



# Teacher Advisor Program (TAP) as an Innovation in Guidance and Counseling Services for Creating Well-Being Friendly Schools

Kusnarto Kurniawan<sup>1\*</sup>, Mulawarman<sup>2</sup>, Ernest Ceti Septiyani<sup>3</sup>, Rossi Galih Kesuma<sup>4</sup>, Nurul Hanifah Puteri<sup>5</sup>, Jenyes Intan Sururoh<sup>6</sup>, Widya Novi Angga Dewi<sup>7</sup>

<sup>1-6</sup> Universitas Negeri Semarang, Semarang, Indonesia

<sup>7</sup> Universitas Ivet, Semarang, Indonesia

## ARTICLE INFO

Received: August 02, 2025; Revised: August 28, 2025; Accepted: September 13, 2025

## KEYWORDS

Teacher Advisor Program (TAP); Guidance and Counseling Services; Well-Being Friendly School

## ABSTRACT

This study aims to explore the Teacher Advisor Program (TAP) as an innovation in guidance and counseling services to create well-being-friendly schools. The method used is a literature review with inclusion criteria for articles published between 2010 and 2024. The selection process was done by reviewing the articles' titles, abstracts, and full content, while data analysis used the 3C + S<sup>2</sup> approach. The results of the study show that TAP has a significant contribution in supporting student development. This program allows teachers to act as mentors who collaborate with counselors. The conclusion of this study reveals that TAP has great potential in creating a school environment that supports student well-being. The implications of this study provide an understanding of the potential of the Teacher Advisor Program (TAP) as an innovative strategy in guidance and counseling to build well-being-friendly schools.

## KATA KUNCI

Teacher Advisor Program (TAP); Layanan Bimbingan dan Konseling; Sekolah Ramah Well-Being

## ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi Teacher Advisor Program (TAP) sebagai inovasi dalam layanan bimbingan dan konseling untuk menciptakan sekolah ramah well-being. Metode yang digunakan adalah literature review dengan kriteria inklusi artikel yang dipublikasikan antara tahun 2010 hingga 2024. Proses seleksi dilakukan dengan meninjau judul, abstrak, dan isi lengkap artikel, sementara analisis data menggunakan pendekatan 3C + S<sup>2</sup>. Hasil kajian menunjukkan bahwa TAP memiliki kontribusi signifikan dalam mendukung perkembangan siswa. Program ini memungkinkan guru berperan sebagai pendamping yang berkolaborasi dengan konselor. Kesimpulan penelitian ini mengungkapkan bahwa TAP memiliki potensi besar dalam menciptakan lingkungan sekolah yang mendukung well-being siswa. Implikasi penelitian ini memberikan pemahaman mengenai potensi Teacher Advisor Program (TAP) sebagai strategi inovatif dalam bimbingan dan konseling untuk membangun sekolah ramah well-being.

## 1. INTRODUCTION

Mental well-being is now an important part of life, especially in education. Mental well-being is important because it encompasses an individual's ability to feel safe, accepted, motivated, and optimally develop their potential; however, efforts to achieve ideal mental well-being face complex challenges. The main challenges are the increasing prevalence of mental health problems among children and adolescents, the fact that many schools still do not have effective ways of maintaining mental health, and the lack of training for teachers to recognise and deal with students' mental health problems (Barker et al., 2023; Cooper & Hornby, 2018; Schulte-Körne, 2016). The

\* **Corresponding Author:** Kusnarto Kurniawan; ✉ [kusnarto@mail.unnes.ac.id](mailto:kusnarto@mail.unnes.ac.id)

Department of Guidance and Counseling Universitas Negeri Semarang, Semarang, Indonesia

Address: Sekaran, Gunung Pati, Semarang City, Central Java 50229, Indonesia

DOI: <https://doi.org/10.22460/quanta.v9i3.6456>



Copyright © 2025 by Author, Quanta Journal by UPT Publikasi Ilmiah dan HKI, Institut Keguruan dan Ilmu Pendidikan (IKIP) Siliwangi is licensed under CC-BY-SA license (<https://creativecommons.org/licenses/by-sa/4.0/>)

existence of a negative stigma surrounding mental health issues makes students reluctant to seek help and worsens their condition (Kumari & Kumar, 2022; Rosvall, 2020).

Schools have limited resources, such as a lack of mental health professionals in schools, high teacher workloads, and a lack of support from schools and families (Goodwin et al., 2021; Lai et al., 2022; Michaud & Montreuil, 2025; Rojas-Andrade et al., 2024). These challenges are a significant concern for all parties in schools. Mental well-being is closely related to learning motivation and concentration (Glazzard & Rose, 2020). Students with ideal mental well-being will avoid behavioural problems (Hoover & Bostic, 2021). Similarly, teachers with mental well-being will provide optimal support for students (Barker et al., 2023). Schools that care about mental well-being will create a safe, inclusive, and supportive environment for social-emotional development. Realising that school well-being has a reciprocal effect on the quality of interpersonal relationships, when there is an improvement in school well-being, it can improve interpersonal relationships in the future (Kiuru et al., 2020). Therefore, a holistic approach involving the entire school community, continuous teacher training, and collaboration with other parties is needed to create a school environment that supports well-being.

Mental well-being is the foundation for academic success, social development, and long-term health for school members. Implementing programs and policies supporting mental well-being in schools is crucial to creating a healthy, resilient, and competitive generation. One program that can support the realisation of mental well-being is the implementation of optimal guidance and counseling services in schools. Guidance and counseling are means of helping students overcome problems and can encourage the creation of a generation that is mentally and emotionally healthy (Simbolon & Purba, 2022). The success of guidance and counseling services is greatly influenced by school support, program integration into the curriculum, and student accessibility to counseling services (Azura et al., 2023). In addition to providing direct assistance to students, guidance and counseling services also involve collaboration with teachers, parents, and other professionals to create a supportive school environment. However, collaboration between stakeholders is also necessary to achieve all goals in improving mental well-being at school. This collaboration is carried out to create holistic mental well-being for students and everyone at school.

