



The Effectiveness of Madrasah Head Supervision in Student Counseling Guidance at MAN Insan Cendekia Bengkulu Tengah

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Abstract: Supervision by the madrasa principal in guidance and counseling (BK) services across various educational units is still not running optimally due to time limitations, minimal coordination, and students' low understanding of Guidance and Counseling. This study aims to analyze the effectiveness of the madrasa principal's supervision in student Guidance and Counseling at MAN Insan Cendekia Bengkulu Tengah. It employs a descriptive qualitative method. Data sources were obtained through observation, interviews, and documentation, with data analysis based on the Miles and Huberman model. The results of the study indicate that the supervision of the madrasa principal, which includes planning, implementation, and evaluation, has been carried out quite effectively, supported by orderly administration and Guidance and Counseling services that align with students' needs. Guidance and Counseling services in the madrasa cover personal, social, academic, and career aspects, with program implementation that is structured through regular assessments and continuous follow-up actions. The supervision has also strengthened coordination among the madrasa principal, Guidance and Counseling teachers, and other school stakeholders, thereby supporting the improvement of the quality of Guidance and Counseling services. Therefore, it can be concluded that the supervision of the madrasah principal has been running effectively in providing guidance and counseling services for students, although several obstacles such as limited time, workload, and supporting facilities still require attention to improve the effectiveness of services on an ongoing basis. Thus, it is recommended to enhance the effectiveness of the madrasah principal's supervision in student guidance and counseling at the madrasah.

Keywords: Effectiveness, Principal's Supervision, Student Guidance and Counseling.

Abstrak: Supervisi kepala madrasah dalam layanan bimbingan konseling (BK) di berbagai satuan pendidikan, masih belum berjalan optimal akibat keterbatasan waktu, minimnya koordinasi, serta rendahnya pemahaman peserta didik terhadap Bimbingan Konseling. Penelitian ini bertujuan untuk menganalisis efektivitas supervisi kepala madrasah dalam Bimbingan Konseling peserta didik di MAN Insan Cendekia Bengkulu Tengah. Menggunakan metode kualitatif deskriptif. Sumber data melalui observasi, wawancara, dan dokumentasi dengan analisis data model Miles dan Huberman. Hasil penelitian menunjukkan bahwa supervisi kepala madrasah mencakup perencanaan, pelaksanaan, dan evaluasi telah berjalan cukup efektif, kerapian administrasi, serta layanan Bimbingan Konseling sesuai kebutuhan peserta didik. Layanan BK di madrasah telah meliputi aspek pribadi, sosial, belajar, dan karier dengan pelaksanaan program yang terstruktur melalui asesmen berkala dan tindak lanjut yang berkesinambungan. Supervisi juga telah memperkuat koordinasi antara kepala madrasah, Guru Bimbingan Konseling, dan unsur sekolah lainnya sehingga mendukung peningkatan kualitas layanan Bimbingan Konseling. Oleh karena itu, dapat disimpulkan bahwa supervisi kepala madrasah telah berjalan efektif dalam melayani bimbingan konseling peserta didik, meskipun beberapa kendala seperti keterbatasan waktu, beban kerja, dan sarana pendukung masih memerlukan perhatian untuk meningkatkan efektivitas layanan secara berkelanjutan. Sehingga dapat disarankan untuk tingkatkan efektivitas supervisi kepala madrasah dalam bimbingan konseling peserta didik di madrasah.

Kata kunci: Efektivitas, Supervisi Kepala Madrasah, Bimbingan Konseling Peserta Didik.



Introduction

The head of the madrasah is a determining factor in the quality of educational services in the madrasah. As Salma Deyanti explained, the head of the madrasah is not only a leader, but also as an administrator and supervisor of education who determines the effectiveness and efficiency of the implementation of education, including supervising the counseling guidance services¹ of the head of the madrasah as a supervisor who serves as a supervisor, controller, coach, director and role model for teachers and their employees to support the educational process including supervision in the unit education.² The supervision of the head of the madrasah is a planned process to help teachers improve their professional abilities so that learning runs more effectively and efficiently.³ The supervision of the head of the madrasah is an effort to provide guidance by the head of the madrasah to teachers to improve the professionalism and quality of the learning process as well as the learning outcomes of students.⁴ Supervision

aims to ensure that teachers carry out their duties according to the curriculum and standards, as well as strengthen communication between leaders and educators.⁵ Therefore, effective supervision of madrasah heads plays a role in improving the quality of educational services, including counseling guidance services (BK).

