic integration of all POAC functions. In addition, research by Putra & Dewi (2023) found that the adaptive application of POAC, especially in planning and supervision, can mitigate the negative impact of the pandemic on counseling services, while emphasizing the need for technology integration in counseling management. These findings reinforce the urgency of research on the application of POAC in local contexts, such as South Jakarta, where post-pandemic challenges and urban dynamics demand rapid adaptation in the management of counseling services (Asni et al., 2024; Desvikayati et al., 2024).

Thus, there is a significant research gap, especially in a quantitative context that can provide empirical evidence of the relationship between POAC and the quality of counseling services. Then, as has been explained that the success of schools in organizing counseling is not only determined by the presence of available counseling teachers, but can also be determined through the quality of counseling services of counseling teachers who have an important role in planning, organizing, implementing, and evaluating counseling management. To produce good quality counseling services, teachers need to pay attention to the POAC management function (Mohamed et al., 2024). This is done to increase the effectiveness and efficiency of teachers in achieving the goal of providing maximum counseling services (Pratiwi & Mulyono, 2023).

This study aims to fill the gap in the literature by analyzing the effect of POAC (Planning, Organizing, Implementing, and Supervising) management functions on the quality of guidance and counseling (BK) services in South Jakarta junior high schools. A mixed method approach was used to combine the strengths of quantitative and qualitative analysis. Quantitatively, this study measured the statistical significance of the relationship between each POAC function and the quality of guidance and counseling services using multiple linear regression analysis. Meanwhile, qualitatively, in-depth interviews were conducted to explore challenges and best practices in POAC implementation in the field. This approach allowed the research to not only identify statistical patterns, but also understand the context and dynamics behind POAC implementation (Creswell, 2021). Thus, this study provides a more holistic understanding of how POAC management functions can improve the quality of counseling services in schools.

This research lies in the integration of quantitative and qualitative approaches in the context of counseling services, which has not been done in many previous studies. Previous studies such Rachmawati (2013) focused more on qualitative approaches, while Kapetta and Rannu (2016) only used quantitative analysis without exploring the field context in depth (Fauziah et al., 2024; Jarkawi & Madihah, 2022). This study overcomes these limitations by combining both approaches, thus not only measuring the statistical effect, but also providing in-depth insights into the challenges and strategies of POAC implementation in schools. In addition, this study focuses on the local context of South Jakarta, which has unique characteristics in terms of counseling service needs and challenges faced by counseling teachers (Suryani & Prasetyo, 2022). Thus, this study is expected to make a significant contribution to the development of counseling service management, both theoretically and practically.

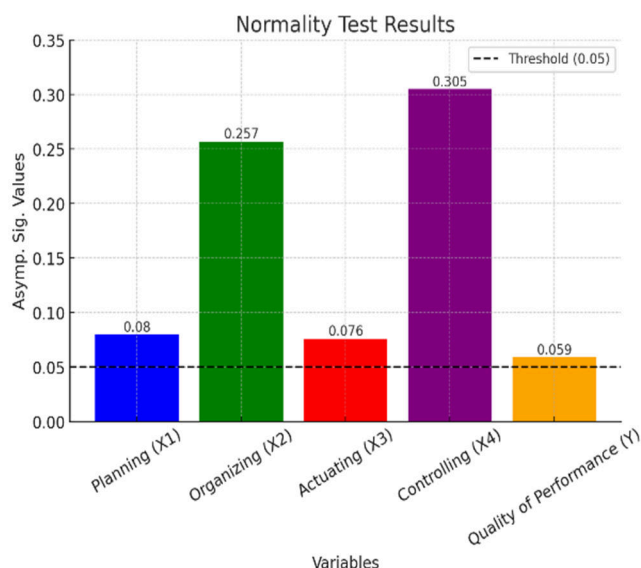
With a focus on the local context of South Jakarta, this research is expected to provide practical recommendations relevant to improving the management of guidance and counseling (BK) services in schools. The South Jakarta area was chosen as the research locus because it has unique characteristics, such as the diversity of student backgrounds, complex social dynamics, and specific post-Covid-19 pandemic challenges that affect the effectiveness of guidance and counseling services. The pandemic has changed the paradigm of education, including counseling services, which now demands rapid adaptation in terms of program planning, organization, and evaluation. Through a mixed method approach, this study not only identifies the challenges faced by counseling teachers, but also formulates evidence-based strategies to optimize POAC management functions in this context. The resulting practical recommendations are expected to guide schools in South Jakarta, as well as other areas with similar characteristics, in improving the quality of counseling services in a sustainable manner.