The condition of well-being in schools (school well-being) is relatively lacking among school members. Some students experience school burnout and low school enjoyment, which affects the quality of school well-being (Torppa et al., 2020). Other conditions also occur because implementing counseling services in schools is still not optimal, as some schools do not have counseling teachers. School well-being is created by involving the entire school community. Teachers play a significant role in creating a well-being-friendly school. However, schools must support teachers' mental resilience and professional effectiveness, especially counselors (Bakar, 2020). This necessitates educational policies that always pay attention to self-care so that the quality of student education can be continuously improved and sustained (Mohamed et al., 2020). Therefore, there is a need for a concept that offers appropriate program implementation to create a well-being-friendly school.

The Teacher Advisor Program (TAP) concept is one of the programs that allows teachers to collaborate. It is necessary to increase the number of counselors, reduce the workload of counselors, and collaborate with teachers and parents (Jaafar & Omar, 2025). Through the Teacher Advisor Program (TAP), it is hoped that all parties in the school will be aware of the needs of students, and students will be able to seek help from both counselors and teachers (Nisa & Fitri, 2017). This collaboration is important for early detection of mental health issues, providing appropriate intervention, and building a school culture that cares about mental health (Harding et al., 2019). Collaboration is carried out to provide support to schools so that Guidance and Counseling services can be implemented optimally and sustainably, based on trust and responsibility, and developed in a structured and systematic manner (Slijepčević & Zuković, 2021). The Teacher Advisor Program (TAP) aims to improve the professional competence of guidance counselors so that they can support the provision of guidance and counseling services in schools, thereby impacting the well-being of the school community.

The background to the emergence of the Teacher Advisor Program (TAP) was driven by the fact that school counselors often cannot address all students' needs. Until now, the main challenges in guidance and counseling services have been the limited number of counselors, the lack of teacher involvement in mental health promotion, and the need for integrated programs to address all aspects of school life (Beames *et al.*, 2023). It has even been found that some schools do not have guidance counselors. TAP is a strategic innovation that expands school guidance and counseling services' reach, effectiveness, and sustainability to achieve school well-being. School well-being refers to students' feelings about their experiences at school (Alnahdi & Schwab, 2021). With this goal in mind, TAP emerged as an innovation in guidance and counseling services in schools to address the limited number of counselors and the need for more equitable support for all students to achieve school well-being.

The absence of guidance counselors adds to the burden, as classroom teachers or homeroom teachers must handle student issues independently. Hence, handling affective aspects and character development is not optimally integrated. Through the Teacher Advisor Program (TAP), teachers are trained to act as advisors who provide students with systematic and planned assistance, guidance, and personal attention (Myrick, 2011). TAP encourages a more collaborative and comprehensive approach in supporting the mental health and well-being of the school community, including teachers and students. Previous research has found that training teachers as advisors has been proven to increase their competence in providing career guidance, social support, and personal development for students, thereby filling the gap in counseling services that professional counselors cannot reach (Bersan *et al.*, 2024). The Teacher Advisor Program in primary education can be implemented to shape students' character (Jarkawi & Ridhani, 2024). The Teacher Advisor Program (TAP) positions teachers as active advisors who accompany, guide, and monitor student development.

This program will strengthen the role of teachers in building a supportive school environment, increasing student engagement, and assisting them in the transition process and important decision-making during adolescence (Falecki & Mann, 2021). Through training and capacity building, teachers act as educators and key supporters of student well-being in the school environment (Wyn *et al.*, 2000). This innovation has been shown to improve mental health literacy, reduce stigma, and strengthen teacher-student relationships, positively impacting a more supportive and inclusive school climate (Habgood *et al.*, 2025). In addition, teacher involvement in innovative programs such as the Teacher Advisor Program (TAP) also improves teacher well-being, resilience, and emotional competence, making them better prepared to face today's educational challenges (Pozo-Rico *et al.*, 2023). Student well-being is often managed by classroom teachers, supported by the principal, and operationalised by all teacher coordinators in the school. Therefore, the support of all educators in the school is necessary to ensure that all learning services are carried out professionally so that school-based well-being can be achieved (Nelson *et al.*, 2020). Thus, forming a *Teachers Advisor Team* in this case is very relevant.

Integrating the Teacher Advisor Program (TAP) into the school system can create an environment more responsive to students' mental and emotional needs while strengthening a school culture that is friendly to well-being. The limitations of schools in providing guidance and counseling to teachers make it necessary to further research the innovation of the Teacher Advisor Program (TAP) with the concept of school well-being. This study aims to examine in depth how TAP is an innovation in guidance and counseling services that can provide ongoing support to students, empower teachers as mentors, and build a mentally healthy school ecosystem. Specifically, this study aims to: (1) describe the concept of a well-being-friendly school and its relevance to the teacher advisor program; (2) identify the contributions and roles of TAP in guidance and counseling services; and (3) explore the development of the teacher advisor program as an effective strategy in schools. Thus, the discussion in the following section can provide a comprehensive overview of TAP as an innovative solution for realising a well-being-friendly school.