Counseling guidance is one of the important elements that has a significant role in supporting the development of students. As Cici Saputri et al, Guidance and Counseling (BK) is an important part of the education system that aims to help students achieve optimal personal, social, learning, and career development.⁶ Guidance and Counseling (BK) is an integral service that cannot be separated from the educational process.⁷ The implementation of BK can help students achieve optimal development, both in cognitive, physical, emotional, social, personality, and moral aspects.⁸ The success of BK services is highly dependent on the support and policy direction of madrasah heads, especially in the form of

¹Salma Deyanti and others, 'Collaboration between Principals and BK Teachers as a Strategy for Optimizing Counseling Guidance Supervision', *ACADEMIC CAMPUS PUBLISHING Scientific Journal of Student Research*, 2.3 (2024), 378–89.

² Mar'atul Azizah and Miranda Nur Apdila, 'The Role of Madrasah Heads as Supervisors in Improving Teacher Performance', *Chalim Journal of Teaching and Learning*, 1.1 (2021), 73–84 <<https://doi.org/10.31538/cjotl.v1i1.90>>.

³Sarifudin Sarifudin, 'The Implementation of Principal Supervision on Teacher Performance in an Effort to Improve the Quality of Learning at Madrasah Ibtidaiyah Negeri (Min) Bogor City', *Islamic Management: Journal of Islamic Education Management*, 2.01 (2019), 49 <<https://doi.org/10.30868/im.v2i01.374>>.

⁴ Zubaidah and others, 'Optimizing the Supervision of Madrasah Heads to Increase Teachers' Work Motivation at Madrasah

Tsanawiyah Negeri 2 Pidie Jaya', *An-Nizom Journal*, 7.1 (2022), 112–21.

⁵Khairiah Khairiah and Shafinar Ismail, 'The Function Of Institutional Evaluation In the Quality Of Madrasah Aliyah Education In Indonesia', *Al-Khair Journal : Management, Education, and Law*, 3.1 (2023), 1 <<https://doi.org/10.29300/kh.v3i1.10652>>.

⁶ Cici Saputri et al., "The Urgency of Guidance and Counseling: A Historical Perspective and Implementation in Education," *Educational Inspiration: An Active Learning Journal* 5, no. 4 (2024): 204–17.

⁷ Sri Rahmah Ramadhoni and others, 'SUPERVISION OF GUIDANCE AND COUNSELING AS A SUPPORT FOR THE PERFORMANCE OF GUIDANCE AND COUNSELING TEACHERS', *Mikraf Journal: Educational Journal*, 5.2 (2024), 9–17.

⁸ Desy Situmeang et al., "BK Teacher Supervision: Building Competence and Professionalism of BK Services" *Student Research Scientific Journal* 2, no. 3 (2024): 416–26.



planned and directed supervision.⁹ Thus, the effectiveness of the supervision of madrasah heads is an important part in supporting the implementation of quality BK services.

However, the phenomenon in the field shows that the implementation of supervision of madrasah heads on BK services has not been running optimally. As the results of Firda Nur'aini's research, et al. show that there are still many school principals who do not have a high awareness of the importance of evaluation and supervision in BK services. The lack of understanding of the school principal regarding the functions of BK, limited time, lack of BK personnel, and weak coordination between school parties are often obstacles in the implementation of supervision. As a result, BK services run as a matter of course, so they are unable to answer the needs of students' development as a whole. This situation allows BK services to be just a formality, not a mentoring system that is able to help students face academic, social, and personal challenges.¹⁰ Conditions like this are certainly a serious concern considering that BK services are one of the important pillars in education, including at MAN IC Central Bengkulu