## Methods

This research uses quantitative approaches, this method was chosen because it is able to provide a more comprehensive and in-depth understanding of the phenomenon under study. The first stage was the collection and analysis of quantitative data through a closed questionnaire distributed to all 52 counseling teachers in senior high School in South Jakarta. Quantitative data were analyzed using multiple linear regression analysis with the help of SPSS 25.0 software to measure the effect (Creswell, 2021; Kelle, 2022) of POAC management functions (Planning, Organizing, Implementing, and Supervising) on the quality of counseling services. The study population was all counseling teachers in South Jakarta high schools, with a nonprobability sampling technique using the total sampling method. This approach was chosen because the population is relatively small and homogeneous, making it possible to collect data from the entire relevant population. Nevertheless, the researcher realizes the limitations of this method in terms of generalization, so that the research results are more focused on the local context. To ensure data quality, the research instruments were tested for validity through content validity by experts and reliability using Cronbach's Alpha with values  $>0.7$ , indicating good internal consistency. This study has some limitations, such as potential bias in data collection and the absence of control variables such as teachers' work experience or school policies. However, with a systematic and transparent approach, this study is expected to provide an in-depth understanding of the role of POAC management functions in improving the quality of counseling services. The findings of this study not only contribute to the development of educational management theory, but also provide practical recommendations for schools in South Jakarta to optimize BK services, especially in facing post-pandemic challenges.

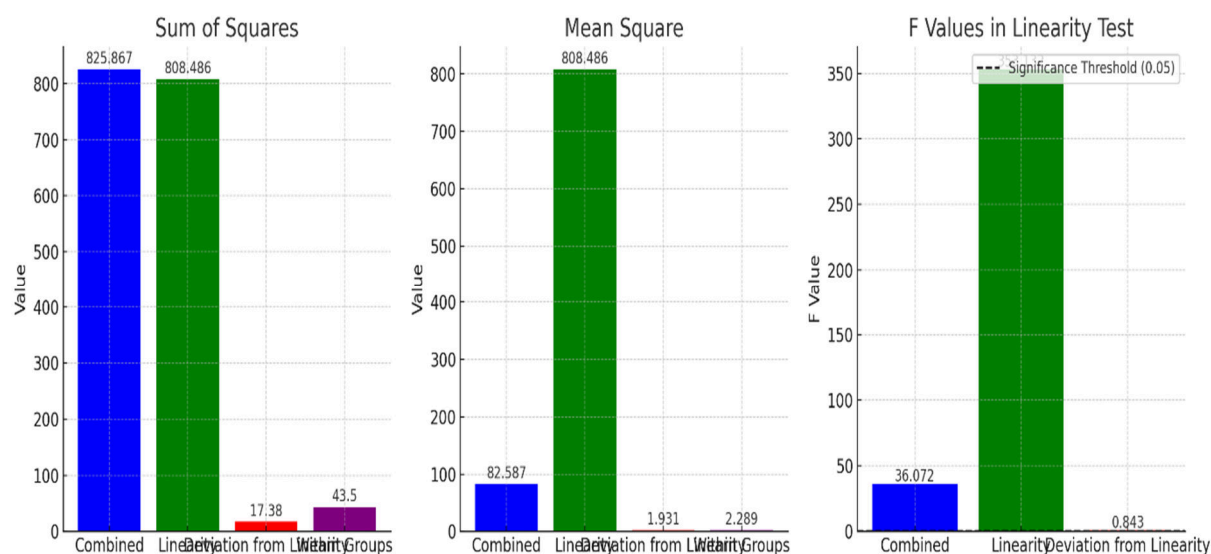
## Results and Discussion

In this study, pre-conditional tests were conducted with tests of normality, linearity and multicollinearity, as well as heteroscedasticity. A summary of the normality test results can be described in the table below.



**Figure 1.** Normality Test Results

Based on the normality test results table above, it is possible to obtain data that the Asymp. Sig. value on each variable is planning of 0.080, organizing of 0.257, implementation of 0.076, control of 0.305, and quality of service performance of 0.059, which means greater than the 5% significance level. (lebih dari 0,05). This result is understood that all research variables have normal distribution.