## 2. METHOD

### 2.1 Research Design

This study uses a *literature study* approach (Snyder, 2019) as a systematic method to identify, evaluate, and synthesize relevant literature to produce new insights related to the research topic. *Literature study* is a data collection method through document review, which is then analyzed thematically or narratively (Tomaszewski *et al.*, 2020). This approach was chosen to explore and formulate TAP as an innovation in guidance and counseling services to create a *well-being*-friendly school. This study is limited to results based on literature studies and has not yet conducted direct empirical tests in the field.

### 2.2 Research Subjects

This research was conducted by collecting data through searching for articles and scientific documents in online databases such as Google Scholar, Scopus, and Garuda. The procedure included determining the research design, subject and scope, establishing inclusion and exclusion criteria, data collection, data analysis, and concluding. The scope of the literature reviewed focused on themes that support the Teacher Advisor Program (TAP) as an innovative model for guidance and counseling services in schools, as well as the teacher advisor program as a strategy for creating a *well-being*-friendly school.

This study used data sources such as Google Scholar, Scopus, and Garuda. The focus of this study was to discuss topics related to the role of the Teacher Advisor Program (TAP), the potential implementation of the Teacher

Advisor Program (TAP) as an innovation in Guidance and counseling services, and the Teacher Advisor Program (TAP) in realising well-being-friendly schools.

### 2.3 Data Collection

In the data collection process, literature inclusion criteria were used to ensure the relevance and quality of sources, including: (1) scientific articles, proceedings, or books that are original research or conceptual studies; (2) published between 2010 and 2024 to obtain the latest developments; (3) available in Indonesian or English; (4) accessible through academic databases such as Google Scholar, Scopus, and Garuda; (5) discussing topics related to TAP, Guidance and Counseling services, or the concept of a *well-being*-friendly school; and (6) covering qualitative, quantitative, and *mixed methods* studies. The data collection results found 74 articles from Google Scholar, three articles from Scopus, and two articles from Garuda with the keywords “Teacher Advisor Program,” “school well-being,” and “guidance and counseling,” either separately or in combination. Selection was then conducted to find eight articles that matched the research questions, which were selected in stages by reviewing the titles, abstracts, and full content.

### 2.4 Data Analysis

The data from the literature that met the inclusion criteria were analyzed using the 3C + S<sup>2</sup> pattern. The first stage was *comparing*, which was comparing the findings between studies to find similarities. The second stage was *Contrasting*, which identified differences and unanswered research gaps. The third stage was *categorizing*, which grouped information based on specific themes or categories. Next was *Synthesizing*, which integrated the findings into a new, comprehensive understanding, followed by *Summarising*, which systematically summarised the core information to support the research objectives. This approach was chosen because it provides a comprehensive overview of the contribution of the Teacher Advisor Program (TAP) to well-being-friendly schools. However, this study has limitations because it does not involve primary data, so all analysis results depend entirely on available literature.

### 2.5 Research Procedure

The procedures in this study included several stages, as follows:

- a) Determining the research design, this study used a literature review method to explore the teacher advisor program (TAP) as an innovation in Guidance and counseling services to create well-being-friendly schools.
- b) The subjects in this study were literature searches on Google Scholar, Scopus, and Garuda databases. The scope of the research was reviewed from 2010 to 2024.
- c) The inclusion and exclusion criteria were (1) scientific articles, proceedings, or books that were original research or conceptual studies; (2) published between 2010 and 2024; (3) available in Indonesian or English; (4) accessible through academic databases such as Google Scholar, Scopus, and Garuda; (5) discussing topics related to TAP, Guidance and Counseling services, or the concept of a *well-being*-friendly school; and (6) covering qualitative, quantitative, and *mixed methods* studies.
- d) Data collection was conducted using the keywords “Teacher Advisor Programme,” “school well-being,” and “guidance and counseling,” either separately or in combination. The articles found were selected in stages through a review of the title, abstract, and full text before final selection.
- e) Data analysis was conducted using the 3C + S<sup>2</sup> approach, with the following explanations: *Comparing*: comparing research results to find similarities in findings; *Contrasting* identified differences and gaps in the research; *Categorizing* grouped information into specific themes (the role of TAP, implementation, innovation, contribution to well-being); *Synthesizing* integrated the results into a new understanding of the contribution of TAP; and *Summarizing* summarized the core findings to support the research objectives.
- f) Concluding the synthesized findings to develop a comprehensive understanding.

## 3. RESULTS AND DISCUSSION

### 3.1 Results

This study found eight articles that met the inclusion criteria presented in Table 1.

Table 1. Study Results

No	Author and Title	Year	Publication Type & Database	Research Method	Findings
1.	(Robbert D. Myrick, Ph.D) Developmental Guidance and Counseling: A Practical Approach	2011	Book & Google Scholar	-	This book explains that the Teacher-Advisor Program (TAP) aims to provide ongoing developmental guidance by offering specific weekly sessions between teachers and student groups, covering diverse topics such as career exploration, stress management, and social issues.
2.	(Hazel M. Carter) Institutionalization of Caring in an Era of Accountability: Creating a Supportive Environment for At-Risk Students' Retention in High School and Access to College	2012	Article & Google Scholar	Case-study method	The study found that the Teacher-Advisor program is highly effective in supporting students, especially at-risk students. This program integrates the role of teachers as advisors working together with counselors, providing continuous support to students. It does not replace the role of counselors but clarifies the division of duties between teachers and counselors to comprehensively support students' needs.
3.	(Suleyman Celik) Considering the Foreign Language English Teacher as School Counselor	2015	Proceedings & Google Scholar	Qualitative approach with case-study method. Data collection through observation and interviews.	This research found that English teachers in Turkey have great potential to serve as additional support for school counselors, especially in schools with limited counseling staff. The implementation of the Teacher Advisor Program can reduce counselors' workloads, improve early detection of student problems, and better support students' well-being and development.
4.	(Mary Keeffe) Transition to Junior Secondary Schooling for Students with Learning Difficulties and Disabilities: A Study in Personalised Learning and Building Relational Agency in Schools	2017	Article & Scopus	Qualitative case study conducted over three years at a secondary school in regional Victoria, Australia.	The study found that the Teacher Advisor (TA) Program aims to build meaningful relationships between teachers and students, particularly for at-risk students who face challenges in school due to factors like poverty, isolation, and learning difficulties, thus creating a safe and trusting environment. Each TA group consists of two teachers advocating for 15 students over four years.
5.	(Apo et al.) Artificial Intelligence: The Transforming Agent of Future	2021	Article & Google Scholar	Literature review and qualitative analysis of various sources and related research.	This article links the Teacher Advisor Program as an example of innovation in education utilizing artificial intelligence to prepare students for the digital future. TAP is associated with AI use that supports teachers in planning lessons.