MAN IC Bengkulu Tengah has complaints that the supervision of the head of the madrasah has not been effective in counseling guidance. As the results of the initial observations that have been made by the author show that one of the problems that arises is the low understanding and awareness of students about the importance of BK services. Many students still consider the BK room as a

place to punish or call students who have problems. In addition, the weak socialization and lack of collaboration between BK teachers and other elements, such as dormitory coaches, homeroom teachers, and madrasah heads, including the BK program in madrasahs have also not been fully integrated with other educational programs, such as the understanding of career development has not been understood by other teachers. Counseling guidance activities have not been maximized due to the demands of doing administrative duties as BK teachers and attending various socialization activities carried out by outsiders. In addition, the limited time that the madrasah head has and the lack of literacy of the madrasah head towards counseling guidance services. Based on the problems mentioned above, the author is interested in conducting an in-depth mapping and analysis of the effectiveness of the supervision of the head of the madrasah in the implementation of student guidance and counseling by raising the title: "The Effectiveness of the Supervision of the Head of the Madrasah in Student Counseling Guidance at MAN Insan Cendekia Bengkulu Tengah."

The purpose of this paper is to describe and analyze the effectiveness of the supervision of the head of the madrasah in the guidance of student counseling at MAN Insan Cendekia Bengkulu Tengah. To facilitate the achievement of the purpose of this paper, the author formulates in three problem formulations as follows; (1) How the form of supervision of the head of the madrasah takes place at MAN Insan Cendekia Bengkulu Tengah; (2) What is the form

⁹ Purba Sentosa, "Analysis of the Implementation of Supervision of Guidance and Counseling Services at SMP IT Khoiru Ummah Rejang Lebong," *IAIN Curup* (2025), <http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahtt>

[ps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI](https://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI).

¹⁰ Firda Nur'aini and others, 'The Role of School Principals in the Implementation of Bk Evaluation and Supervision', *Student Research Scientific Journal*, 2.3 (2024), 327-34.



of counseling guidance for students at MAN Insan Cendekia Bengkulu Tengah; and (3) How effective is the supervision of the head of the madrasah in the guidance of student counseling at MAN Insan Cendekia Bengkulu Tengah? The three formulations of the problem are discussed in the following section.

Methodology

This research is entitled The Effectiveness of Madrasah Head Supervision in Student Counseling Guidance at MAN Insan Cendekia Tengah Bengkulu using a descriptive qualitative method. This approach was chosen because the research aims to understand in depth the effectiveness of the supervision of madrasah heads in the guidance of student counseling at MAN Insan Cendekia Bengkulu Tengah. The research was carried out at MAN Insan Cendekia Tengah for one month, namely in October-November 2025. The subjects of the study include madrasah heads, counseling guidance teachers (BK), and students. The selection of informants is carried out by purposive sampling, which is based on the consideration that the informant has knowledge, experience, and direct involvement in supervision activities and counseling services. The source of research data consists of primary data and secondary data. Primary data was obtained through participatory observation, in-depth interviews, and field notes, while secondary data was obtained from official madrasah documents such as the supervision program of the head of the madrasah, BK activity reports, work guidelines for BK teachers, and madrasah policies related to the implementation of counseling services. Data collection techniques include observation, interviews, and documentation. Observations

were made to see firsthand how BK supervision and services take place. Interviews are conducted in depth to obtain more detailed information about the informant's experiences and views. Documentation is used to reinforce research findings through written evidence. Data analysis techniques are carried out through data reduction, data presentation, and conclusion drawing with the Miles and Huberman theoretical approach.¹¹

Discussion

The results of the analysis of the effectiveness of the supervision of the head of the madrasah in the guidance of counseling students at MAN Insan Cendekia Bengkulu Tengah through three stages, namely; (1) the form of supervision of the head of the madrasah which takes place at MAN Insan Cendekia Bengkulu Tengah; (2) the form of student counseling guidance at MAN Insan Cendekia Bengkulu Tengah; and (3) the effectiveness of supervision of madrasah heads in student counseling guidance at MAN Insan Cendekia Bengkulu Tengah.

