



The Implementation of Guidance Services in Elementary Schools: A Literature Review of Individual and Group Guidance Services

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Article Info	Abstract
Article History Received: 2026-06-25 Revised: 2026-06-30 Accepted: 2026-06-30	This research aims to analyze the implementation of individual and group guidance services in elementary schools, as well as identifying challenges, gaps and potential for developing these services. Individual tutoring services focus on helping students overcome personal problems, increasing self-confidence, and motivating students in learning, while group tutoring services aim to develop social skills, cooperation, and communication abilities between students. This research uses a literature study method with a qualitative descriptive approach. Data was collected from various sources, including journal articles, books and research reports, which were analyzed using content analysis techniques to explore relevant patterns, findings and recommendations. The research results show that the implementation of individual guidance services can help students overcome personal and emotional difficulties, while group services have a positive impact in improving students' social skills. However, this research also found a number of challenges, such as limited training for classroom teachers as service implementers, a lack of special time allocation for guidance in elementary schools, and a lack of policy support that integrates guidance services into the basic education curriculum. Theoretically, there is still a gap in integrating child development theories, such as Piaget's and Erikson's theories, with the practice of holistic individual and group guidance services. This research recommends the development of a more structured guidance service model, which integrates individual and group approaches based on the needs of students in elementary schools. Classroom teachers need to be actively involved as main facilitators, accompanied by intensive training and mentoring to increase their competency in providing guidance services. In addition, further research needs to be conducted to empirically test the effectiveness of this guidance service model in various contexts, including elementary schools in urban and rural areas. It is hoped that the results of this research can make a significant contribution to improving the quality of guidance services in elementary schools.
Keywords : individual guidance services, group guidance services, child development theory.	

INTRODUCTION

Guidance and counseling services in elementary schools play a pivotal role in supporting students' academic, personal, social, and emotional development. These services are expected to facilitate students in overcoming learning difficulties, strengthening socio-emotional competencies, and fostering positive character development during a critical stage of childhood.

Nevertheless, the implementation of guidance services in Indonesian elementary schools remains constrained by numerous institutional and pedagogical challenges. Many schools have yet to optimize either individual or group guidance services. A recent study by Bidayah et al. (2023) identified several major obstacles, including the limited availability of qualified school counselors, inadequate educational facilities, and insufficient counseling competencies among classroom teachers responsible for delivering guidance services. These constraints reduce the overall effectiveness of school guidance programs in addressing students' developmental and psychosocial needs.

The theoretical foundation of guidance services in elementary education is closely associated with established developmental theories. Piaget's theory of cognitive development explains that children progress through sequential stages of cognitive growth, beginning with the sensorimotor stage, followed by the preoperational, concrete operational, and formal operational stages, each requiring developmentally appropriate educational interventions (Piaget, 1972; Marinda, 2020). Similarly, Erikson's psychosocial development theory emphasizes that children in elementary school predominantly experience the stage of *industry versus inferiority*, during which successful learning experiences contribute to competence, confidence, and positive self-concept (Erikson, 1968; Moku & Boangmanalu, 2021). Although these developmental theories provide a strong conceptual framework for school guidance, their practical application often remains fragmented. Corey (2017) argued that both directive and non-directive counseling approaches are widely recognized theoretically, yet their implementation in elementary schools has rarely been adapted to children's developmental characteristics, resulting in a substantial gap between theoretical recommendations and classroom practice.

Recent empirical studies have highlighted the growing importance of comprehensive guidance services in promoting students' holistic development. Kurniawati and Sunita (2024) demonstrated that the application of a person-centered therapy approach effectively enhanced students' self-confidence through group counseling activities, enabling learners to develop stronger self-belief, optimism, and personal responsibility. Likewise, Irawan et al. (2022) reported that group guidance significantly improved students' creativity by encouraging collaborative learning, idea sharing, and constructive peer interaction. These findings reinforce the notion that guidance services contribute not only to students' emotional well-being but also to broader educational outcomes that support lifelong learning competencies.

Additional research has emphasized the strategic role of teachers as primary providers of guidance services in elementary schools. Sari et al. (2023) found that intensive professional training substantially improved teachers' competence in planning and implementing effective guidance programs. Furthermore, Gea et al. (2024) reported that group guidance positively influenced students' social interaction skills, self-regulation, learning quality, and academic achievement motivation. Despite these encouraging findings, the authors emphasized the necessity of developing more structured and systematic guidance models capable of accommodating both individual and collective student needs. Existing practices frequently rely on isolated interventions rather than integrated guidance frameworks that can address the diverse developmental characteristics of elementary school students.