No	Author and Title	Year	Publication Type & Database	Research Method	Findings
6.	(Vaughan Prain et al.) Teacher Professional Learning in Large Teaching Spaces: An Australian Case Study	2022	Article Google Scholar	& Cumulative analysis of quantitative and qualitative data. Narrative analysis method.	The study indicates that teacher professional learning (TPL) in large classrooms involves learning new roles, developing new practices, and understanding the reasons behind these practices. The success of TAP depends on teacher professional learning, ensuring teachers have agency in implementing new practices in large classrooms.
7.	(Jarkawi & Akhmad Rizkhi Ridhani) Teacher Advisor Program (TAP) as an Alternative Guidance and Counseling Service Program in Basic Education to Shape Student Character	2024	Article Garuda	& Qualitative research using literature review sources	This article focuses on presenting ideas and views on the Teacher Advisor Program (TAP) as an alternative guidance and counseling service in basic education for shaping student character. The findings suggest that TAP is relevant to be applied in basic education as an alternative counseling service to form students' character in accordance with national education standards.
8.	(Fany Rifqoh) Teacher Advisor Program in Guidance and Counseling: A Literature Review	2024	Article Google Scholar	& Descriptive method with literature review sources	The research findings indicate that the Teacher Advisor Program (TAP) is highly beneficial in improving collaboration and student character, resulting in graduates with good character and abilities that align with contemporary developments. TAP has been implemented in Indonesia as a class guardian program but needs to be reorganized to be more comprehensive and produce the desired outcomes, especially in the collaboration between teachers and counselors.

The research results from the eight articles reviewed found that the teacher advisor program (TAP) is important in strengthening school guidance and counseling services. The Teacher Advisor Program (TAP) has been proven to strengthen the relationship between teachers and students by providing regular assistance that focuses on academic, social, emotional, and career aspects and creating a safe and supportive learning environment for students. In addition, the Teacher Advisor Program (TAP) has also emerged as an alternative to guidance and counseling services in schools with a limited number of counselors, as it has placed teachers as partners in the student mentoring process. Myrick (2011) emphasises regular teacher-student meetings focusing on academic, social, and career development. Carter (2012) found that teachers who act as advisors can increase student motivation and engagement, especially among those at risk. Keeffe (2017) asserts that TAP creates a safe and trusting environment for students with learning difficulties or disabilities. These findings confirm that TAP can be a medium for building positive relationships and more intensive social support in schools.

The limited number of school counselors is one of the reasons why TAP is important. Celik (2015) highlights the role of subject teachers as partners of counselors in the early detection of student problems. In Indonesia, Jarkawi & Ridhani (2024) emphasise TAP as an alternative to guidance and counseling services in primary education, which can shape student character and support the achievement of graduate competency standards. Rifqoh (2024) also shows that TAP has been implemented through the role of homeroom teachers, but it still needs to be

reorganised to be more structured and collaborative with counselors. Recent research highlights how TAP has evolved to meet the needs of the times. Apo *et al.* (2021) link TAP with using artificial intelligence (AI)-based technology to support teachers in developing learning activities. This differs from the findings of Prain *et al.* (2022) that the success of TAP is highly dependent on teacher professional development, including strengthening their capacity and agency in managing large classes and their new role as advisors. Overall, the literature confirms that TAP contributes significantly to school well-being by supporting the holistic development of students, strengthening collaboration between teachers and counselors, and building an inclusive and friendly school culture.

### 3.2. Discussion

Based on the findings above, the Teacher Advisor Program (TAP) is a supporting program that guides students in creating a school that is friendly to *well-being*. Research by Keffe (2017) found that teacher advisor programs build positive relationships between schools and students and introduce personalized learning models. These relationships can create a safe and friendly environment. School well-being can be achieved when harmony exists between the school atmosphere, social relationships, personal fulfilment, and physical health. A friendly school certainly plays an important role in shaping a generation that is healthy, active, accomplished, and respectful of the rights of others (Rohimiansyah & Januarni, 2025). Every school needs to create a friendly, well-being school. Improving student welfare at school, whether through strengthening the physical, social, or emotional environment, can be an important strategy in supporting healthy emotional development among adolescents (Al Farabi & Shobihah, 2025). Therefore, in creating a friendly, *well-being* school, there needs to be good collaboration among all school community members.

However, the challenges in creating a well-being-friendly school are increasingly diverse. The current situation finds that students in schools experience anxiety and academic pressure. These are the main risk factors that reduce student well-being (King *et al.*, 2024). Therefore, schools need to integrate learning and monitoring of well-being on an ongoing basis. As found in a study (Celik, 2015), subject teachers, especially English teachers, can assist counselors in dealing with student problems, especially in schools with many students and a limited number of counselors. Subject teachers interact with students more frequently, so their assistance is indispensable in the service process. It was also found that teacher well-being directly impacts student well-being (Harding *et al.*, 2019). The hope is to create a favourable school climate by looking at several success factors that significantly influence the well-being of the school community, especially students.