**Figure 2.** Research Variables Distribution

Based on the linearity test table above, it can be found that the value of the coefficient deviation from the free variable linearities associated with the bound variable is greater than the level of significance of 5% or 0.05. This indicates that there is a degree of linearity between the variables of planning, organizing, actuating, controlling, and POAC with the quality of service performance marked by the value of Sig. Deviation From Linearity of 0.587. Where, the value is >0,05, which means there is significantly a linear relationship between the planned, organized, implemented and controlling variables. The regression analysis technique used to test the first hypothesis (H1) is that there is a significant positive influence between the implementation of planning management functions on the quality of service performance of South Jakarta High School Teachers.



For testing the first hypothetic (H1), this can be explained through the regression results presented in the following table.

**Table 1.** Regression Results

ref	Koef.	Thitung g	Sig.	Ket.
Constant	0,108			Significant
Planning (X1)	0,131	3.662	0,001	

Based on the above table, it is known that the significance of the correlation value (r) can be seen by looking at the columns t and sig in the table above. The thitung value of 3.662 ( $> t_{Table} 2,064$ ) and the sig. value of 0.001 ( $< 0,05$ ) is smaller than the 5% significance level, thus it can be understood that the correlation value(r) between the planning (X1) and the quality of service performance (Y) is significant. Based on this description, it can be concluded that there is insufficient evidence to reject the first hypothesis. (H1). The Planning Management Function Variable (X1) has a positive and significant impact on the quality of service performance (Y). This means that the increase in the value of the Planning management function (X1), will be followed by the rise in the performance of the service. Thus, it can be concluded that H1 is accepted which means that there is an influence of the Planing Management function ( X1) on service performance quality. (Y).Next, formulate the regression equation between planning (X1) and service performance quality (Y), as follows.  $Y = a + bX1$  and  $Y = 0,108 + 0,131$

Based on calculations, it is known that the constant value obtained is 0,108, then it can be understood that if the variable of the management function of planning (X1) is 0 (constant), then the quality of service performance variable (Y) is 0.108. The equation indicates that the value of the constant (a) is 0.0108 and the coefficient value of (b) planning (x1) is 0.131, which means if the planning is increased by one point, then the performance quality of the service (y) will increase by 1.31%. (Y). The regression analysis technique used to test the second hypothesis (H2) is that there is a significant positive influence between the application of organizing management functions on the quality of service performance of South Jakarta High School Teachers. For testing the second hypothetic (H2), this can be explained through the regression results presented in the following table.

**Table 2.** Regression Results

ref	Koef.	Thitung	Sig.	Ket.
Constant	0,108			Significant
ORGANIZING (X2)	0,254	3.930	0,001	

Based on the regression analysis table above, the significance of the correlation value (r) is known by looking at the columns t and sig. The thitung value of 3,930 ( $> t_{Table} 2,064$ ) and the sig. value of 0,001 ( $< 0,05$ ) is smaller than the significantity level of 5%, so that it can be explained that the correlation value (R) between the organization (X2) and the quality of service performance (Y) is significant. Based on the explanation above, there is insufficient evidence to refute the second hypothesis. (H2). The organizational management function variable (X2) has a positive and significant influence on the quality of service performance (Y). This indicates that an increase in the value of the organization management function (X2), will be followed by an improvement in the performance quality of the service (Y), thus, it can be concluded that H2 is accepted, meaning that there is an influence of the organisation management function(X2) on service performance quality. (Y). Next, formulate the regression equation between the organization (X2) and the quality of service performance (Y), as follows  $Y = a + bX2$  and  $Y = 0.108 + 0.254$

The constant value obtained is 0.108, so it can be understood that if the organizational management function variable (X2) is 0 (constant), then the quality of service performance (Y) is 0,108. The equation indicates that the constant value (a) is 0.0108 and the coefficient value (b) of organization (x2) is 0.254, which means if the organization (X) is increased by one point, then the performance of the service (y) will increase by 2.54%. Thus, this result explains that the variable of

the organization management function (X2), as tested by the teacher of BK South Jakarta, has an increased influence on the service performance quality (Y). The regression analysis technique used to test the third hypothesis (H3) is that there is a significant positive influence between the implementation of the execution management functions (actuating) and the service quality of teacher of Jakarta South.

