



Successful Guidance and Counseling Services in Inclusive Schools: A Review of Inclusive Service Implementation

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ABSTRACT

Inclusive education requires teachers to possess professional competencies in managing student diversity, including in guidance and counseling services. This study aimed to examine the success of guidance and counseling services in inclusive schools through the identification of indicators, barriers, and supporting strategies. The study employed a systematic literature review method using the PRISMA guidelines to analyze scientific articles obtained from Google Scholar and Scispace. The findings indicated that successful guidance and counseling services were characterized by improvements in students' self-confidence, social interaction, self-adjustment, and academic achievement. However, several barriers were identified, including limited teacher competence, inadequate facilities, and low community involvement. Effective strategies included continuous professional training, cross-professional collaboration, and systemic support. In conclusion, the success of guidance and counseling services is determined by measurable outcome indicators and adequate environmental support. This study contributes to clarifying the indicators of successful guidance and counseling services in inclusive schools.

KATA KUNCI

Layanan bimbingan dan konseling;
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ABSTRAK

Pendidikan inklusif menuntut kompetensi profesional guru dalam mengelola keberagaman peserta didik, termasuk dalam layanan bimbingan dan konseling (BK). Penelitian ini bertujuan mengkaji keberhasilan layanan BK di sekolah inklusif melalui identifikasi indikator, hambatan, dan strategi pendukung. Penelitian menggunakan metode systematic literature review dengan panduan PRISMA terhadap artikel ilmiah dari Google Scholar dan Scispace. Hasil menunjukkan bahwa keberhasilan layanan BK ditandai oleh peningkatan kepercayaan diri, interaksi sosial, penyesuaian diri, dan prestasi akademik siswa. Namun, terdapat hambatan berupa keterbatasan kompetensi guru, minimnya fasilitas, dan rendahnya keterlibatan masyarakat. Strategi efektif meliputi pelatihan berkelanjutan, kolaborasi lintas profesi, dan dukungan sistemik. Kesimpulannya, keberhasilan layanan BK ditentukan oleh indikator hasil yang terukur dan dukungan lingkungan yang memadai. Penelitian ini berkontribusi dalam memperjelas indikator keberhasilan layanan BK di sekolah inklusif.

1. INTRODUCTION

Inclusive education is an educational approach that provides opportunities for all students, including students with special needs, to learn together in the same educational environment equally and without discrimination. This approach not only emphasises students' physical presence in the classroom but also ensures that every individual has equal opportunities to participate, develop, and achieve their full potential optimally. Inclusive education

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reflects a global commitment to fulfilling the right to education for all individuals without exception while respecting the diversity of students' characteristics, abilities, talents, and backgrounds (Jardinez & Natividad, 2024). In addition, inclusive education aims to create a learning environment that is friendly, open, and supportive of students' academic, social, and emotional development.

The implementation of inclusive education is based on the principles of equality, justice, and non-discrimination, ensuring that every child has the same right to quality educational services. Inclusive education is not solely focused on academic aspects but also helps instil social values such as tolerance, empathy, and mutual respect among students. An inclusive educational environment enables students to understand differences and build positive social interactions in everyday life (Setiawan & Apsari, 2024). Therefore, inclusive education is an essential foundation for supporting students' holistic development in academic, social, and emotional domains (Julien, 2025).

In supporting inclusive education, guidance and counseling services play an important role in student development. Guidance and counseling services assist students in understanding themselves, developing their potential, making decisions, and adjusting to social and academic environments. In addition, these services help students develop positive character and behaviour (Rachmadiyah, 2024). In general, guidance and counseling services cover personal, social, academic, and career aspects. In the academic aspect, guidance and counseling services help students overcome learning difficulties; in the social aspect, they help students build healthy interpersonal relationships; while in the emotional aspect, they assist students in understanding and managing their emotions more effectively (Mahaly, 2021; Febriani et al., 2025).

