

A Responsive Guidance Management Model to Improve Elementary School Students' Learning Outcomes

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Abstract. This study aims to describe the application of the Responsive Guidance Model in improving the learning outcomes of elementary school students. This study uses a descriptive qualitative approach, with data collection techniques including observation, interviews, and documentation of teachers and students. The results show that the implementation of responsive guidance management by teachers has been quite good, with an average achievement of 70%. However, the aspects of individual adjustment, facilitating problem solving, and collaborating with parents are still considered low, at 50-60%. As for student learning outcomes, there was an increase with an average achievement of 61.1%, although this is still in the "poor" category. These findings indicate that the application of responsive guidance has the potential to improve learning outcomes if balanced with an increase in teacher competence in personal and collaborative approaches, as well as the active involvement of parents at home.

Keywords: Management, Responsive Guidance, Learning Outcomes Introduction

1 Introduction

Many parents apply the same approach to all subjects or all children, regardless of each child's learning style, ability level, and interests. The existing mentoring model also does not take into account the differences in individual needs and characteristics of students. This is contrary to the principle of learner-centered learning as put forward by Vygotsky [1] in the *theory of Zone of Proximal Development*, which emphasizes the need for guidance tailored to the child's developmental level. Without these adjustments, mentoring risks being less effective in helping children reach their optimal potential.

In addition, existing mentoring models often focus only on academic achievement, without paying attention to character development and life skills. In fact, quality education not only measures the success of test scores, but also the ability of children to think critically, collaborate, and adapt to various situations. According to Lickona [2] character education must be an integral part of the learning process, including mentoring by parents. When mentoring only emphasizes academic achievement, children may not develop the soft skills that are needed in the future.

The limitations of mentoring indicate the need to develop a more systematic, measurable, and contextual management model. One of the relevant approaches is responsive guidance, which

is a mentoring approach that is tailored to the needs, characteristics, and problems of individual students in a preventive and adaptive manner. According to Gladding [3], responsive guidance aims to provide immediate assistance to the needs of students with a flexible but still directed strategy. This approach allows parents to adjust the form of guidance according to the child's condition, so that the interventions provided are more effective.

The responsive guidance-based mentoring management model has advantages over conventional models because it is personalized and adaptive. The main principle is to understand the condition of students first before determining a mentoring strategy. Qomaruddin's research [4] found that parents who implement responsive guidance by combining the provision of adequate learning facilities, emotional attention, and understanding of children's difficulties are able to significantly improve academic achievement. This proves that mentoring that is in accordance with the context and needs of children will produce more optimal learning outcomes.

The application of responsive guidance in parental assistance management is also in line with the principles of education management put forward by Terry [5] through the POAC (*Planning, Organizing, Actuating, Controlling*) function. Planning is needed so that mentoring has clear and measurable goals. Organizing ensures that the roles of parents, teachers, and students are well-structured. The implementation is carried out as planned by paying attention to the real conditions at home, and supervision is carried out to evaluate the effectiveness of the strategies implemented. The integration of POAC with responsive guidance will result in a more professional and sustainable mentoring system.

The need for this management model is even more urgent because the dynamics of learning in elementary schools require consistent home support. The Merdeka curriculum, for example, requires students to be more independent, creative, and have critical thinking skills. According to the Ministry of Education and Culture [6] the achievement of the Pancasila Student Profile requires the active involvement of families as school partners in developing six main dimensions: faith and fear of God Almighty, global diversity, mutual cooperation, independence, critical reasoning, and creativity. Without targeted assistance, these dimensions are difficult to achieve optimally at home.

The responsive guidance-based mentoring management model also serves as a bridge of communication between schools and families. According to Epstein [7], effective collaboration requires clarity of roles, open communication channels, and mutually agreed goals. Through this model, teachers can provide input to parents on strategies that can be implemented at home, while parents can provide feedback on children's development. This two-way interaction ensures that at-home mentoring is aligned with learning at school, so that student learning outcomes can be significantly improved.

After a literature review of various previous studies, it was found that studies on learning assistance for elementary school students by parents generally still focus on parental involvement in general without focusing on the aspect of systematic mentoring management. The research of Desforjes & Abouchaar [8], for example, places more emphasis on the relationship between parental involvement and academic achievement, but has not elaborated in detail on effective mentoring management mechanisms. This shows that there is a research *gap* in the development of mentoring models that have a clear managerial framework.