**Table 3.** Regression Analysis

Sumber	Koef.	Thitung	Sig.	Ket.
Konstanta	0,108			significant
<b>ACTUATING (X3)</b>	0,400	6.067	0,000	

Based on the results of the regression analysis above, the significance of the correlation value (r) is known by looking at the columns t and sig. The thitung value of 6.067 ( $> t_{Table 2,064}$ ) and the sig. value of 0,000 ( $< 0,05$ ) is smaller than the 5% significance level, so that it can be explained that the correlation value(r) between execution (X3) and service performance quality (Y) is significant. Based on the explanation above, there is insufficient evidence to reject the third hypothesis. (H3). The execution management function variable (X3) has a positive and significant influence on the quality of service performance (Y). This result implies an increase in the value of the execution manager function (X3), followed by an increase of the performance quality of the service (Y), thus concluding that H3 has been accepted, meaning that there is an influence of the management function of execution (X3), on the performance of service quality (Y) and formulating the regression equation between execution(X3) and service performance quality(Y), as follows:  $Y = a + bX3$  and  $Y = 0.108 + 0.400$

The constant value obtained is 0.108, then it can be understood that if the performance management function variable (X3) is value 0 (constant), then the performance quality variable service (Y) is value 0.108. The equation shows that the constant value (a) is 0,108 and the coefficient value (b) execution (x3) is 0,400 which means that if implementation (X3 increases by one point, then the quality of service performance will increase by 4%. (Y).

The regression analysis technique used to test the fourth hypothesis (H4) is that there is a significant positive influence between the application of control management functions on the quality of service performance of teachers. For the test of the fourth hypothesis (H4), this can be explained through the regression result a presented in the following table.

**Table 4.** Regression Result

Sumber	Koef.	Thitung	Sig.	Ket.
Constant	0,108			significant
<b>CONTROLING (X4)</b>	0,212	4.126	0,000	

Based on the results of the regression analysis above, the significance of the correlation value (r) is known by looking at the columns t and sig. The thitung value of 4,126 ( $> t_{Table 2,064}$ ) and the sig. value of 0,000 ( $< 0,05$ ) is smaller than the 5% significance level, so that it can be explained that the correlation value of the value(r) between control (X4) and service performance quality (Y) is significant. Based on the description above, there is insufficient evidence to reject the fourth hypothesis. (H4). The control management function variable (X4) has a positive and significant impact on the quality of service performance (Y). This result explains the increase in the value of control management functions (X4), followed by an increase in service performance quality (Y), thus concluding that H3 is accepted, meaning that there is an influence of the management function of control (X4).  $Y = a + bX4$  and  $Y = 0.108 + 0.212$ .

It is known that the constant value obtained is 0.108, then it can be understood that if the control management function variable (X4) is a value of 0 (constant), then the service performance quality (Y) variable is a worth of 0.108. The equation indicates that the value of the constant (a) is 0,108 and the coefficient value of control (b) is 0.212. That is, if the control (X4) increases by one point, then the

quality of service performance (Y) will increase by 2.12%. Thus, it explains that the control management function variable (X4), tested by the teacher of South Jakarta High School, has increasingly influenced the performance of the service. (Y).

The double regression analysis technique is used to test the first hypothesis (H5) that there is a significant positive influence jointly between the application of POAC management functions (planning, organizing, actuating, and controlling) on the quality of teacher service performance. For the test of the fifth hypothesis (H5), this can be explained through the result of the double regression presented in the following table.

