

The Importance of Knowledge about Guidance and Counselling In Elementary Schools in Shaping Students' Mental Health

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ABSTRACT: Research Background: This study is significant for enhancing the academic understanding of teachers at SD Al-Islam 3 Gebang Surakarta regarding the importance of knowledge in Guidance and Counseling to support students' mental health. Research Objective: This study aims to determine the importance of knowledge regarding Guidance and Counseling in elementary schools in shaping the mental health of students at SD Al-Islam 3 Gebang Surakarta in 2025. The study employs a qualitative method with a descriptive approach. Data Sources: Primary data: teachers, students, and the school principal. Secondary data: journals, books, and previous research related to Guidance and Counseling in elementary schools. Data Collection Techniques: Interviews with teachers, the principal, and students; observation of Guidance and Counseling activities at SD Al-Islam 3 Gebang Surakarta; and document analysis of school policies regarding Guidance and Counseling services. Trustworthiness Techniques (Data Validity): Credibility, transferability, and dependability. Data Analysis Technique: Data were analyzed using thematic analysis involving the following steps: data collection, data reduction, data presentation, and drawing conclusions. The research results indicate that knowledge of Guidance and Counseling in elementary schools is crucial for maintaining students' mental health. The findings are expected to provide recommendations to the school for improving Guidance and Counseling services to support students' mental health.

KEYWORDS: Guidance and Counseling Knowledge, Mental Health, Teachers and Students of SD Al-Islam 3

I. INTRODUCTION

A. Background: Student mental health is a crucial aspect of education that influences students' academic, social, and emotional development. At the elementary school level, children are in a developmental phase heavily influenced by their school and family environments. One approach to fostering good mental health is through school-based guidance and counseling services. However, a lack of understanding regarding the importance of these services often hinders their implementation. The service areas for guidance and counseling in elementary schools include: a. personal development, b. social development, c. learning activity development, d. career development, e. family life development, and f. religious life development (Tohirin, 2007:121). It is not feasible for classroom teachers or subject teachers to carry out all these services, given the constraints on their time and opportunities, as well as their limited knowledge regarding guidance and counseling. Student mental health must be nurtured and maintained to ensure students develop naturally and reach their full potential, while avoiding maladaptive behaviors such as speaking or acting disrespectfully, bullying peers, and violating school rules. Initial observations conducted on February 13, 2024, at Building 1—where classes for grades 1 and 2 of SD Al Islam 3 Surakarta are held—revealed that some students were still being escorted by their parents all the way to the school gate. The accompanying parents were preoccupied with conversing with the teacher on duty who was welcoming the students. This situation significantly disrupts the students' practice of greeting the teacher on duty and could potentially affect the children's mental well-being. Interviews with a teacher on February 10 indicated that SD Al Islam 3 Surakarta does not yet have a guidance counselor to support students facing personal issues.

Several articles serving to reinforce the references for this research are as follows: This study examines the relationships between authoritative parenting or keibubapaan autoritatif (KA), parents' reading attitudes or sikap membaca Ibu Bapa (SMIB), early literacy activities or aktiviti literasi awal (ALA), and students' reading comprehension which measured by skor kefahaman membaca (SKORKM), focusing on the role of ALA as a mediator. Utilizing cross-sectional surveys in a quantitative approach, data were collected from 393 year-5 pupils and their parents across 15 primary schools in Kelantan, Malaysia. Participants were selected through a multilevel random sampling method. The research design incorporated both descriptive statistics and inferential analysis using structural equation modeling. The structural path analysis revealed that only ALA had a significant direct influence on SKORKM. Moreover, ALA fully mediated the relationships between KA and

SKORKM, as well as between SMIB and children's reading comprehension. These findings suggest that KA and positive parental reading attitudes impact SKORKM primarily through the practice of ALA at home. The study successfully developed a new structural equation model that elucidates how family contextual factors, including KA, SMIB, and ALA, are associated with SKORKM achievement (Siti Wan Aminah Wan Norudin1 ad all, *Influence of authoritative parenting, reading attitude, and early literacy on reading comprehension*, Journal of Education and Learning (EduLearn) Vol. 20, No. 1, February 2026, pp. 374~382).