The success factors in creating a well-being-friendly school can be seen in various ways. School well-being refers to a school environment that enables students to fulfil their basic physical, social, or psychological needs in the context of teaching and learning activities (Amalia, 2020). A good relationship between teachers and students will be the foundation for creating a mentally healthy school environment. School well-being is a holistic concept that includes interrelated physical, social, emotional, and health aspects to create an environment that supports students' overall development and well-being (Mangestuti *et al.*, 2022). Furthermore, the way to realize school well-being is by improving the self-fulfilment aspect of students, which includes guidance or encouragement from the school to students, providing opportunities to develop creativity, and involving students in decision-making at school (Sofia & Purba, 2023). Teachers play an important role in education. Implementing a comprehensive approach involving all parties will focus on positive relationships, student participation, and teacher support.

Teachers can also improve their existing competencies to create a well-being-friendly school. There needs to be active involvement from all members of the school community, and schools also need to instil well-being values in the culture or policies that apply in schools (Edwards *et al.*, 2024; Quinlan & Hone, 2020). Social and emotional competencies (SEC) must be provided so that teachers can create a safe, comfortable, and supportive learning environment, build positive relationships with students, and manage their emotions effectively (Susilowati & Haryati, 2024). Myrick (2011) even states that teachers can build positive relationships with students, model effective communication, and support student development holistically. Teachers who serve as advisors can be an important bridge, because they have regular interactions and closer relationships with students, enabling them to provide ongoing emotional, social, and academic support (Galassi & Gullede, 1997). Structured guidance must be provided regarding academics, personal, and social development (Primas, 2008). Thus, it was found that teachers who act as advisors will show empathy, patience, and interpersonal skills, thereby increasing student motivation and engagement without shifting the role of counselors (Carter, 2012). The role of teachers is a key element in creating a supportive and responsive environment for student development.

Schools can take a whole-school approach, which integrates the promotion of well-being into the school's vision, mission, policies, and daily practices (Edwards *et al.*, 2024; Hoare *et al.*, 2017; Quinlan & Hone, 2020) creating a safe, comfortable, and friendly space for everyone in the school (Pulimeno *et al.*, 2020). Meanwhile,

Amalia (2020) found that the social relationship dimension (loving) is the key to improving students' school well-being by creating a conducive learning climate through improving good social relationships between teachers and students, positive peer relationships, and cooperation between schools and homes. Meanwhile, schools need to train teachers to support student well-being and their own well-being (Berger *et al.*, 2022). Teacher training, parental involvement, and implementing inclusive strategies are needed to achieve a more inclusive and quality education (Rohimiansyah & Januarni, 2025). Training can help teachers better manage social relationships at school, such as relationships between teachers, students, and peers, so that a more comprehensive understanding can lead teachers to design programs to implement well-being-friendly schools (Fauziati *et al.*, 2021). The teacher advisor program is a concrete form of optimizing teachers' roles in supporting students' development. Therefore, TAP is an innovation in counseling services that addresses the challenge of limited personnel and strengthens a friendly school culture.

The Teacher Advisor Program (TAP) is a system in which each member of the school staff, especially teachers and counselors, meets with small groups of 15-20 people. This program initially focused only on students' social and personal development. However, it has evolved to emphasize academic guidance and parent involvement through conferences with students, parents, and advisors. This program is also supported by training for teachers and activity guidelines so that guidance can be evenly and effectively provided to all students (Daresh & Pautsch, 1983). Teachers in the teacher advisor program act as mentors or advisors who teach subject matter and provide academic, social, and emotional guidance to students (Gambone, 2024). This is in line with a study that found that teachers play a role in jointly designing, implementing, and evaluating their learning objectives, thereby creating professional teachers in facing the challenges faced by students (Prain *et al.*, 2022).

This program is based on developmental psychology with validated implementation strategies, enabling it to transform students into better learners and citizens and increase their commitment to academic achievement (Jarkawi & Ridhani, 2024). In contrast to other studies that suggest that the teacher advisor program (TAP) is designed as an innovative approach that directly involves teachers in developmental guidance to improve collaboration between teachers and counselors and support students' academic success and optimal development (Nisa & Fitri, 2017). However, research has found that teachers can design new learning plans using online tools such as Watson and provide digital instructional support for students (Apo, 2021). Thus, the teacher advisor program will emphasise the importance of a warm and trusting relationship between teachers and students and the need to use innovations to implement it.

Integrating the Teacher Advisor Program into counseling services is expected to create an environment that is more responsive to students' mental and emotional needs and to strengthen a school culture that is friendly to wellbeing. Meanwhile, the Teacher Advisor Program acts as an educational companion that assists students in academic and administrative aspects, while also creating more humane relationships in the school environment (Rifqoh, 2024). Organised, planned, and systematic guidance for all students, not just those with problems, makes guidance an integral part of the educational process (Galassi & Gullledge, 1997). Teachers involved in TAP develop a broader professional understanding, not only as teachers but also as mentors and supporters of student development (Bersan *et al.*, 2024). Each school can design activities, schedules, and groups according to the program's specific objectives, such as improving academic achievement, developing social skills, or preventing bullying (Primas, 2008). This differs from the findings of Nisa & Fitri (2017), who state that the teacher advisor program (TAP) is a collaborative concept between teachers and counselors in guidance and counseling services. Meanwhile, the findings of Jarkawi & Ridhani (2024) show that TAP can be an effective alternative to guidance and counseling services in shaping students' character in education. The findings of this study can provide information on implementing the teacher advisor program to achieve school wellbeing.