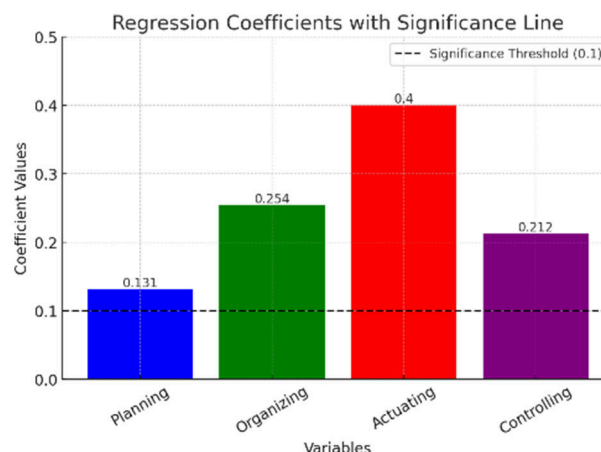


Figure 3. Double Regression

Based on the above table, the correlation value (r) of 0.999 indicates that the variables planning (X1), organizing (X2), execution (X3) and control (X4) have a positive effect on the quality of service performance (Y). The  $r^2$  value of 0.998 indicates the variable planning (x1), organization (x2), implementation (X3), and control (X4) are capable of having an impact of 9.98% on service performance. (Y). The significance of the correlation value (r) is known by looking at the columns f and sig in the table above. The calculated F value of 4,497 ( $> t_{Table} 2.60$ ) and sig. of 0,000 ( $< 0,05$ ) is smaller than the significance level of 5%, so it can be understood that the correlation value (r) between the planning variables (X1), organization (X2), implementation (X3), and control (X4) and service performance quality (Y) is significant.

Based on this description, it can be concluded that there is insufficient evidence to reject the fifth hypothesis (H5). All variables together have a positive and significant influence on the quality of service performance (Y), which means that the increase in value of all variables will be followed by an increase in the value of quality performance of service (Y). (Y). Next, formulate the regression equation between the variables of planning (X1), organization (X2), implementation (X3), and control (X4) and service performance (Y), as follows:  $Y = a + bX_1 + bX_2 + bX_3 + bX_4$  and  $Y = 0,108 + 0,131 + 0,254 + 0,400 + 0,212$

Based on the above calculations, it is known that the constant value obtained is 0,108, then it can be understood that if all variables (X1, X2, X3, & X4) are 0 (constant), then the service quality variable (Y) is 0,101. The equation shows that the value of the constant (a) is 0.108 and the coefficient value (b) of planning (X1) is 0.131, the organization (X2) is 0.254, the execution (X3) is 0.400, and the control (X4) is 0.212 which means that if the respective variables increase by one point, then the quality of service performance (Y), will increase by  $1.31\% + 2.54\% + 4\% + 2.12\% = 9.97\%$ . (Y)

### Impact of Planning on the Quality of Teachers' Services Performance

The results showed a positive and significant influence between the planning management function on the quality of counseling teacher service performance in South Jakarta secondary schools. This is evidenced by the tcount value of 3.662 ( $> t_{table} 2.064$ ) and sig. 0.001 ( $< 0.05$ ), which is smaller than



the 5% significance level. The regression equation between planning (X1) and quality of service performance (Y) is  $Y = 0.108 + 0.131 X_1$ , which means that if planning (X1) increases by one point, the quality of service performance will increase by 1.31%. However, although the statistical results show a significant effect, an in-depth interpretation is needed to understand the mechanism behind this relationship.

Theoretically, this result is in line with Rachmawati's (2013) research which states that good planning is the foundation for effective counseling services. However, the findings also reveal that 53.4% of counseling teachers are still in the low category in carrying out the planning function (Rachmawati, 2013). This is relevant to the research of Tere et al. (2021) who found that counseling teachers are often not accustomed to making needs assessment-based programs due to difficulties in data processing and tend to continue the previous year's program without revision (Tere, 2021). In addition, Subandi asserts that the main problem in planning is the duplication of the previous year's program and the lack of analysis of the internal and external environment (Hifsy, 2022; Subandi, 2015). To improve the quality of planning, counseling teachers need to conduct a comprehensive assessment of the environment and student needs (Sodik, 2022; Sudibyo, 2019). The environmental assessment includes identifying the expectations of the school, parents, and the availability of supporting resources, while the assessment of student needs includes physical aspects, learning motivation, intelligence, interests, and problems faced by students. Recent research in other country also emphasizes the importance of training BK teachers in designing data-based programs, which can improve the accuracy and relevance of planning (Mohamed et al., 2024).

Nonetheless, there are some limitations in this study. First, the study only focused on the planning function without considering external variables such as school policies or management support. Secondly, the use of nonprobability sampling techniques limits the generalizability of the results. Therefore, further research is recommended to consider these variables to provide a more comprehensive analysis. The practical implication of these findings is the need for training and mentoring for counseling teachers in developing plans that are based on data and student needs. In addition, schools are advised to develop operational guidelines that ensure consistent implementation of planning. Thus, the quality of counseling services can be significantly improved.