Supervision of the Head of Madrasah at MAN Insan Cendekia Bengkulu Tengah

Supervision of madrasah heads is a coaching and supervision activity carried out to ensure that BK teachers carry out counseling guidance services properly, on target, and according to the needs of students. The head of the madrasah carries out supervision through three main stages, namely planning, implementation, and evaluation. Based on the results of research at MAN Insan Cendekia Bengkulu Tengah, at the planning stage, the head of the madrasah prepares a supervision program that includes

¹¹ Matthew B. Miles dan A. Michael Huberman, *Qualitative Data Analysis* (Jakarta: PT UI-Press, 1992).



the supervision schedule, BK service targets, and assessment instruments to be used. Then at the implementation stage, the head of the madrasah conducts direct observation of individual and group counseling services, reviews the administration of BK, and conducts coaching discussions with BK teachers regarding the strengths and weaknesses of the services that have been provided. Furthermore, at the evaluation stage, the head of the madrasah assesses the results of supervision, provides feedback, prepares recommendations for improvement, and monitors the follow-up of BK teachers. Research also shows that the supervision carried out has helped BK teachers improve counseling techniques, improve administrative discipline, and adjust services to the needs of students. Overall, the results of the study prove that the supervision of the head of the madrasah at MAN IC Bengkulu Tengah is effective and contributes to improving the quality of counseling guidance services. Thus, it can be concluded that the supervision of the head of the madrasah at MAN Insan Cendekia Bengkulu Tengah including the planning, implementation, and evaluation process has gone quite well.

The findings of the research at MAN Insan Cendekia Bengkulu Tengah are strengthened by various previous studies that confirm that the supervision of madrasah heads has a great influence on the professionalism and quality of services of BK

teachers. Purba Sentosa (2025) explained that the supervision of BK services carried out through the planning, implementation, and evaluation stages is able to increase the responsiveness of BK teachers, student involvement, and the effectiveness of solving counseling problems in schools.¹² Iffah Syahna Khalishah et al. (2024) show that effective academic supervision activities consist of good planning, coaching, teacher training, and evaluation aimed at developing teacher skills innovatively, able to improve the quality of guidance and counseling services in schools.¹³ Sri Rahmah Ramadhoni et al (2024) show that guidance and counseling supervision carried out in a structured manner, including planning, observation, coaching, and evaluation is also able to improve the competence and performance of BK teachers in providing counseling services in schools.¹⁴ In addition, research by Desy Holland Situmeang et al. (2024) found that guidance and counseling supervision plays an important role in improving the quality of BK teachers' performance, and the more often BK teachers receive supervision, the better their performance in providing counseling services.¹⁵ Tesa Sessio Mentiana et al (2024) emphasized that evaluation and supervision are the main measurement tools that not only identify the weaknesses and strengths of BK services, but also serve as a basis for improving and developing programs to be more effective and relevant to the needs of students.¹⁶ Thus,

¹² Purba Sentosa, "Analysis of the Implementation of Supervision of Guidance and Counseling Services at SMP IT Khoiru Ummah Rejang Lebong," IAIN Curup (2025)

¹³Iffah Syahna Khalishah et al., "The Role of Academic Supervision of School Principals in Efforts to Improve the Performance of Guidance and Counseling Teachers in Schools," *Student Research Scientific Journal* 2, no. 3 (2024): 408–15.

¹⁴ Ramadhoni and others.

¹⁵ Desy Situmeang et al., "BK Teacher Supervision: Building Competence and Professionalism of BK Services" *Student Research Scientific Journal* 2, no. 3 (2024): 416–26.

¹⁶ Tesa Sessio Mentiana et al., "Steps Towards Better Guidance and Counseling Services Through Evaluation and Supervision in the Current Era," *Student Research Scientific Journal* 2, no. 3 (2024): 367–77.



the findings in MAN Insan Cendekia Bengkulu Tengah are in line with various literature that places the supervision of madrasah heads as one of the key factors in improving the quality of counseling guidance services in madrasahs and schools.

The actual issue of supervision of madrasah heads nationally is still concerning. As the results of Ach. Sudrajad Nurismawan, et al. (2022) stated that the problem that often arises is that the supervision carried out by school principals and supervisors in general is still administrative, such as document checks and reporting, so that it has not touched the clinical realm that should be the focus of counseling service development. In addition, Rahmawati's (2020) research mentioned another challenge in the form of many schools not having systematic BK supervision and evaluation scheduling, so supervision activities tend to be incidental and unprogrammed. Another actual issue revealed by Lian and Putra (2022) stated that there are still BK supervisors who do not have a background in guidance and counseling education, so the supervision process carried out is often equated with the supervision of subject teachers and ignores the special characteristics of BK services. Based on these various issues, it can be concluded that these problems still need attention so that the supervision of the head of the madrasah is really optimal in supporting BK services.