Theoretically, guidance and counseling services utilise various counseling approaches, such as Cognitive Behavioural Therapy (CBT), Solution-Focused Therapy (SFT), and Person-Centred Therapy (PCT), which are tailored to students' needs. In the context of inclusive education, guidance and counseling services have more complex functions because they serve not only regular students but also students with special needs who possess diverse characteristics and requirements. Therefore, the implementation of guidance and counseling services in inclusive schools needs to be adaptive, flexible, and oriented toward individual needs so that all students can develop optimally (Khasanah et al., 2025; W. Rusydi et al., 2025; Lutrina et al., 2024; Rubina, 2023).

Various studies have shown that guidance and counseling services support students' social and emotional development, enhance self-regulation, and foster inclusive educational environments. In addition, these services assist in identifying students' needs, designing intervention programs, and comprehensively developing students' potential. However, the implementation of guidance and counseling services in inclusive schools still faces various challenges, such as limited competence among guidance and counseling teachers, insufficient professional training related to inclusive education, inadequate facilities and infrastructure, and weak collaboration among educators and school stakeholders (Sakti & Susetyo, 2023; Pardi & Badrujaman, 2024). These conditions indicate that the success of guidance and counseling services in inclusive schools remains a challenge that requires deeper investigation.

Previous studies have extensively discussed the roles and strategies of guidance and counseling services in supporting inclusive education. These studies generally emphasise the importance of guidance and counseling services in creating inclusive learning environments and describe the approaches and strategies used in inclusive educational practices. Nevertheless, previous research has tended to focus on implementation and service strategies. In contrast, studies examining the effectiveness of guidance and counseling services using more specific, measurable indicators remain limited. In fact, the success of guidance and counseling services cannot be assessed solely by the implementation of service programs, but also by their impact on students' academic, social, and emotional development and self-adjustment.

Based on these conditions, this study seeks to examine the effectiveness of guidance and counseling services in inclusive schools by reviewing their implementation. This study is important for providing a more comprehensive understanding of the implementation of guidance and counseling services and the factors that support their success within the context of inclusive education. The findings are expected to contribute theoretically to the development of guidance and counseling studies, particularly in relation to inclusive guidance and counseling services, as well as to serve as practical considerations for guidance and counseling teachers and school administrators in improving the quality of guidance and counseling services in inclusive schools.

2. METHOD

2.1 Research Design

This study employed a Systematic Literature Review (SLR) with a qualitative approach to examine the effectiveness of guidance and counseling services in inclusive schools. The Systematic Literature Review method was selected because it enables researchers to obtain a comprehensive understanding of findings from previous studies in a systematic, structured, and in-depth manner. Through this method, researchers identified patterns, concepts, and factors influencing the success of guidance and counseling services within the context of inclusive education.

2.2 Location and Year of Research.

The data sources in this study included scientific articles, national and international journals, and other academic publications relevant to the research topic. The literature search was conducted through several academic databases, including Google Scholar, Scopus, and Garuda, using keywords such as “guidance and counseling,” “inclusive school,” “inclusive guidance and counseling services,” “success of guidance and counseling services,” and “inclusive school counseling.” The collected articles were publications on the implementation and effectiveness of guidance and counseling services in inclusive schools.

2.3 Data Collection

The inclusion criteria for this study were articles discussing guidance and counseling services in inclusive schools, particularly those addressing indicators of success, barriers, service implementation strategies, and the role of guidance and counseling teachers in supporting students with special needs. The selected articles were scientific publications relevant to the study's focus, published in academic journals. Meanwhile, articles that were not relevant to the research topic, lacked methodological clarity, or did not meet scientific quality standards were excluded from the analysis process.

2.4 Data Analysis

The collected data were analysed using thematic analysis techniques. The analysis process involved several stages, including data identification, theme categorisation, interpretation of findings, and conclusion drawing. The major themes emerging from various sources were analysed to identify patterns, relationships, and meanings related to the success of guidance and counseling services in inclusive schools. Through this analysis, a more comprehensive understanding was obtained of the implementation of guidance and counseling services, the supporting factors for successful services, and the challenges encountered in their implementation in inclusive schools.