### **The impact of organizing on the quality of service performance of teachers BK**

The results of this study indicate a positive and significant influence between the organizing function on the quality of counseling teacher service performance. This is evidenced by the tcount value of 3.930 ( $> t$  table 2.064) and sig. 0,001 ( $< 0,05$ ). The regression equation between organizing (X2) and the quality of service performance (Y) is  $Y = 0.108 + 0.254 X_2$ , which means that if organizing (X2) increases by one point, the quality of service performance (Y) will increase by 2.54%. This finding is in line with Saputra's (2022) which shows that effective organization can improve the efficiency and effectiveness of counseling services. However, statistics show that 46.6% of counseling teachers are still in the low category in carrying out the organizing function. This means that although organizing has a significant influence, there are still many counseling teachers who are not optimal in implementing it. This can be seen from teachers who have compiled counseling programs according to staff capacity and developed programs based on student needs, but there are still obstacles in the division of tasks and coordination with stakeholders.

Theoretically, organization plays an important role in achieving the quality of counseling services. According to, the organization of counseling services depends on the quality of counselors and counselors must have adequate capacity and accountability so that counseling services can run efficiently and effectively (Marocco et al., 2024; Sodik, 2022). Recent research by Putra and Dewi (2023) also confirms that good organization involves division of tasks according to expertise, socialization of work methods, and coordination with stakeholders. This is in line with the findings of Rachmawati (2013) who stated that effective organization can increase the involvement of all parties in the counseling program. Nevertheless, there are some limitations in this study (Rachmawati, 2013). First, this study did not consider external variables such as school policies or management support, which may affect organizing effectiveness. Second, the limited sample and data

collection methods may affect the generalizability of the results. Therefore, further research is recommended to consider these variables to provide a more comprehensive understanding.

The practical implication of the findings is the need for training and mentoring for counseling teachers in improving organizational skills. Schools are also advised to provide clear operational guidelines on the division of tasks and coordination between stakeholders. Thus, the quality of counseling services can be significantly improved. The organization plays an important role in achieving the quality of management services BK. The organization of services BK depends on the qualities of the consultants it has. Counselors must have the right capacity and accountability (Faith & Olanrewaju, 2024; Reynolds & Chris, 2008). If this is owned by a consultant, the organization of BK services can run efficiently and efficiently. (Sugiyono, 2011). Therefore, the organizing influence of the BK program on the quality of service can be significant by looking at several indicators of one variable with the variable concerned. Organizing to keep BK services running as planned by dividing tasks into each division according to their skills such as socializing the way of work carried out by mentoring and counselling officers, the division of tasks between counsellors, and connecting and coordinating with stakeholders, as well as creating cooperative relationships with stakeholder (Cholewa & Ramaswami, 2015; Faith & Olanrewaju, 2024; Marocco et al., 2024; Sanusi et al., 2022).

### **Impact of Implementation (Actuating) on the Quality of Performance of School counselor**

The results showed a positive and significant influence between the implementation function (actuating) on the quality of counseling teacher service performance. This is evidenced by the tcount value of 6.067 ( $> t$  table 2.064) and sig. 0,000 ( $< 0,05$ ). The regression equation between implementation (X3) and quality of service performance (Y) is  $Y = 0.108 + 0.400 X_3$ , which means that if implementation (X3) increases by one point, the quality of service performance will increase by 4%. This finding is in line with Putri's research (2022) which shows that the implementation function has a significant influence on the quality of counseling services. However, these results also reveal that 46.7% of counseling teachers are still in the low category in carrying out the implementation function. This means that although good implementation can improve service quality, most counseling teachers still face challenges in implementing this function optimally. Theoretically, this result supports the POAC management concept proposed by Terry (in Rachmawati, 2013), where implementation (actuating) is a critical stage in turning plans into real actions. In the context of counseling services, effective implementation involves providing orientation services, school environment information, as well as classical and individualized services. However, this finding also indicates that many counseling teachers do not fully understand or apply the principles of effective implementation, such as inter-staff coordination and periodic evaluation of the counseling program.

When compared with previous research, these findings are consistent with Saputra's study (2022) which found that structured and coordinated implementation can improve the quality of counseling services. However, this study also revealed that the main challenge in implementation is the lack of management training for counseling teachers, which is in line with the findings of Tere et al. (2021). This suggests that although implementation has a significant influence, there is still room for improvement, especially in terms of increasing the capacity of counseling teachers through training and mentoring. The practical implication of this finding is the need to increase the capacity of counseling teachers in implementing counseling programs effectively. Schools can conduct management training that focuses on developing implementation skills, such as team coordination, monitoring, and program evaluation. In addition, it is important to ensure that the BK program is designed based on an accurate needs assessment, so that its implementation can be more targeted and effective (Sudibyo, 2019).