Student Counseling Guidance at MAN Insan Cendekia Bengkulu Tengah

Student counseling guidance is a systematic effort made to help students develop their potential optimally in personal, social, learning, and career aspects so that they are able to face various demands of development in a healthy manner. Based on the results of research at MAN Insan Cendekia Bengkulu Tengah, BK services in the madrasah

have been designed comprehensively by touching these four fields through annual, semester, and weekly programs. BK teachers provide individualized counseling services for students who are facing personal problems such as managing emotions, anxiety, and family conflicts. In the social field, services are directed at developing communication skills, cooperation, and conflict resolution between friends. In the learning aspect, BK teachers actively conduct learning difficulties assessments, provide learning strategies, and monitor academic development. Meanwhile, in the career field, students are guided to get to know their interests and talents, get information on further education, and prepare study options according to their abilities and life goals. Research shows that BK teachers at MAN IC Central Bengkulu carry out services based on the real needs of students, as evidenced by periodic assessments, the preparation of relevant programs, and continuous follow-up activities. Overall, BK services are effective in assisting students to overcome problems and develop their potential. Thus, the results of the study confirm that the role of BK in the madrasah has fulfilled the main purpose of counseling guidance as a systematic development and assistance service for students.

The findings of the research at MAN Insan Cendekia Bengkulu Tengah are strengthened by a number of relevant studies that affirm the importance of BK services in developing the potential of students as a whole. Research by Sovia Umimah et al (2025) shows that the role of BK teachers, which includes personal, social, learning, and career guidance, contributes significantly to improving students' psychological well-being through strengthening emotions, motivation,



social relationships, and learning adaptation.¹⁷ Supported by research by Izza Faridatul Kamilah and Yusnia Faizzatus Zakiyah (2024), it shows that counseling guidance techniques that include individual counseling, group counseling, social skills training, and career education play an important role in improving students' emotional well-being, reducing maladaptive behaviors, and forming discipline and character through preventive, curative, and developmental interventions.¹⁸ Furthermore, research by Cici Saputri et al. (2025) emphasizes that guidance and counseling are integral components in the education system that not only support students' academic development, but also personal, social, and career development that plays a role in supporting the holistic well-being of students and creating an educational environment that is conducive to the optimal development of each individual.¹⁹ Asty Raisha Agma's research (2025) shows that through individual and group counseling services, counselors help students cope with anxiety, stress, and interpersonal conflict, while developing social-emotional skills such as

emotion regulation, communication, empathy, and conflict resolution.²⁰ Meanwhile, research by Ate Jamaludin Mubarok (2025) shows that tutoring services that are tailored to students' development tasks, including personal, social, educational, and career development tasks have been proven to increase focus, positive learning habits, and self-reflection skills so that students are able to recognize their potentials and weaknesses more optimally.²¹ In line with that, research by Muhamad Hamdhan Setiawan (2024) shows that career guidance services that are comprehensively arranged through assessments, delivery of career materials, and decision-making assistance are proven to increase self-understanding, clarity of career direction, motivation, and confidence of grade XII students so that their potential develops more optimally.²² Thus, the results of relevant research confirm that the existence of comprehensive BK plays a major role in helping students reach their best potential.

The actual issue of student counseling guidance nationally still faces several

¹⁷Sovia Umimah, Dadan Mardani, and Iis Humaeroh, 'THE ROLE OF COUNSELING GUIDANCE TEACHERS IN IMPROVING THE PSYCHOLOGICAL WELL-BEING OF GRADE V STUDENTS AT MADRASAH IBTIDAIYAH MA'HAD AL-ZAYTUN', *Pendas : Scientific Journal of Basic Education*, 10 (2025).