In addition, most previous studies have tended to discuss the role of parents in the context of learning assistance in a qualitative and descriptive manner. These studies rarely integrate conceptual approaches to education management, such as the functions of POAC (*Planning, Organizing, Actuating, Controlling*), in the framework of parental assistance. In fact, the integration of management concepts into mentoring can help develop more structured, measurable, and easy-to-implement steps. The absence of this integration is a research gap that needs to be answered through this study.

The reality on the ground shows that learning assistance carried out by parents in Percut Sei Tuan District is still running sporadically and unplanned. Most parents only accompany their children when facing schoolwork or exams, without a consistent routine or strategy. This phenomenon shows that there is a gap between school expectations of parental involvement and the reality that occurs at home. This is one of the reasons why this research is important to design a model that can bridge this gap.

Another phenomenon found is the lack of effective coordination and communication between schools and parents. Many teachers complain that messages or information conveyed to parents regarding their children's academic development are not always followed up with adequate assistance. This condition shows that the role of parents has not been fully integrated with the learning system in schools. If this phenomenon is not addressed, then learning carried out at school will not receive optimal support at home.

Meanwhile, in terms of *gap theory*, although the literature has extensively discussed parental involvement theory (Epstein, Hoover-Dempsey & Sandler,) and responsive guidance theory (Glading) [3], the integration of the two in the learning assistance management framework has not been widely developed. Most theories still stand alone, even though in practice, the success of learning assistance requires a holistic approach, combining the principles of education management with a guidance approach that is adaptive to the needs of children.

In addition, education management theories such as POAC (*Planning, Organizing, Actuating, Controlling*) are often only applied within the scope of formal institutions, such as schools or training institutions. Its application in the household context, especially for child learning assistance by parents, is still rarely discussed in depth in the literature. This gap shows the need to adapt the concept of education management so that it can be used practically by families.

Responsive guidance theory is generally studied in the context of school counseling services, which focus on interventions to student problems in a formal education environment. However, this theory actually has great potential to be adapted in the context of home learning assistance. Research that discusses adaptation is still very limited, so the opportunity to fill this theoretical gap is quite large. The model resulting from this research will combine the principles of responsive guidance with home mentoring practices, thereby expanding the scope of application of the theory [9].

Thus, this research has a high urgency to be carried out. The results of the research are expected to be able to make a dual contribution: first, providing real solutions to learning assistance problems that occur in the field; Second, to enrich theoretical studies on the integration of the concept of education management and responsive guidance in the family context. Thus, this research is not only practically relevant for the community in Percut Sei Tuan District, but also makes an important contribution to the development of education

The results of initial observations by researchers in several elementary schools in Percut Sei Tuan District show that parental involvement in assisting children's learning is still low and tends to be sporadic. Most of the assistance is done only when the child is facing assignments or exams, while the child's daily life is learning without direct direction from the parents. This causes students' academic achievements to vary, with some students having difficulty understanding the material and being less motivated to study independently. This condition reinforces the need for a mentoring model that is able to lead parents to be actively and sustainably involved.

In addition to low involvement, it was also found that there are no guidelines or mentoring management models officially used by schools in this region. Communication between schools and parents is not structured, so information about student learning progress does not always arrive on time. According to the principle of *home-school partnership* put forward by Goodall & Montgomery [10], the success of a child's education is greatly influenced by the sustainability and integration of the relationship between home and school. Without clear guidance, parental mentoring at home becomes inconsistent and less supportive of learning programs in schools.

This condition is exacerbated by the difference in the level of parents' understanding of modern learning strategies. Some parents still use a rigid approach to learning and emphasize memorization, which is often not in line with the Independent Curriculum approach which emphasizes more on developing competencies, creativity, and critical thinking skills. Without adequate understanding, learning assistance at home risks hindering the development of children's thinking skills. Therefore, a responsive guidance-based mentoring management model is needed that can equip parents with skills and knowledge according to current learning demands.

Based on these various conditions, the "Responsive Guidance Management Model to improve the learning outcomes of elementary school students in Percut Sei Tuan District" is very urgent. This model is expected to provide structured, scalable, and easy-to-implement guidance for parents from diverse backgrounds. In addition, this model will also strengthen collaboration between schools and families, so that learning that occurs at home and at school can complement each other [11].