The Teacher Advisor Program (TAP) strengthens school wellbeing by providing continuous and structured guidance and counseling support through teachers as student group advisors. Research conducted by Rifqoh (2024) shows that TAP emphasises developing 21st-century skills such as critical thinking, communication, collaboration, and creativity through teacher guidance to small groups of students. TAP also aims to improve the professional competence of guidance counselors so that they can support guidance services that positively impact the school's and its community's wellbeing. In addition, TAP also involves collaboration with counselors and periodic evaluations to ensure the program's effectiveness and the support of the school administration so that the implementation runs smoothly (Nisa & Fitri, 2017).

The steps to implement the Teacher Advisor Program (TAP), according to Myrick (2011), include the following: 1) Setting a schedule and specific time for TAP sessions at school to ensure structure and consistency. 2) Forming a Teacher Advisor Team (TAT) consisting of teachers who serve as student advisors. 3) Dividing students



into small groups (15-25 students per teacher) that remain the same throughout the year to build close and lasting relationships. 4) Developing a TAP curriculum covering social skills, time management, learning motivation, and career development with structured sessions and clear objectives. 5) Collaboration with school counselors as supporters and coordinators in handling students who need exceptional guidance. 6) Periodic program evaluation and development through surveys, interviews, and student progress reports to ensure the program's effectiveness and improvement. Moreover, 7) School administrative support that provides motivation, resources, and supervision for the implementation of TAP to run smoothly.

These steps are designed so that TAP can run systematically and positively impact school welfare and student development. The implementation of TAP needs to be reorganised so that the results are more optimal, thereby shaping individuals ready to face the needs of today's society. In addition, periodic monitoring and evaluation are carried out to ensure the effectiveness of the school welfare program. The Teacher Advisor Program (TAP) can be designed with the concept of *school wellbeing*, especially in guidance and counseling services, so that mental health becomes holistic. Thus, TAP can meet student development needs more comprehensively and flexibly and increase involvement in the school environment.

#### 4. RESEARCH IMPLICATIONS

This study found several applicable research implications, as follows:

##### 1) Theoretical Implications

The results of this study reinforce that the teacher advisor program is a developmental guidance approach that emphasizes the direct involvement of teachers in supporting students' academic, social, emotional, and character aspects. The Teacher Advisor Program can expand the theory of developmental guidance and counseling that emphasizes the importance of positive teacher-student relationships, collaboration with counselors, and integrating digital innovations. Theoretically, this can enrich the literature on school well-being and show that the Teacher Advisor Program can be a model for counseling services and classroom-based support.

##### 2) Practical Implications

The Teacher Advisor Program can be implemented as an alternative guidance and counseling services strategy, especially in schools that lack counselors. Teachers can continuously mentor students in small groups, strengthening a supportive school climate. Implementing this program will help teachers detect student problems early, support the development of social skills, and facilitate student learning. The systematic implementation of the Teacher Advisor Program can contribute to creating a well-being-friendly school that supports students' mental health.

##### 3) Managerial Implications

These implications mean that schools can organize the Teacher Advisor Program in a structured manner by forming a Teacher Advisor Team (TAT), establishing a regular schedule, and developing a relevant curriculum. The existence of school policy support, principal supervision, and collaboration with counseling will be the most important factors for running the Teacher Advisor Program effectively. In addition, the study's results found a need for institutional and school administrative support in the form of teacher training, evaluation, and resource provision. Thus, the Teacher Advisor Program can become part of the school management strategy to improve the quality of guidance and counseling services to achieve the National Education Standards.

##### 4) Methodological Implications

Methodologically, research on the teacher advisor program is still dominated by case studies and literature reviews. This presents an opportunity for future research to use quantitative, experimental, or mixed methods to measure the effectiveness of the Teacher Advisor Program (TAP) more empirically. In addition, comparative research across contexts, such as conducting research between Indonesia and other countries, is needed to strengthen the generalization of results. Thus, the methodological implication is the need to develop more diverse research designs.

#### 5. CONCLUSION

The Teacher Advisor Program (TAP) has emerged as a significant innovation in the field of educational guidance and counseling, particularly in supporting students' personal development and well-being. Various studies have explored its effectiveness in providing continuous guidance and creating meaningful relationships between

teachers and students. TAP provides a structured weekly interaction between teachers and student groups, discussing topics such as career exploration, stress management, and social issues. This approach fosters an environment of support and trust, crucial for students facing personal or academic challenges.

Research has shown that TAP is especially beneficial for at-risk students, those who are likely to face difficulties in school due to factors such as poverty, isolation, and learning disabilities. Studies have demonstrated that the program helps in reducing the workload of counselors while enhancing early detection of student issues. By positioning teachers as advisors in collaboration with school counselors, TAP not only supports the academic development of students but also addresses their emotional and social needs. This collaborative approach helps to bridge the gap in counseling services, especially in schools with limited resources.

In addition to its proven success in personal development and academic support, TAP is also seen as a potential model for innovation in education. With the integration of technology and artificial intelligence, TAP is evolving to better prepare students for the digital future. Some studies suggest that AI tools can assist teachers in lesson planning, thereby improving the quality of education. Moreover, TAP's focus on professional learning for teachers, particularly in large classrooms, ensures that educators can effectively implement new teaching practices, making it a versatile and valuable tool in both small and large educational settings.

## ACKNOWLEDGMENTS

The author would like to express sincere gratitude to all those who contributed to this research. Special thanks go to the Faculty of Education and Psychology, Semarang State University, for its financial support and institutional assistance. Finally, we also appreciate the constructive feedback from colleagues and reviewers who have helped improve the quality of this work.