3. RESULTS AND DISCUSSION

3.1 Results

a) Results of the Literature Search

Based on a literature search across several academic databases, several articles on successful guidance and counseling services in inclusive schools were identified. These articles were then selected based on topic relevance, scientific quality, and their focus on the implementation of guidance and counseling services in inclusive schools. The selection results indicated that most studies discussed the role of guidance and counseling teachers in supporting students with special needs, the service strategies employed, and the factors influencing the success of guidance and counseling services in inclusive schools.

Table 1. Literature Search Results on the Success of Guidance and Counseling Services in Inclusive Schools

No.	Author(s) & Year	Research Title	Research Focus	Findings/Conclusions Related to the Success of Guidance and Counseling Services in Inclusive Schools
1	Anwar et al. (2024)	Challenges and Opportunities of Guidance and Counseling in Inclusive Education	Opportunities and barriers in inclusive	Guidance and counseling services help improve the social and emotional adjustment of students with special

No.	Author(s) & Year	Research Title	Research Focus	Findings/Conclusions Related to the Success of Guidance and Counseling Services in Inclusive Schools
2	Aulia et al. (2025)	The Role of Guidance and Counseling in Improving Inclusive Education	guidance and counseling The role of guidance and counseling in inclusive education	needs despite limitations in resources and counselor competence. Guidance and counseling contribute to creating supportive learning environments, enhancing students' self-confidence, and supporting the academic development of inclusive students.
3	Gea et al. (2024)	The Implementation of Comprehensive Guidance and Counseling in Inclusive Education	Comprehensive guidance and counseling in inclusive schools	The implementation of comprehensive guidance and counseling services was considered effective in addressing the academic, personal, social, and career needs of inclusive students.
4	Hasibuan, Sofa, & S. (2025)	Inclusive Guidance and Counseling Service Strategies for Students with Disabilities in Regular Schools	Inclusive guidance and counseling service strategies	Adaptive service strategies were able to improve the social-emotional development and self-acceptance of students with disabilities in regular schools.
5	Lutrinda et al. (2024)	The Role of Guidance and Counseling for Inclusive Students at SMP Muhammadiyah 1 Kartasura	Guidance and counseling practices for inclusive students	Guidance and counseling services helped inclusive students improve learning motivation, social interaction, and self-adjustment within the school environment.
6	Maulidiah et al. (2025)	Guidance and Counseling Strategies to Support Students with Special Needs in Inclusive Education	Assistance strategies for students with special needs	Appropriate and collaborative counseling approaches were proven to support students' emotional development and academic success.
7	Rahadian Sakti & Budi Susetyo (2023)	Guidance and Counseling Services for Students with Special Needs in Inclusive Schools	Guidance and counseling for students with special needs	The success of guidance and counseling services was reflected in improved adaptability, communication skills, and participation of students with special needs in learning activities.
8	Rahmah, Rusydi, & Fikri (2025)	Guidance and Counseling in Inclusive Education: A Literature Study	Literature study on inclusive guidance and counseling	Guidance and counseling play an important role in promoting fair inclusive education through psychological, academic, and social support for all students.
9	Elumalai (2023)	Empowering Diverse Learners: Tailored Guidance and Counseling in Inclusive Education	Counseling tailored to students' needs	Individualized and flexible guidance and counseling approaches improved learning engagement and psychological well-being among inclusive students.
10	Endu et al. (2023)	The Implementation of Educational Service Principles for Students with Special Needs to Increase Student Participation in Inclusive Schools	Implementation of educational services for students with special needs	The implementation of services tailored to students' needs increased students' participation, engagement, and interaction in inclusive learning activities.