¹⁸ Izza Faridatul Kamilah and Yusnia Faizzatus Zakiyah, 'The Role of Guidance and Counseling Techniques in Overcoming Student Problems in Schools: Systematic Literature Review Izza Faridatul Kamilah Yusnia Faizzatus Zakiyah Sunan Ampel State Islamic University Surabaya Maulana Malik Ibrahim State Islamic University', *JOIES: Journal of Islamic Education Studies*, 9.2 (2024), 209–29.

¹⁹ Cici Saputri et al., "The Urgency of Guidance and Counseling: A Historical Perspective

and Implementation in Education," *Educational Inspiration: An Active Learning Journal* 5, no. 4 (2024): 204–17.

²⁰Asty Raisha Agma, 'The Role of School Counsellors in Improving Students' Emotional Well-Being', *Journal of Psychology and Counseling*, 1.1 (2025), 23–30.

²¹ Ate Jamaludin Mubarok, Ayi Najmul Hidayat, and Imas Nanan Nuraeni, 'GUIDANCE AND COUNSELING IN INCREASING THE LEARNING INDEPENDENCE OF STUDENTS AT SDN MARGASARI', *Tahsinia Journal*, 6.4 (2025), 609–25.

²²Muhamad Hamdhan Setiawan, 'CAREER GUIDANCE SERVICES IN INCREASING STUDENTS' POTENTIAL AT SMA Negeri 4 Cimahi' (UIN Sunan Gunung Djati Bandung, 2024).



obstacles. As the results of Abi Apriyadi's (2023) research stated that the problem that often arises is the limited time that BK teachers have due to the high workload, where BK teachers also concurrently serve as subject teachers, administrative staff, and public relations, so that the time available for the implementation of counseling guidance is increasingly limited. Research by Duta Akbar Nugroho et al. (2021) stated that the implementation of BK services still faces various obstacles, such as counseling services that have not used the right approach, low willingness of students to consult, limited mastery of technology by counselors, and the presence of BK teachers who are not BK graduates. In addition, research by Salma Salsabila Milenda and Muhroji (2022) shows several obstacles faced by BKs such as the lack of infrastructure, the low ability of teachers who also serve as counselors due to the absence of special BK teachers, and the lack of cooperation between school principals and teachers in supporting the implementation of services. the competence of counselors that are not optimal, lack of mastery of technology, unstructured BK programs, and the existence of BK teachers who do not have a background in BK education, which have an impact on the low quality of counseling services. Based on these various issues, it can be concluded that even though BK services have been running effectively, increasing the capacity of BK teachers, facilities and infrastructure, as well as education to students about the functions of BK needs to be continuously developed so that services are more relevant to the needs of current students.

The Effectiveness of Madrasah Head Supervision in Student Counseling Guidance at MAN Insan Cendekia Bengkulu Tengah

The effectiveness of madrasah heads in counseling guidance (BK) for students is the

ability of madrasah heads to lead and manage BK programs strategically to achieve educational goals, which can include making supportive policies, providing adequate resources, coordinating all activities, and coaching and supervision of BK teachers. Based on the results of the research, the policies of the head of the madrasah were made to ensure that BK services run according to the needs of students, especially in personal, social, learning, and career development. In addition, the head of the madrasah actively provides facilities such as counseling rooms, assessment tools, and other supporting facilities that make it easier for BK teachers to carry out services. Coordination between madrasah heads, BK teachers, homeroom teachers, and subject teachers is also quite effective, marked by regular meetings that discuss student development. The head of the madrasah also conducts coaching and supervision through observation, evaluation meetings, and providing feedback on the implementation of the program. From the results of field findings, the supervision of madrasah heads has a positive effect on the quality of BK services because BK teachers feel helped and directed in carrying out their duties. This shows that the effectiveness of supervision greatly determines the success of BK services in supporting student development. Thus, it can be concluded that the head of the madrasah at MAN IC Central Bengkulu has carried out quite effective supervision in the implementation of student counseling guidance services.