## AUTHOR CONTRIBUTION STATEMENT

The authors declare that they have contributed equally to this work. Contributions include conception and design of the study, data collection, data analysis, and writing of the draft, critical revision, and final approval of the manuscript.

## DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

## REFERENCES

- Al Farabi, N. M., & Shobihah, I. F. (2025). Hubungan school well-being dengan kematangan emosi siswa generasi Z di SMA NU 2 Gresik. *Qomaruna Journal of Multidisciplinary Studies*, 2(2), 69–78.
- Alnahdi, G. H., & Schwab, S. (2021). Inclusive education in Saudi Arabia and Germany: Students' perception of school well-being, social inclusion, and academic self-concept. *European Journal of Special Needs Education*, 36(5), 773–786. <https://doi.org/10.1080/08856257.2020.1823163>
- Amalia, I. (2020). Gambaran school well-being pada siswa SMA. *Jurnal Psikologi Terapan*, 3(1), 12–15.
- Apo, E. B. (2021). Artificial intelligence: The transforming agent of future. [https://www.researchgate.net/profile/Kss-Rakesh/publication/372221073\\_Artificial\\_Intelligence\\_The\\_Transforming\\_Agent\\_of\\_Future/links/64aa4f66b9ed6874a507e714/Artificial-Intelligence-The-Transforming-Agent-of-Future.pdf](https://www.researchgate.net/profile/Kss-Rakesh/publication/372221073_Artificial_Intelligence_The_Transforming_Agent_of_Future/links/64aa4f66b9ed6874a507e714/Artificial-Intelligence-The-Transforming-Agent-of-Future.pdf)
- Azura, D., Hasibuan, E. G., Zai, I. S., Septian, M. R., Oktavia, R., Saragih, R. D., Nasution, S. I., Damayanti, S., Dahlan, U. A.-Z., & Wardani, W. (2023). Peran sekolah dalam membentuk kesehatan mental remaja dengan program konseling. *Alahyan Jurnal Pengabdian Masyarakat Multidisiplin*, 1(2), 136–144.
- Bakar, A. Y. A. (2020). The psychological well-being and self-compassion of Malaysian counseling and guidance teachers. *Psychology Research on Education and Social Sciences*, 1(2), 91–98.
- Barker, R., Hartwell, G., Egan, M., & Lock, K. (2023). The importance of school culture in supporting student mental health in secondary schools: Insights from a qualitative study. *British Educational Research Journal*, 49(3), 499–521. <https://doi.org/10.1002/berj.3853>
- Beames, J. R., Spanos, S., Roberts, A., McGillivray, L., Li, S., Newby, J. M., O'Dea, B., & Werner-Seidler, A. (2023). Intervention programs targeting the mental health, professional burnout, and/or well-being of school

- teachers: Systematic review and meta-analyses. *Educational Psychology Review*, 35(1), 26. <https://doi.org/10.1007/s10648-023-09720-w>
- Berger, E., Reupert, A., Campbell, T. C. H., Morris, Z., Hammer, M., Diamond, Z., Hine, R., Patrick, P., & Fathers, C. (2022). A systematic review of evidence-based wellbeing initiatives for schoolteachers and early childhood educators. *Educational Psychology Review*, 34(4), 2919–2969. <https://doi.org/10.1007/s10648-022-09690-5>
- Bersan, O. S., Lustrea, A., Sava, S., & Bobic, O. (2024). Training teachers for the career guidance of high school students. *Education Sciences*, 14(3), 289.
- Carter, H. M. (2012). Institutionalization of caring in an era of accountability: Creating a supportive environment for at-risk students' retention in high school and access to college. *The New Educator*, 8(2), 177–193. <https://doi.org/10.1080/1547688X.2012.670568>
- Celik, S. (2015). Considering the foreign language (English) teachers as school counselors. *Book of Proceedings*, 417. <https://tiu.edu.iq/conf/wp-content/uploads/2015/06/vesal-proceedings.pdf#page=429>
- Cooper, P., & Hornby, G. (2018). Facing the challenges to mental health and well-being in schools. *Pastoral Care in Education*, 36(3), 173–175. <https://doi.org/10.1080/02643944.2018.1488658>
- Dares, J. C., & Pautsch, T. R. (1983). A successful teacher-advisor program. *Middle School Journal*, 14(3), 3–13. <https://doi.org/10.1080/00940771.1983.11495615>
- Edwards, R., Byrne, J., & Grace, M. (2024). Enabling pupils to flourish: Six evidence-based principles of whole-school wellbeing promotion. *Frontiers in Public Health*, 12, 1335861.
- Falecki, D., & Mann, E. (2021). Practical applications for building teacher wellbeing in education. *Cultivating Teacher Resilience*, 175. [https://library.oapen.org/bitstream/handle/20.500.12657/41305/2021\\_Book\\_CultivatingTeacherResilience.pdf?sequence=1#page=182](https://library.oapen.org/bitstream/handle/20.500.12657/41305/2021_Book_CultivatingTeacherResilience.pdf?sequence=1#page=182)
- Fauziati, E., Suharyanto, S., Nurcholis, I., & Santriane, A. (2021). Pelatihan dan modelling implementasi sekolah ramah anak bagi guru-guru sekolah menengah atas. *SELAPARANG: Jurnal Pengabdian Masyarakat Berkemajuan*, 5(1), 1017–1022.
- Galassi, J. P., & Gullledge, S. A. (1997). The middle school counselor and teacher-advisor programs. *Professional School Counseling*, 1(2), 55–60.
- Gambone, M. (2024). The advisory program: A space for nurturing student-teacher relationships to strengthen student advocacy in a progressive secondary school. *International Journal of Progressive Education*, 20(1). [https://ijpe.inased.org/files/2/manuscript/manuscript\\_4384/ijpe-4384-manuscript-182737.pdf](https://ijpe.inased.org/files/2/manuscript/manuscript_4384/ijpe-4384-manuscript-182737.pdf)
- Glazzard, J., & Rose, A. (2020). The impact of teacher well-being and mental health on pupil progress in primary schools. *Journal of Public Mental Health*, 19(4), 349–357.
- Goodwin, J., Behan, L., & O'Brien, N. (2021). Teachers' views and experiences of student mental health and well-being programmes: A systematic review. *Journal of Child & Adolescent Mental Health*, 33(1–3), 55–74. <https://doi.org/10.2989/17280583.2023.2229876>
- Habgood, E., Gandhi, S., Smith, R., Hearps, S., Hiscock, H., Oberklaid, F., Raniti, M., & Darling, S. (2025). Pilot evaluation of an innovative school-based mental health literacy program for teachers and students: The Decode Mental Health and Wellbeing Program. *The Australian Educational Researcher*, 52(2), 1529–1556. <https://doi.org/10.1007/s13384-024-00774-5>
- Habgood, E., Gandhi, S., Smith, R., Hearps, S., Hiscock, H., Oberklaid, F., Raniti, M., & Darling, S. (2025). Pilot evaluation of an innovative school-based mental health literacy program for teachers and students: The Decode Mental Health and Wellbeing Program. *The Australian Educational Researcher*, 52(2), 1529–1556. <https://doi.org/10.1007/s13384-024-00774-5>
- Harding, S., Morris, R., Gunnell, D., Ford, T., Hollingworth, W., Tilling, K., Evans, R., Bell, S., Grey, J., & Brockman, R. (2019). Is teachers' mental health and wellbeing associated with students' mental health and wellbeing? *Journal of Affective Disorders*, 242, 180–187.
- Hoare, E., Bott, D., & Robinson, J. (2017). Learn it, live it, teach it, embed it: Implementing a whole school approach to foster positive mental health and wellbeing through positive education. *International Journal of Wellbeing*, 7(3). <https://www.internationaljournalofwellbeing.org/index.php/ijow/article/view/645>
- Hoover, S., & Bostic, J. (2021). Schools as a vital component of the child and adolescent mental health system. *Psychiatric Services*, 72(1), 37–48. <https://doi.org/10.1176/appi.ps.201900575>
- Jaafar, F., & Omar, S. (2025). Challenges in implementing guidance and counseling services in primary schools. *Journal of Social Sciences and Business*, 4(1), 46–56.