Despite the expanding body of literature, important research gaps remain. Most previous studies have examined either individual guidance or group guidance independently, with limited attention given to the potential synergy between these complementary approaches. Consequently, current evidence provides only a partial understanding of how integrated guidance services may enhance students' overall development. Moreover, comprehensive literature syntheses examining the implementation of both individual and group guidance services within elementary education remain relatively scarce, limiting the development of evidence-based conceptual frameworks for educational practice.

From a theoretical perspective, the principal gap concerns the absence of an integrated model specifically designed to combine individual and group guidance services for elementary school students. Empirically, there remains insufficient evidence regarding how such integrated approaches can be effectively implemented within Indonesian elementary schools, particularly considering that classroom teachers frequently assume dual roles as educators and guidance providers. These limitations indicate the need for a more comprehensive examination of guidance service models that are developmentally appropriate, practically feasible, and responsive to the diverse needs of elementary learners.

Based on these theoretical and empirical gaps, this study seeks to address the following research question: How can individual and group guidance services be effectively implemented in elementary schools? Accordingly, the study aims to identify, analyze, and evaluate models for implementing individual and group guidance services that are aligned with the developmental characteristics and educational needs of elementary school students. The novelty of this study lies in its comprehensive literature-based approach that integrates child development theories with practical models of both individual and group guidance services. By synthesizing contemporary theoretical perspectives and empirical findings, this study offers a broader conceptual understanding of guidance service implementation in elementary education and provides practical recommendations for strengthening guidance programs that support students' holistic development.

METHODS

This study employed a literature review methodology using a qualitative descriptive approach to analyze the implementation of individual and group guidance services in elementary schools. A literature review was selected because it enables a systematic synthesis of existing theoretical and empirical evidence, providing a comprehensive understanding of current practices, challenges, and effective guidance service models within elementary education. Rather than generating primary data, this approach integrates findings from previous studies to identify patterns, research gaps, and implications for educational practice.

The data used in this study consisted exclusively of secondary sources, including peer-reviewed journal articles, academic books, conference proceedings, policy documents, and relevant research reports addressing elementary school guidance and counseling services. The literature was collected through systematic searches of national and international scholarly databases using keywords related to *individual guidance*, *group guidance*, *elementary school counseling*, *student development*, and *school guidance services*. Only publications that were directly relevant to the research objectives and provided sufficient theoretical or empirical evidence were included in the review, while duplicate and unrelated sources were excluded.

The collected literature was analyzed using qualitative descriptive content analysis. Initially, all selected publications were carefully reviewed and categorized according to their research focus, methodological characteristics, principal findings, and theoretical contributions. The extracted information was then organized into thematic categories

representing key aspects of individual guidance services, group guidance services, implementation strategies, teacher competencies, student developmental needs, and challenges encountered in elementary school settings.

Subsequently, the synthesized evidence was interpreted through descriptive analysis to identify common patterns, similarities, differences, and recurring issues across previous studies. This analytical approach enabled the researchers to examine how individual and group guidance services have been implemented, evaluate their reported effectiveness, and explore opportunities for integrating both approaches into a more comprehensive guidance framework for elementary schools. The analysis also highlighted existing theoretical and empirical gaps that require further investigation.

To enhance the credibility of the review, only literature published by reputable academic sources and relevant to the research objectives was included in the synthesis. The findings were interpreted critically by comparing evidence across multiple studies to ensure consistency and minimize subjective bias. Through this systematic literature review, the study provides a comprehensive conceptual understanding of the implementation of individual and group guidance services while offering evidence-based recommendations for improving guidance practices in elementary education.

RESULTS AND DISCUSSION

The literature reviewed consistently indicates that individual guidance services in elementary schools primarily aim to promote students' emotional well-being, self-confidence, and personal adjustment. These services are generally grounded in student-centered approaches, particularly Rogers' person-centered counseling theory, which emphasizes empathy, unconditional positive regard, and the development of students' self-awareness. Kurniawati and Sunita (2024) demonstrated that person-centered counseling effectively enhanced elementary students' self-confidence by encouraging positive self-perceptions, optimism, and personal responsibility. Despite these positive outcomes, the implementation of individual guidance services remains limited in many elementary schools due to insufficient time allocation, the shortage of qualified school counselors, and teachers' limited counseling competencies. Supporting this observation, Pratama et al. (2023) reported that relatively few teachers had participated in professional development activities such as counseling workshops, seminars, or internships, resulting in inadequate knowledge and practical experience for implementing effective guidance programs.