The results demonstrated a significant increase in student learning engagement in physics, across all grade levels. Moreover, science olympics emerged as a potent avenue for developing 21st-century skills and reinforcing acquired knowledge, both inside and outside the classroom. This innovative approach positively influenced students' conceptual understanding of physics and enhanced their motivation to learn, showcasing the potential of such dynamic and interdisciplinary educational initiative (Fredyrose Ivan L. Pinar, ad all, *Enhancing student motivation and learning engagement in physics through science Olympics*, Journal of

Education and Learning (EduLearn) Vol. 20, No. 1, February 2026, pp. 160~170). The findings of the study highlight several patterns in the approach to literacy development in inclusive schools. A comprehensive inclusive literacy development model is proposed, which emphasizes personalized planning, multimodal and experiential learning, differentiated instruction, recognition of achievements, and ongoing professional development (Redite Kurniawan1,4,ad all, *Enhancing special needs literacy: insights from Indonesian inclusive schools*, Journal of Education and Learning (EduLearn) Vol. 20, No. 2, May 2026, pp. 857~869). Mentorship programs have emerged as a vital support system for new teachers' professional development. This study developed and evaluated a structured mentoring process to enhance instructional skills among novice teachers. Using mixed-methods research, the researchers examined 97 teachers from 15 disciplines who participated in a local teacher development project in Thailand. The mentoring process incorporated four key components: professional learning teams, collaborative teaching design, mentored practice, and reflective exchange. Quantitative results showed significant improvement in teachers' instructional capabilities, with overall assessment scores increasing. Qualitative findings revealed that mentorship enhanced abilities in student analysis, lesson planning, and teaching implementation. The study demonstrates that systematic mentorship effectively develops new teachers' pedagogical competencies while fostering professional growth through collaborative learning (Titiworada Polyiem1 ad all, *Enhancing teachers' instructional skills through mentorship experiences*, Journal of Education and Learning (EduLearn) Vol. 20, No. 2, May 2026, pp. 801~808).

It appears that the task of fostering mental well-being largely falls to Religious Education teachers and specific Physical Education teachers. The student body at SD Al Islam 3 Surakarta is highly diverse, leading to cultural acculturation stemming from the students' varied family backgrounds. Nevertheless, the religious component of the curriculum plays a pivotal role in shaping the students' personalities. Previous research by Hera (2019) on "The Role of Guidance and Counseling in Fostering Student Mental Hygiene" demonstrated that guidance and counseling can promote students' mental health; consequently, there is a need to extend this research to the elementary school level. Based on the foregoing, this study aims to examine the role of guidance and counseling in shaping the mental health of students at SD Al Islam 3 Surakarta.

Problem Statement : The problem to be investigated is the importance of knowledge regarding guidance and counseling in elementary schools in shaping the mental health of students at SD Al-Islam 3 Surakarta in 2025.

This encompasses the following:

- ✚ What is the role of guidance and counseling in shaping the mental health of students at SD Al-Islam 3 Surakarta?
- ✚ To what extent do teachers and students understand guidance and counseling at SD Al-Islam 3 Surakarta?
- ✚ What are the challenges in implementing guidance and counseling at SD Al-Islam 3 Surakarta?

II. RESEARCH METHODOLOGY

- ❖ Research Site
- ❖ The research is conducted at SD Al Islam 3 Gebang Surakarta, located at Jl. Bromo No. 2, Clolo, RT 01 RW VII, Banjarsari, Surakarta.
- ❖ Timeframe
- ❖ The research is carried out from March 2025 to September 2025.
- ❖ Type of Research

- ❖ This study employs a qualitative method with a descriptive approach to provide an in-depth description of the role of guidance and counseling in shaping the mental health of elementary school students.
- ❖ Data Sources
- ❖ Primary data: Teachers, students, and school counselors.
- ❖ Secondary data: Journals, books, and previous studies related to guidance and counseling in elementary schools.
- ❖ Data Collection Techniques
- ❖ Interviews with teachers and students.
- ❖ Observation of guidance and counseling activities at the school.
- ❖ Document study regarding school policies on guidance and counseling services.
- ❖ Trustworthiness (Validity) Techniques
- ❖ Credibility
- ❖ Moleong (2016:324) explains that credibility serves two functions: ensuring that an adequate level of confidence in the research findings is achieved, and demonstrating the persuasiveness of the results by testing the findings against the reality being studied.
- ❖ Transferability
- ❖ Sugiyono (2015:376) outlines transferability as a technique used to evaluate external validity within the context of qualitative research. This test aims to assess the extent to which the research results can be applied elsewhere.
- ❖ Dependability
- ❖ Prastowo (2012:274) explains that the dependability test is conducted through an audit of the entire research process.
- ❖ Data Analysis Technique
- ❖ Interactive analysis technique involving the following stages: 1) data collection, 2) data reduction, 3) data display, and 4) conclusion drawing or verification (Sugiyono, 2010). The data were analyzed using data collection, reduction, presentation, and conclusion drawing.