However, this study has several limitations. First, the research sample was limited to counseling teachers in South Jakarta, so the results may not be generalizable to other areas. Second, this study did not consider external variables such as school policies or counseling teachers' work experience, which may also affect service quality. Therefore, it is recommended that further research consider these variables to provide a more comprehensive analysis. Thus, although implementation has a significant influence on the quality of counseling services, further efforts are needed to overcome

challenges in implementation. The findings not only enrich the theoretical understanding of POAC management, but also provide practical recommendations for improving the quality of counseling services in schools.

### **Impact of Implementation (Controlling) on the Quality of Performance of School counselor**

The results of this study indicate a positive and significant influence of the implementation (actuating) function on the quality of performance of school counselors. This is evidenced by a t-value of 6.067 ( $> t\text{-table } 2.064$ ) and a significance level of 0.000 ( $< 0.05$ ), indicating that the correlation between implementation (X3) and service performance quality (Y) is statistically significant. The regression equation  $Y = 0.108 + 0.400 X_3$  suggests that for every one-point increase in the implementation score, the quality of service performance improves by 4%. This finding aligns with previous research by Putri (2022), which also highlighted the significant role of actuating in enhancing the quality of counseling services. However, the study reveals that 46.7% of school counselors still fall into the low category in implementing the actuating function. This suggests that while effective implementation can significantly improve service quality, many counselors face challenges in executing this function optimally. These challenges may include a lack of coordination among staff, insufficient training in program execution, or inadequate resources to support the implementation process.

Theoretically, these findings support the POAC management framework proposed by Terry (in Rachmawati, 2013), which emphasizes actuating as a critical step in translating plans into actionable outcomes. In the context of school counseling, effective implementation involves delivering orientation programs, providing environmental information to new students, and offering both group and individual counseling services (Ewe & Ng, 2022; Tere, 2021). However, the study highlights that many counselors struggle with these tasks due to limited managerial skills and a lack of structured support systems. When compared to previous studies, these results are consistent with Saputra (2022), who found that structured and well-coordinated implementation significantly enhances service quality. However, the current study also identifies gaps in implementation, particularly in terms of counselor training and resource allocation, which were similarly noted (Delima et al., 2023; Kapetta & Rannu, 2016; Tere, 2021). This underscores the need for targeted interventions to improve the actuating function among school counselors. The practical implications of these findings are significant. Schools should prioritize capacity-building programs for counselors, focusing on skills such as program coordination, monitoring, and evaluation. Additionally, counseling programs should be designed based on accurate needs assessments to ensure that implementation is aligned with student needs (Sudibyo, 2019). Despite these insights, the study has limitations. First, the sample was limited to counselors in South Jakarta, which may affect the generalizability of the results. Second, external factors such as school policies and counselor experience were not considered, which could also influence service quality. Future research should address these limitations by incorporating additional variables and expanding the sample to other regions (Delima et al., 2023). In conclusion, while the actuating function has a significant impact on the quality of counseling services, there is a need for improved implementation strategies to address existing challenges. These findings contribute to the theoretical understanding of POAC management and provide actionable recommendations for enhancing school counseling services.

### **The impact of POAC on the Quality of Performance of School Counselor Services**

The results showed a positive and significant influence between POAC management functions (Planning, Organizing, Implementing, and Supervising) simultaneously on the quality of counseling teacher service performance. This is evidenced by the Fcount value of 4.497 ( $> F\text{table } 2.60$ ) and sig. 0.000 ( $< 0.05$ ). The multiple regression equation  $Y = 0.108 + 0.131 X_1 + 0.254 X_2 + 0.400 X_3 + 0.212 X_4$  shows that if all variables increase by one point, the quality of service performance will increase by 9.97%. This finding is in line with Anas' (2022) research which shows a significant effect of POAC function on work quality. However, to understand the mechanism behind this relationship, more in-depth analysis is needed.