Based on the literature review, guidance and counseling services in inclusive schools have proven to play an important role in supporting educational success for both students with special needs and regular students. Various studies have demonstrated that comprehensive, adaptive, and collaborative guidance and counseling services can improve students' social-emotional development, self-adjustment, learning motivation, self-confidence, and participation in the learning process. In addition, counseling approaches tailored to individual needs also helped

create more supportive, equitable, and non-discriminatory learning environments. Although challenges such as limited counselor competence and inadequate supporting facilities persist, guidance and counseling services in inclusive schools are generally considered successful in optimally supporting students' academic, personal, and social development.

b) Implementation of Guidance and Counseling Services in Inclusive Schools

The review findings indicated that guidance and counseling services in inclusive schools are generally implemented through classroom guidance, individual counseling, group guidance, consultation services, and collaboration with classroom teachers and parents. Guidance and counseling teachers play an important role in helping students with special needs adjust to the school environment, develop social skills, and overcome learning and emotional difficulties. Furthermore, guidance and counseling services in inclusive schools also function as preventive efforts to create learning environments that support the development of all students without discrimination.

c) Supporting Factors for the Success of Guidance and Counseling Services

Based on the literature review, the success of guidance and counseling services in inclusive schools is influenced by several factors, including counselor competence, school support, collaboration with special assistant teachers, and parental involvement. Guidance and counseling teachers who understand inclusive education are better able to provide services tailored to the needs of students with special needs. In addition, supportive school policies and collaboration among educational personnel are important factors in the successful implementation of guidance and counseling services in inclusive schools.

d) Barriers to the Implementation of Guidance and Counseling Services in Inclusive Schools

The review also found several barriers to implementing guidance and counseling services in inclusive schools. These barriers include limited counselor competence in handling students with special needs, inadequate facilities and infrastructure, and the high number of students requiring services. Furthermore, some schools still lack structured inclusive guidance and counseling programs, resulting in services that have not yet been implemented optimally.

e) Strategies for Strengthening Guidance and Counseling Services in Inclusive Schools

To improve the effectiveness of guidance and counseling services in inclusive schools, various studies recommend training and professional development programs for guidance and counseling teachers in inclusive education. In addition, strengthening collaboration among guidance and counseling teachers, classroom teachers, special assistant teachers, and parents is essential in supporting the development of students with special needs. The development of adaptive, flexible, and student-centred guidance and counseling programs is also considered an important strategy in enhancing the success of guidance and counseling services in inclusive schools.

3.2. Discussion

The findings of this review indicate that the success of guidance and counseling services in inclusive schools is reflected not only in the implementation of service programs but also in their effectiveness in supporting students' academic, social, and emotional development. Implementing inclusive guidance and counseling services in a structured manner helps students improve self-confidence, social interaction skills, self-adaptation, and learning motivation. These conditions demonstrate that guidance and counseling services play a strategic role in supporting students' holistic development within inclusive educational environments that require attention to students' diverse characteristics and needs (Amaliya Fradinata et al., 2023; Pratiwi et al., 2024; Elumalai, 2023; Hidayat & Isti'adah, 2025). In addition, inclusive education optimisation requires strategies to enhance service quality and strengthen school support systems, ensuring that students' needs are effectively met (Sitanggang et al., 2025).

The successful implementation of inclusive guidance and counseling services can be observed through the provision of various services, including individual and group counseling, learning guidance services, and consultations with teachers and parents. Individual counseling helps students address personal and emotional problems, while group counseling provides opportunities for students to develop social skills through interaction with peers. Furthermore, learning guidance services help students overcome academic difficulties and increase their motivation to learn. The collaborative implementation of guidance and counseling services, involving teachers, subject teachers, parents, and school administrators, is an important factor in supporting their success in

inclusive schools. This finding is consistent with Anggraini (2024), who emphasised that collaborative guidance and counseling can improve students' learning outcomes by fostering cooperation among school stakeholders.

This review also demonstrates that the implementation of inclusive guidance and counseling services contributes to improving students' self-confidence. Students who previously tended to be passive and hesitant in social interactions showed changes toward greater participation in classroom learning and school social activities. The increase in self-confidence indicates that guidance and counseling services help students overcome psychological barriers such as anxiety and low self-esteem. In the context of inclusive schools, this condition is particularly important because students have diverse backgrounds and needs, requiring supportive, student-centred service approaches. These findings are consistent with those of Endu et al. (2023), who stated that guidance and counseling services can enhance students' self-confidence through approaches that support optimal individual development.