The findings of the research at MAN Insan Cendekia Bengkulu Tengah are strengthened by various relevant studies that affirm the importance of supervision of madrasah heads in increasing the effectiveness of BK services. Research by Dadan Nurjaman et al (2024) confirms that the role of school principals is very decisive in



improving BK services, where school principals provide infrastructure facilities, provide training for BK teachers, develop guidance programs that meet the needs of students, and strengthen cooperation with parents and communities which has been proven to have a direct impact on improving the quality of guidance and counseling services.²³ Supported by research by Liza Handrian et al. (2025), it shows that the professionalism of school principals, including leadership, resource management, and decision-making, has a significant effect on the success of BK services through the provision of infrastructure, strengthening the capacity of counselors, and integrated policy support.²⁴ In line with that, research by Salma Deyanti et al (2024) confirms that collaboration between principals and BK teachers plays a strategic role in optimizing BK supervision, where school principals provide policy support, facilities, and a conducive environment, so that the quality of BK services improves and students' personal, social, and academic development can be achieved optimally.²⁵ Thus, these studies support that the effectiveness of the supervision of madrasah heads greatly determines the sustainability and success of the BK program in educational units.

The actual issue of the effectiveness of supervision of madrasah heads in student counseling guidance nationally still faces several obstacles. As the results of the research by Irmanozi et al. (2024) stated that one of the obstacles faced is weak managerial

supervision which causes BK teachers to play a more role as "school police" who focus on discipline enforcement rather than providing personal counseling services, so that the effectiveness of guidance in helping students overcome personal, social, and academic problems becomes increasingly limited. In addition, Purba Sentosa's research (2025) emphasized that other problems that arise are the lack of understanding of the concept of supervision, the limited supervisory staff, and the lack of evaluation of the implementation of BK services, thus affecting the effectiveness of the services provided to students. Research by Erda Firiani et al. (2022) revealed that one of the problems that hinders the effectiveness of BK services is the unavailability of a special counseling room that is safe and maintains student confidentiality, so that the counseling process cannot take place optimally and requires the role of the principal to provide adequate budget and managerial understanding so that BK service facilities can be fulfilled. These various issues show that the effectiveness of supervision of madrasah heads needs to continue to be improved through policy innovation, strengthening collaboration, and increasing the capacity of BK teachers and infrastructure facilities so that counseling guidance services can run optimally.

Conclusion

Based on the analysis and discussion of data, it can be concluded that the effectiveness of the supervision of the head of

²³Dadan Nurjaman and others, 'THE ROLE OF SCHOOL PRINCIPALS IN IMPROVING GUIDANCE AND COUNSELING SERVICES AT SDN SUKAMAJU 04 BANDUNG REGENCY', *Tahsinia Journal*, 5.3 (2024), 379–90.

²⁴Liza Handrian, Nobri Ardani, and Gusman Lesmana, 'BK Service Management Reviewed from

the Professionalism of School Principals as Integrated System Support', *Edu Society: Journal of Education, Social Sciences, and Community Service*, 5.1 (2025), 76–86.

²⁵ Deyanti and others.



the madrasah in the guidance of student counseling at MAN Insan Cendekia Tengah Bengkulu that the supervision of the head of the madrasah including planning, implementation, and evaluation has been running quite optimally. This is effective and contributes to improving counseling techniques, improving administrative discipline, and tailoring services to the needs of students. BK services at MAN Insan Cendekian Bengkulu Tengah have been comprehensively designed to cover individual student issues, social fields, learning and student careers. BK teachers at MAN IC Central Bengkulu carry out services based on the real needs of students, as evidenced by periodic assessments, the preparation of relevant programs, and continuous follow-up activities. The effectiveness of madrasah heads in counseling guidance (BK) for students is supported by relevant policies, the provision of adequate resources, coordination of all activities, as well as coaching and supervision of BK teachers. This supervision has a positive effect on the quality of BK services because BK teachers feel helped and directed in carrying out their duties. However, this study also found several challenges such as the workload of madrasah heads, limited competence, lack of support facilities, and negative perceptions of supervision. In addition, the complexity of student problems, limited interaction time, and the need for technology integration in BK services. The implication of this study is the need to increase the effectiveness of supervision of madrasah heads through policy innovation, strengthening collaboration, and increasing the capacity of BK teachers so that counseling services are more responsive and support the development of students. Further research is suggested to explore more effective implementation strategies in addressing these challenges, as well as measure the long-term

impact of madrasah head supervision on students' psychological well-being and academic achievement.

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