III. RESEARCH RESULTS AND DISCUSSION

Research Results.

- ❖ The role of guidance and counseling in shaping the mental health of students at SD Al-Islam 3 Gebang Surakarta. Based on questionnaire responses gathered via Google Meet, one teacher (Mr. NZ) stated that mental health refers to a student's psychological state that must be safeguarded, as it plays a crucial role in their development. Mentally healthy students are able to learn effectively, interact well with peers, and lead cheerful lives, thereby achieving their full potential. At the elementary school level, mental health is heavily influenced by environmental factors, including the school environment.

The implementation of guidance and counseling at SD Al-Islam 3 Gebang Surakarta to date is as follows:

Guidance and counseling at our school is carried out by individual teachers, particularly the homeroom teachers who work closely with the children every day (Ms. PA). It is not yet optimal because I have not studied much about guidance and counseling, but I do my best (Ms. LI). The implementation of guidance and counseling at SD Al-Islam is good (Ms. SKI). It involves homeroom teachers helping students overcome problems and develop their personal potential (Ms. CPP). Guidance and counseling at SD Al-Islam 3 are conducted in accordance with established service procedures. These activities include both individual and group counseling aimed at helping students address personal, social, and academic issues (Ms. KES). As a Religious Education teacher, I introduce positive norms; if a student violates them, I first offer advice to the best of my ability and then communicate the matter to the homeroom teacher. I also guide students toward realizing their potential. I provide opportunities for students to express their opinions and assist those struggling to understand the material (Ms. NK). Guidance and counseling at SD Al-Islam 3 are carried out routinely (Mr. TM). Counseling is conducted by the respective homeroom teachers who have direct contact with the students involved (Ms. NI). Counseling at SD Al-Islam 3 is implemented in a tiered manner (Mr. S). The implementation involves homeroom teachers as the primary facilitators, supported by subject teachers (Mr. NZ).

- **Your efforts to foster the eight criteria of mental health in students are as follows:** Providing guidance, motivation, and understanding regarding mental well-being issues among children. According to Lala Indi, the criteria are: 1. Ability to learn from experience: I often encourage students to reflect after completing tasks or facing difficulties—for instance, by asking, "What did you learn from this activity?" 2. Adaptability: I train students to adapt to schedule changes or shifting group assignments.

▪ **Preferring to give rather than receive:** Through activities such as sharing food, making charitable contributions (*infaq*), or helping classmates in need, I instill values of sincerity and empathy, as well as the importance of sharing. 4. Preferring to help rather than be helped: I organize study groups that encourage students to assist one another. 5. Possessing a sense of compassion: I cultivate compassion by making it a habit to greet, acknowledge, and smile at others. I also emphasize the importance of respecting and caring for peers, teachers, and the environment. 6. Deriving satisfaction from their own efforts: I acknowledge and appreciate every student's effort, not just the final outcome. This builds their motivation and self-confidence, as well as a sense of pride in their own hard work. 7. Accepting disappointment as a learning experience: When students face failure or disappointment, I help them avoid self-blame. I guide them to view failure as part of the process of learning and growth. 8. Positive thinking. I encourage students to use positive language, such as "I can try again." Our efforts focus on fostering a healthy mindset in students. Through school activities, we involve students in group tasks designed with varying levels of complexity (high, medium, and low); this allows them to learn firsthand about socializing, helping others, explaining concepts, and cultivating a positive attitude (Ms. SKI). We offer praise when children do something positive, support them in facing failure, and motivate them by framing failure as part of the learning process (Ms. CPP). These efforts are carried out by instilling a positive mindset, providing motivation, strengthening character, and conducting activities that foster empathy and discipline. Additionally, we integrate religious values and character education into every learning activity and daily life (Ms. KES). We advise students to always think positively, avoid giving up easily, and learn from their experiences (Ms. NK). This is done earnestly and consistently (Mr. TM). We always provide examples and clearly outline the consequences associated with each criterion (Ms. NI). It is achieved through structured habits (Mr. S). To cultivate the eight criteria of mental health in students, educators and parents can undertake various measures, both at school and at home. These efforts include creating a positive environment, establishing good communication, teaching problem-solving skills, and providing adequate support and attention (Mr. NZ).