In addition to improving self-confidence, implementing inclusive guidance and counseling services also helps develop students' social interaction skills. The review findings showed that students became more capable of communicating, collaborating, and respecting differences within the school environment. These social interaction skills are essential for creating harmonious and inclusive learning environments. In this regard, guidance and counseling services help students reduce social barriers and establish more positive interpersonal relationships. These findings support the study by Endu et al. (2023), which emphasised that guidance and counseling services play an important role in developing students' social competencies through group dynamics and constructive interactions.

The implementation of guidance and counseling services in inclusive schools also contributes to students' self-adjustment to the school environment. Students demonstrated greater ability to understand school rules, adapt to the learning process, and build relationships with teachers and peers. These self-adjustment abilities indicate that guidance and counseling services help students understand themselves and their environments, and develop more effective adjustment strategies. In inclusive education, self-regulation skills are an important factor in supporting students' learning success and psychological well-being. These findings align with those of Rachmahdiyah et al. (2023), who highlighted the importance of self-adjustment in the educational process.

The success of implementing inclusive guidance and counseling services is also reflected in improvements in students' academic motivation and achievement. Guidance and counseling services help students overcome learning difficulties, develop effective learning strategies, and increase motivation to participate in the learning process. Therefore, the implementation of guidance and counseling services is not only focused on personal and social aspects but also supports students' academic development. These findings are consistent with the studies by Rusydi and Fikri (2025) and Rahmah et al. (2024), which found that guidance and counseling services significantly improve students' academic achievement.

Nevertheless, implementing guidance and counseling services in inclusive schools still faces various barriers. The review findings revealed that limited counselor competence in inclusive education, insufficient understanding of the characteristics of students with special needs, and inadequate facilities and infrastructure are major factors hindering service optimisation. In addition, the large number of students requiring services and the shortage of professional support personnel affect the implementation of guidance and counseling services in inclusive schools. These conditions indicate that the success of guidance and counseling service implementation is determined not only by service programs but also by the readiness of human resources and school support systems. These findings are consistent with the studies conducted by Sabillah et al. (2024), Harahap et al. (2024), Meriska et al. (2025), Rusly and Bramuda (2024), Sitanggang et al. (2025), as well as Mutiara and Suparmi (2025), which stated that guidance and counseling teachers still encounter various challenges in providing services for students with special needs in regular schools.

To address these barriers, continuous efforts are required to improve the competence of guidance and counseling teachers, strengthen collaboration among school stakeholders, and provide facilities that support inclusive guidance and counseling services. Professional training in inclusive education and the management of students with special needs is essential to ensure that guidance and counseling teachers possess the competencies needed to deliver services. In addition, collaboration among guidance and counseling teachers, subject teachers, parents, psychologists, and other professionals is needed to address students' needs more comprehensively. This finding aligns with Sitanggang et al. (2025), who emphasised the importance of collaboration and school system support in ensuring the success of guidance and counseling services in inclusive schools.

Overall, this review demonstrates that the implementation of inclusive guidance and counseling services is important for supporting the success of inclusive education. Guidance and counseling services not only assist

students in academic aspects but also support their social, emotional, and self-adjustment development. Therefore, the implementation of inclusive guidance and counseling services becomes an essential component in creating educational environments that are adaptive, supportive, and responsive to the needs of all students. In addition, this review clarifies the implementation and indicators of successful guidance and counseling services in inclusive schools, which have received limited attention in previous studies.

4. RESEARCH IMPLICATIONS

The findings of this study regarding the effectiveness of guidance and counseling services in inclusive schools have several important implications that affect not only service practices but also the development of knowledge in the field of guidance and counseling. These implications can be viewed from theoretical, practical, managerial, and methodological perspectives as follows.