- Jarkawi, & Ridhani, A. R. (2024). Teacher Advisor Program (TAP) sebagai alternatif program layanan bimbingan dan konseling pada pendidikan dasar dalam membentuk karakter peserta didik. *Jurnal Prakarsa Paedagogia*, 7(1), 7–14. <https://doi.org/10.24176/jpp.v7i1.11135>
- Keefe, M. (2017). Transition to junior secondary schooling for students with learning difficulties and disabilities: A study in personalised learning and building relational agency in schools. In *Inclusive principles and practices in literacy education* (pp. 213–230). Emerald Publishing Limited. <https://www.emerald.com/insight/content/doi/10.1108/S1479-363620170000011014/full/html>
- King, R. B., Wang, Y., Fu, L., & Leung, S. O. (2024). Identifying the top predictors of student well-being across cultures using machine learning and conventional statistics. *Scientific Reports*, 14(1), 8376.
- Kiuru, N., Wang, M.-T., Salmela-Aro, K., Kannas, L., Ahonen, T., & Hirvonen, R. (2020). Associations between adolescents' interpersonal relationships, school well-being, and academic achievement during educational transitions. *Journal of Youth and Adolescence*, 49(5), 1057–1072. <https://doi.org/10.1007/s10964-019-01184-y>
- Kumari, B., & Kumar, P. (2022). Mental health of secondary school students: Issues and challenges. *J Adv Res Sci Soc Sci*, 5, 52.
- Lai, K. Y., Hung, S.-F., Lee, H. W., & Leung, P. W. (2022). School-based mental health initiative: Potentials and challenges for child and adolescent mental health. *Frontiers in Psychiatry*, 13, 866323.
- Mangestuti, R., Mulyadi, M., Wahyuni, E. N., Aziz, R., & Qudzy, S. Z. (2022). The successful development of student well-being through child-friendly school programs. *International Journal of Elementary Education*, 6(2), 315–324.
- Michaud, R., & Montreuil, T. C. (2025). Systemic factors associated with student psychological well-being: The qualitative experience of school professionals. *Psychology in the Schools*, 62(3), 821–833. <https://doi.org/10.1002/pits.23357>
- Michaud, R., & Montreuil, T. C. (2025). Systemic factors associated with student psychological well-being: The qualitative experience of school professionals. *Psychology in the Schools*, 62(3), 821–833. <https://doi.org/10.1002/pits.23357>
- Mohamed, N. J. B., Bakar, A. Y. A., & Ifdil, I. (2020). The psychological well-being and self-compassion of Malaysian teachers of counseling and guidance. *Acta Counseling and Humanities*, 1(1), 53–65.
- Myrick, R. D. (2011). *Developmental guidance and counseling: A practical approach* (5th ed.). Educational Media Corporation.

**Copyright holder:**

© Kurniawan, K., &amp; Mulawarman, M., et al. (2025)

**First Publication Right:**

Quanta Journal (Kajian Bimbingan dan Konseling dalam Pendidikan)

**This Article is licensed under:**CC-BY-SA ([Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/))