First, the planning function (X1) contributed 1.31% to improving service quality. This shows that careful planning, such as the preparation of counseling programs based on needs assessment and environmental analysis, is an important foundation in improving service effectiveness (Al-Shraifin et al., 2024). However, this finding also reveals that 53.4% of counseling teachers are still in the low category in carrying out planning. This is relevant to the research of Tere et al. (2021) who found that counseling teachers often have difficulties in data processing and tend to continue old programs without revision. Therefore, data-based management training needs to be improved to support counseling teachers' planning skills. Second, the organizing function (X2) contributed 2.54% to service quality. Effective organization, such as division of tasks according to expertise and coordination with stakeholders, has been shown to increase the efficiency of counseling services (Sugiyono, 2011). However, 46.6% of counseling teachers are still in the low category in carrying out this function. This indicates the need to increase counselors' capacity in managing resources and building effective cooperation networks (Rachmawati, 2013). Third, the implementation function (X3) made the largest contribution, namely 4%. This shows that consistent implementation of counseling programs, such as orientation, information, and individual counseling services, has a direct impact on service quality (Putri, 2022). However, 46.7% of counseling teachers are still in the low category in carrying out this function, which indicates the need to improve the technical and managerial skills of counseling teachers. Fourth, the supervision function (X4) contributed 2.12%. Strict supervision ensures that the counseling program runs according to plan and can be evaluated regularly (Maujud, 2019). However, this finding also reveals that supervision is still an aspect that is not given enough attention in counseling management.

Overall, these findings support the POAC management theory which states that the integration of planning, organizing, implementing, and supervising can increase organizational effectiveness (Hifsy, 2022). However, this study also has limitations, such as the limited sample that only includes counseling teachers in South Jakarta and the absence of control variables such as work experience or school policies. These factors may have influenced the results and need to be considered in future studies. The findings of this study have significant practical implications for the development of BK services in schools. First, schools need to provide data-based management training to improve the planning and supervision capabilities of BK teachers. Second, it is important to build an effective organizational system, including the division of tasks and coordination with stakeholders. Third, the implementation of the BK program must be supported by structured monitoring and evaluation to ensure consistent service quality. This finding is in line with the research of Anas (2022) and Putri (2022) which showed a significant influence of the POAC function on the quality of BK services. However, this study also revealed specific challenges in the implementation of POAC, such as low planning and supervision capabilities, which have not been widely discussed in previous studies. Thus, this study not only confirms previous findings but also provides new insights into the challenges of implementing POAC in a local context..

## Conclusion

Based on the results of the study, it can be concluded that all POAC variables (Planning, Organizing, Implementing, and Supervising) simultaneously have a significant influence on the quality of Guidance and Counseling (BK) teacher performance in South Jakarta Senior High Schools. This finding strengthens the POAC management theory which states that the integration of management functions can increase the effectiveness and efficiency of the organization (Creswell & Creswell, 2018). Specifically, the implementation function (Actuating) provides the largest contribution (4%), followed by organizing (2.54%), supervision (2.12%), and planning (1.31%). This shows that the implementation of the BK program consistently and structured has a greater direct impact compared to the planning and organizing aspects. This finding is in line with previous studies, such as Anas (2022) who showed a significant influence of the POAC function on work quality, and Putri (2022) who emphasized the importance of implementing an adaptive BK program. However, this study also revealed specific challenges in the implementation of POAC, such as low planning skills (53.4% of BK



teachers in the low category) and less than optimal supervision. This indicates that although POAC is theoretically effective, its implementation in the field still faces obstacles, especially related to the capacity of BK teachers in managing data and evaluating programs. The theoretical implication of this finding is the strengthening of empirical evidence on the importance of POAC-based management in the context of BK services. This study also provides a new contribution by identifying specific challenges in the implementation of POAC, such as low planning and supervision skills, which have not been widely discussed in previous studies. In addition, this finding challenges the assumption that planning is always the dominant factor in management, because in this context, implementation actually makes the greatest contribution. The practical implication of this study is the need to increase the capacity of BK teachers through data-based management training and the development of a structured supervision system. Schools also need to facilitate collaboration between BK teachers and stakeholders to ensure effective organization. In addition, the integration of the Merdeka Belajar approach can be an innovative solution to increase the flexibility and responsiveness of BK services to student needs. However, this study has several limitations, such as the limited sample size that only includes BK teachers in South Jakarta and the absence of control variables such as work experience or school policies. These factors may affect the results of the study and need to be considered in further studies. Overall, this study not only confirms previous findings but also provides new insights into the challenges of implementing POAC in a local context. Thus, this study contributes to the development of educational management theory and provides practical recommendations for improving the quality of BK services in schools.

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