From a theoretical perspective, this study strengthens the notion that the success of guidance and counseling services within the context of inclusive education is multidimensional, as it is measured not only through academic aspects but also through students' social, emotional, and self-adjustment development. The findings of this study expand previous research, which tended to focus on the roles and strategies of guidance and counseling services, by presenting more specific and measurable indicators of success, such as improvements in self-confidence, social interaction, self-adjustment, and academic achievement.

In addition, this study helps address gaps in previous research, which has largely remained limited to conceptual discussions and has not been sufficiently supported by outcome-based analyses. Therefore, this study may serve as a foundation for the development of guidance and counseling theories that are more contextually grounded and better adapted to the needs of inclusive education.

From a practical perspective, the findings of this study guide teachers in counseling on the importance of implementing adaptive, collaborative, and student-centred services in inclusive schools. Guidance and counseling teachers are expected to develop service programs that address students' academic needs and support their social and emotional development. The findings also emphasise the importance of collaboration among guidance and counseling teachers, classroom teachers, parents, and other professionals in supporting the development of students with special needs.

From a managerial perspective, this study highlights the importance of school policies and institutional support in ensuring the success of guidance and counseling services in inclusive schools. School administrators are encouraged to provide adequate facilities, continuous professional development, and supportive systems that enable effective implementation of guidance and counseling services. In addition, schools need to integrate inclusive guidance and counseling programs into broader educational policies to ensure that services are carried out systematically and sustainably.

Methodologically, this study demonstrates that the Systematic Literature Review approach is effective in identifying patterns, supporting factors, barriers, and indicators of successful guidance and counseling services in inclusive schools. However, this study is limited to literature-based analysis and does not directly examine the experiences of students, teachers, or parents in the field. Therefore, future studies are recommended to employ empirical approaches, such as qualitative or mixed-methods research designs, to obtain deeper insights into the implementation and effectiveness of guidance and counseling services in inclusive schools.

5. CONCLUSIONS

This review demonstrates that the implementation of service programs does not solely determine the success of guidance and counseling services in inclusive schools, but is also influenced by the tangible impacts students experience. The findings indicate that guidance and counseling services can improve students' self-confidence, social interaction skills, self-adjustment, and academic motivation and achievement. These findings confirm that guidance and counseling services play an important role in supporting students' holistic development through adaptive, supportive, and individualised approaches within inclusive educational environments.

In addition, the success of guidance and counseling services is influenced by both supporting and inhibiting factors in their implementation. Collaboration among guidance and counseling teachers, subject teachers, parents, and school administrators is considered a major factor supporting service effectiveness. Conversely, limited counselor competence related to inclusive education, insufficient understanding of the characteristics of students with special needs, and inadequate facilities and infrastructure remain barriers to optimising guidance and counseling services in inclusive schools. Therefore, the success of guidance and counseling services requires strong

support from the school system, professional competency development, and sustainable collaboration among various stakeholders.

Based on these findings, several operational recommendations are proposed. First, schools need to integrate guidance and counseling services as a strategic component of inclusive education policies through the development of programs based on measurable success indicators. Second, guidance and counseling teachers should improve their professional competencies through continuous training focused on supporting students with special needs and implementing adaptive service approaches. Third, schools and policymakers need to provide adequate facilities and infrastructure to support the effectiveness of guidance and counseling services. Fourth, stronger collaboration among schools, parents, and professional support personnel is necessary to ensure that guidance and counseling services are implemented comprehensively and sustainably. These recommendations are expected to serve as references for improving the quality of guidance and counseling services and for supporting inclusive education more effectively.

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AUTHOR CONTRIBUTION STATEMENT

The authors contributed to this study with the following division of responsibilities: (YS) was responsible for formulating the research concept and conducting the final revision of the article framework; (MPN) was responsible for data collection and selection through the systematic literature review process; (PLY) conducted data analysis and synthesis of research findings; (SIF) prepared the discussion section and interpretation of results; (BR, FAP) were responsible for the initial drafting and editing of the manuscript; and (RR), as the supervisor, provided guidance, supervision, content validation, and overall evaluation of the study. All authors have read and approved the final version 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 study.

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