The role of Guidance and Counseling in maintaining the mental health of elementary school students is as follows: Guidance and Counseling (BK) plays a significant role in safeguarding children's mental well-being, as students feel that their emotional and inner struggles are being acknowledged and addressed, particularly when facing personal issues (Ms. PA). BK is crucial for creating a safe, comfortable school environment that supports optimal mental development. It functions not only when students face problems but also plays a part in shaping their personality, character, and mental resilience from an early age (Ms. LI). Students can consult on various issues they face; sometimes, students are afraid to open up even when they are having problems with others (Ms. SKI). It is important because it provides services that help children develop personally and overcome their problems (Ms. CPP). Guidance and Counseling plays a vital role in supporting students' psychological development. It provides education on mental health, helps identify and resolve issues, and fosters a safe and comfortable school environment, ensuring students feel supported and able to develop optimally in emotional and social terms (Ms. KES). It is extremely important, especially in this increasingly advanced era where every student has their own gadget—something neither teachers nor parents can fully control (Ms. NK). It helps address student issues (TM). It is very important for children to be open about their problems so they can find acceptable solutions; the presence of BK facilitates this process (Ms. NI). It involves providing intensive and monitored guidance (Mr. S). The role of Guidance and Counseling (BK) in maintaining elementary students' mental health is crucial. BK teachers provide emotional support, help students recognize and manage their emotions, and teach stress-coping skills. Additionally, they play a role in early detection of mental health issues and collaborate with other parties to ensure appropriate intervention (Mr. NZ).

Level of understanding among teachers and students regarding Guidance and Counseling services at SD Al-Islam 3 Gebang Surakarta.

Knowledge of Guidance and Counseling is essential for Class Teachers or Subject Teachers: It is highly necessary, as guidance and counseling constitute a vital part of the process by which children learn various things (Ms. PA). Yes, in my opinion, knowledge of Guidance and Counseling (BK) is essential for both Class Teachers and Subject Teachers. This is important because teachers are not merely tasked with delivering lesson material; they also act as educators who shape character and support students' mental development (Ms. LI). It is necessary because student-related issues are unpredictable. There was an instance where a bullying incident occurred in class (while a subject teacher was teaching); a student reacted negatively, and a commotion ensued. Ultimately, we—the class teachers—resolved the issue internally with the students involved (Ms. SKI). It is necessary so that when a child needs help solving a problem, the class teacher or subject teacher can provide immediate assistance or address the situation (Ms. CPP). In my view, every teacher greatly needs BK knowledge to prepare for the diverse characters of their students, as they play a direct role in observing and supporting

students on a daily basis. With this knowledge, teachers can detect early signs of problems and make appropriate referrals to the BK counselor. This is especially relevant given the prevalence of bullying in schools—whether direct or indirect, physical or verbal (Ms. KES). It is absolutely necessary; knowledge of BK serves as a preventive measure, allowing teachers to better understand their students, which significantly impacts classroom dynamics and learning outcomes (Ms. NK). Class teachers and subject teachers need to possess knowledge of BK (Mr. TM). Class teachers and subject teachers at the elementary level need this because we must work in synergy to understand children's psychological needs (Nurul Itsnaini). It is highly necessary, given that we deal with a diverse group of children possessing various distinct characters (Mr. S). Yes, knowledge of guidance and counseling (BK) is crucial for both class teachers and subject teachers. Teachers, as educators, play a crucial role in fostering the holistic development of students—not only in academic areas but also in personal, social, and career aspects (Mr. NZ).

b. How you deliver the six areas of Guidance and Counseling services to students: Conveying information effectively and providing necessary guidance and direction to the children (Ms. PA). According to Lala Indi, the delivery of Guidance and Counseling (BK) services is as follows: 1. In the personal development area, I do small things like offering praise and simple rewards (stationery or snacks) to build self-confidence and positive behavior. 2. In the social development area, I help guide students during minor conflicts—such as arguments with friends—by encouraging dialogue and finding solutions together. We also have a classroom duty roster to foster a spirit of cooperation. 3. In the career development area, I have introduced various professions—which happened to be part of the Civics (PPKN) curriculum—using videos. 4. In the learning development area, I assist students who struggle to understand lessons by using a personal approach. 5. In the family life development area—also covered in Civics lessons—I encourage students to understand their roles and responsibilities at home. Regarding religious life development, we hold mandatory group prayers every day before and after learning activities. We combine daily school habits with imparting knowledge about these six areas; if students face difficulties, we provide relevant explanations (Ms. IS). Building children's self-confidence, encouraging socialization, teaching emotional management skills, and giving attention to the children (Ms. CPP). In delivering these services, we use a friendly and enjoyable approach, employing methods such as discussions, games, and age-appropriate activities. Each of the six service areas is delivered gradually and integrated into the teaching and learning process (Ms. KES). Creating a comfortable classroom atmosphere, encouraging positive thinking, and teaching children to reflect on their mistakes or consider the consequences of their actions (Ms. NK). Through a coordinated approach (Mr. TM). Conveying information directly through advice and monitoring students during school learning activities (Nurul Itsnaini). Sharing roles among the religious education teacher, class teacher, Deputy Principal for Student Affairs, and the Principal (Mr. S). Involves the class teacher as the primary implementer, with support from the subject teacher (Mr. NZ).