The findings further reveal that group guidance services are predominantly designed to strengthen students' social competencies, including cooperation, communication, problem-solving, and peer interaction. Irawan et al. (2022) found that group guidance significantly enhanced students' creativity by creating opportunities for collaborative learning, idea sharing, and constructive peer feedback. Similarly, Gea et al. (2024) reported that group guidance focusing on social interaction skills, self-regulation, and learning difficulties produced significant improvements in students' academic motivation and overall learning engagement. Although these studies investigated different outcomes, both highlight the importance of designing group guidance programs that are specifically tailored to the developmental characteristics and educational needs of elementary school students. Collectively, the evidence suggests that well-structured group guidance contributes not only to academic development but also to students' broader social and emotional growth.

An important finding emerging from this literature review is the need to integrate individual and group guidance services rather than treating them as separate interventions. Most previous studies have examined these two forms of guidance independently, despite their complementary roles in supporting children's holistic development. The synthesis of the

literature suggests that combining individual counseling with structured group guidance provides more comprehensive support for students' personal, social, and academic development. This integrated perspective is consistent with Piaget's cognitive development theory (1972), which emphasizes learning experiences appropriate to children's developmental stages, and Erikson's psychosocial development theory (1968), which highlights the importance of fostering competence and positive identity during the elementary school years. By combining personalized interventions with collaborative learning experiences, integrated guidance services are better positioned to address the diverse developmental needs of elementary students. However, successful implementation requires systematic planning, adequate institutional support, and clearly defined operational guidelines.

The review also emphasizes the critical role of teachers in delivering effective guidance services within elementary schools. Because many elementary schools lack professional counselors, classroom teachers frequently assume responsibility for providing both academic and socio-emotional guidance. Sari et al. (2023) demonstrated that intensive professional development programs significantly improved teachers' competencies in planning and implementing school guidance services. Nevertheless, many teachers continue to report low confidence in addressing students' emotional, behavioral, and social challenges due to insufficient training and limited practical experience. These findings indicate that comprehensive capacity-building initiatives—including workshops, mentoring programs, simulated counseling practice, and continuous professional support—are essential for strengthening teachers' counseling competencies. Furthermore, institutional support from schools and educational authorities, particularly through adequate resource allocation and dedicated time for guidance activities, is crucial for ensuring sustainable implementation.

Despite the growing body of research on elementary school guidance services, several theoretical and empirical gaps remain evident. Theoretically, relatively few studies have proposed comprehensive models that explicitly integrate child development theories with holistic guidance practices encompassing both individual and group approaches. Empirically, most existing research has been conducted in urban elementary schools, leaving limited evidence regarding the implementation and effectiveness of integrated guidance services in rural and geographically diverse educational contexts. This imbalance restricts the generalizability of current findings and highlights the need for future studies that incorporate broader socio-economic, cultural, and geographical perspectives. Accordingly, future research should develop and empirically validate integrated guidance models that explicitly consider contextual factors influencing implementation while evaluating their long-term effects on students' academic achievement, socio-emotional development, and overall well-being. Such efforts would contribute substantially to establishing evidence-based guidance frameworks capable of supporting holistic student development across diverse elementary school settings.

CONCLUSION

The findings of this literature review demonstrate that both individual and group guidance services play significant roles in supporting elementary school students' holistic development, encompassing social, emotional, and academic dimensions. Individual guidance is particularly effective in assisting students with personal challenges, strengthening self-confidence, and promoting emotional well-being, whereas group guidance enhances social interaction, collaboration, creativity, and learning motivation through structured peer engagement. Nevertheless, the implementation of these services continues to face substantial challenges, including limited teacher training in counseling, shortages of qualified guidance

personnel, insufficient institutional resources, and inadequate policy support within elementary schools. The review also identifies important theoretical and empirical gaps. From a theoretical perspective, relatively few studies have developed comprehensive models that integrate child development theories, particularly those of Piaget and Erikson, with coordinated individual and group guidance practices. Empirically, existing evidence is largely derived from urban school settings, providing limited insight into the implementation and effectiveness of guidance services in rural and geographically diverse elementary schools. Furthermore, because this study is based exclusively on a synthesis of previous literature, its conclusions remain conceptual and have not been validated through direct empirical testing of integrated guidance models across different educational contexts.

Future research should therefore focus on developing and empirically validating integrated guidance models that combine individual and group counseling approaches while accommodating the developmental characteristics and diverse needs of elementary school students. Experimental and longitudinal studies conducted across various educational settings, particularly rural and underserved areas, are needed to evaluate the effectiveness and sustainability of such integrated models. In addition, future investigations should actively involve classroom teachers through comprehensive professional development, mentoring, and continuous support to strengthen their capacity as guidance facilitators. Research examining institutional policies, school-based support systems, and sustainable professional training programs is also recommended to establish evidence-based guidance services that can be effectively implemented across diverse elementary school environments.

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