3. Challenges in implementing Guidance and Counseling at SD Al-Islam 3 Gebang Surakarta.

If a student has no problems, their mental health is well-maintained: Not necessarily, because every child has a different level of mental maturity (Ibu PA). The absence of problems does not automatically mean a student is mentally healthy. Students who appear problem-free still need guidance, attention, and character education to ensure their mental health remains intact (Ibu LI). In my opinion, even if a student has no apparent problems, their mental state might not necessarily be optimal. Facing problems can actually mature a student's thinking process when dealing with issues arising from within themselves or from external sources (Ibu SKI). Not necessarily, because a person's emotions fluctuate and are influenced by various factors and their environment (Ibu CPP). A conducive school and family environment, positive parenting practices, and balanced self-development activities play a crucial role in maintaining students' mental well-being, allowing them to feel safe and valued while effectively managing their emotions and social interactions (Ibu KES). Not necessarily; sometimes students are reluctant to display deviant behavior at school. They might simply become withdrawn, so teachers need to employ engaging and comfortable teaching methods—such as group discussions—to gauge the students' mental state (Ibu NK). Because the student feels psychologically at ease (Ibu TM). I agree, though facing problems can often enhance a student's critical thinking skills (Ibu NI). Fundamentally yes, but since every child is unique, problems can arise regardless of how simple the situation seems (Bapak S). That statement is not entirely accurate. While the absence of problems can certainly help maintain mental health, it is not the only factor. Good mental health is also influenced by elements such as social support, a healthy lifestyle, and stress management skills, alongside the absence of problems (Bapak NZ).

differences in supporting lower-grade versus upper-grade students facing problems: Providing support and motivation to help children face and resolve issues through a deeper approach, using examples of everyday problems (Ms. PA). Support must be tailored to the students' emotional and cognitive maturity levels. Lower-

grade students require a concrete, empathetic approach and collaboration with parents, whereas upper-grade students need open dialogue, character reinforcement, and training in solution-oriented thinking (Ms. LI). When supporting students, the priority is to first listen to their explanation of the problem. We identify the root cause and discuss it internally first, ensuring the children understand the issues they are facing (Ms. SKI). Building good relationships with students, establishing clear and consistent rules, and offering praise—no matter how small—(for lower grades). Observing student behavior, speaking privately with students about the problems they face, and communicating with parents (for upper grades) (Ms. CPP). According to Ms. KES, the differences in supporting lower-grade versus upper-grade students with problems are: 1. Support for lower-grade students is more supportive in nature, utilizing a gentle approach and educational games to build self-confidence. 2. Support for upper-grade students involves a discussion-based approach and the provision of more mature solutions, as their level of maturity differs and the problems they face tend to be complex. For lower grades, the focus is on providing explanations or real-life examples, such as through pictures or videos. For upper grades—since the students are more capable—we can use an emotional approach, rational language, and engage in discussions about the problem to present multiple perspectives (Ms. NK). It is tailored to the specific condition of the student in question (Mr. TM). Since I teach lower grades, handling a student with a problem involves first investigating their family background to understand **how** and **why** the issue occurred. Only then do we tailor the solution. Naturally, every child is different. With lower grades, we use a gentle approach whenever possible, acting like a real parent. For upper-grade students, the focus tends to be on fostering independence in critical thinking when facing problems (Ms. NI). Lower grades require an approach based on persuasion and guidance, whereas upper grades require an approach combining persuasion with education (Mr. S). The difference in supporting lower-grade students (Grades 1–3) versus upper-grade students (Grades 4–6) who are facing issues lies in the approaches and strategies employed. Lower-grade students require an approach that is patient and gradual, utilizing "learning through play" methods, as they are at a different stage of cognitive and emotional development. In contrast, upper-grade students require an approach that is more in-depth, problem-solving oriented, and encourages independent learning (Mr. NZ).

The challenges in implementing guidance and counseling at SD Al-Islam 3 Gebang Surakarta are as follows: First, there is insufficient time to carry out guidance and counseling, as each teacher is responsible for completing a heavy curriculum workload. Examining the issues students face requires a significant amount of time, not to mention the time needed to address them. Second, regarding facilities, the implementation of guidance and counseling requires dedicated space—ideally, at least one room per building. Third, regarding commitment and consensus, every teacher needs to be committed to the process, which demands additional focus beyond their standard teaching duties. Fourth, regarding the subject matter, teachers currently lack sufficient knowledge of guidance and counseling; therefore, there is a need to share and disseminate knowledge regarding this field.

III. DISCUSSION.

- ❖ The role of guidance and counseling in shaping the mental health of students at SD Al-Islam 3 Gebang Surakarta.
- ❖ Results from questionnaires administered via Google Meet and from interviews indicate that guidance and counseling in the elementary school setting are crucial, as they play a role in maintaining and shaping students' mental health. Students in both lower grades (1–3) and upper grades (4–5) require guidance and counseling during the implementation of academic instruction and extracurricular activities; this ensures that school activities proceed smoothly. This aligns with the view expressed by Gibson & Mitchell—as cited in Sisca Folastari's book **Prosedur Pelayanan Bimbingan & Konseling** (2016:20)—that the term "group guidance" refers to group activities focused on providing information or experiences through planned and organized group sessions.
- ❖ The level of understanding among teachers and students regarding Guidance and Counseling services at SD Al-Islam 3 Gebang Surakarta.
- ❖ One teacher expressed the view that knowledge of Guidance and Counseling (BK) is crucial for both classroom teachers and subject-specific teachers. As educators, teachers play a vital role in fostering students' holistic development—encompassing not only academic aspects but also personal, social, and career dimensions. This indicates that some teachers are interested in and possess a degree of knowledge regarding guidance and counseling. This aligns with the view (Santrock, 2018) that effective guidance and counseling can help students overcome anxiety, boost self-confidence, and develop social skills.
- ❖ Challenges in implementing Guidance and Counseling at SD Al-Islam 3 Surakarta.
- ❖ The implementation of guidance and counseling at SD Al-Islam 3 Gebang Surakarta faces numerous obstacles—including issues regarding time, space, commitment, and counseling materials—that require

attention and resolution, particularly given the current absence of a dedicated guidance and counseling teacher at the school. Yet, elementary school students have a significant need for support regarding their development. This aligns with the view (Havighurst, 1985) that the developmental tasks of elementary school-aged children include:

- ✚ Mastering physical skills required for games and physical activities.
- ✚ Cultivating a healthy lifestyle.
- ✚ Learning to socialize and work within groups.
- ✚ Learning to fulfill social roles appropriate to one's gender.
- ✚ Learning to read, write, and calculate in order to participate in society.
- ✚ Acquiring the concepts necessary for effective thinking.
- ✚ Developing a conscience, morality, and values.
- ✚ Achieving personal independence.

IV. CONCLUSION

Based on the research findings and discussion, the following conclusions can be drawn: Guidance and counseling play a significant role in shaping the mental health of students at SD Al-Islam 3 Gebang Surakarta. These services are crucial for safeguarding children's mental well-being, ensuring they feel their emotional and psychological concerns—particularly the problems they face—are being attended to. Guidance and counseling are vital in creating a safe, comfortable school environment that supports optimal mental development. These services function not only when students encounter problems but also in shaping their personality, character, and mental resilience from an early age. They play a key role in supporting students' psychological development by providing mental health education, assisting in the identification and resolution of issues, and fostering a safe and comfortable school environment. Consequently, students feel supported and are able to develop optimally in emotional and social terms.

Regarding the level of understanding among teachers and students concerning guidance and counseling services at SD Al-Islam 3 Gebang Surakarta: the majority of teachers possess an understanding of guidance and counseling, though not a comprehensive or complete one. They believe that knowledge of guidance and counseling is essential for both class teachers and subject teachers. As educators, teachers play a crucial role in facilitating holistic student development—encompassing not only academic aspects but also personal, social, and career-related dimensions. Challenges in implementing guidance and counseling at SD Al-Islam 3 Gebang Surakarta include: insufficient time to conduct these services; the availability of suitable space or rooms for sessions; the need for commitment and consensus regarding implementation; and the content of the guidance and counseling itself, compounded by the fact that individual teachers often lack sufficient knowledge in this area.

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