2 Method

This study uses a qualitative approach with a descriptive method [12]. This approach was chosen because the research focuses on an in-depth understanding of the collaborative management process between schools and parents in increasing students' learning independence [13]. According to Creswell [14], qualitative research is used to explore the meaning and understanding of social phenomena from the perspective of participants. Researchers play the role of the main instrument that directly observes, interviews, and documents the process of implementing collaborative programs in schools [15]. This research was carried out in several elementary schools in Percut Sei Tuan District, Deli Serdang Regency, North Sumatra. The location selection was carried out purposively, because this area has implemented a collaboration program between schools and parents in student learning [16]. The research period lasted for six months, starting from March to August 2025, including the initial observation stage, interviews, document collection, and data analysis.

3 Results and Discussion

For the preliminary study, it was carried out to obtain an initial overview of the condition of the role of responsive guidance from schools or teachers to student learning outcomes at the elementary school level. This study was carried out at a State Elementary School in Percut Sei Tuan District, Deli Serdang Regency. Based on the results of initial observations and interviews with school principals, class teachers, and several parents of students, it was found that there are still many parents who are not optimal in accompanying their children to study at home. This is due to several factors, including:

1. Lack of understanding of parents about the role and strategies of effectively accompanying children's learning.
2. Lack of communication and cooperation between the school and parents in accompanying the student learning process.
3. There is no systematic and structured mentoring management model that can be used as a guideline by schools and parents.
4. The guidance provided by teachers so far is general and has not been responsive to the learning needs of students and their family backgrounds.

The results of the preliminary study found in several elementary schools in Percut Sei Tuan District, Deli Serdang Regency also show that student learning outcomes are still not optimal. This is characterized by the low active involvement of parents in the process of assisting children to learn at home, as well as the lack of coordination between the school and families in supporting the progress of student learning. Many parents do not have an adequate understanding of how to accompany their children to learn systematically. On the other hand, teachers do not have the right guidance to foster and involve parents in the overall learning process. The approach used by teachers and schools is generally still general and not responsive to the specific needs of students and their social-emotional conditions.

Data on student learning outcomes shows that there is an inequality in academic achievement, especially in students who do not receive learning support from home. This indicates the need for a management model of parental assistance that is systematically designed, based on a responsive guidance approach, namely guidance that pays attention to individual needs, psychological conditions, and the social environment of students. To answer these problems, a responsive guidance approach management model is needed, which is an approach that adjusts support to the characteristics and needs of individual students. This model aims to improve student learning effectiveness through synergy between schools and parents, with a structured, flexible, and attentive mentoring mechanism that pays attention to psychological aspects and open communication.

The following are the main components in planning a responsive guidance management model to improve the learning activity of elementary school students in Percut Sei Tuan District, Deli Serdang Regency. The main components of model development planning are:

1. Conceptual and theoretical foundations. It is the scientific basis for model development sourced from education management theory (*POAC: Planning, Organizing, Actuating, Controlling*)[5], parent involvement theory [7], responsive guidance theory [3], and constructivist learning theory [1]

2. Need Assessment . The needs analysis in the development of this model was carried out by identifying problems with student learning outcomes, analyzing the low involvement of parents, and collecting initial data related to the perception of teachers and guardians of students on the function of guidance at home.
3. Define the goals of model development. This is done so that the results of the research can later improve students' learning activities, encourage active parental participation through a responsive guidance approach, and can be applied realistically in the elementary school environment.
4. Model structure and components. The model includes 4 main components based on education management, seen in table 1:

Table 1. Model Structure and Components

Component	Focus	Form of Activity
Planning	Planning of mentoring programs	Parent meetings, preparation of study guides
Organizing	Role and resource settings	Formation of a support team, communication schedule
Actuating	Implementation of mentoring activities	Implementation of responsive tutoring at home
Controlling	Model monitoring and evaluation	Reflections, effectiveness assessments, study journals

5. Principle of responsive guidance. Assistance in the development of this model is based on the values of empathy, open communication, responsiveness to the individual needs of children, and strengthening motivation and positive emotions
6. Stakeholder Engagement. In the development of this model, *the stakeholders* involved are the principal as the driving force of the policy, the teacher as the communication facilitator, the parents as the main mentoring actor, and the students as the subject of active learning
7. Implementation Strategy. Strategies used in the implementation and socialization of the model to parents and teachers by carrying out short training on responsive guidance for parents, and periodic *monitoring* of mentoring results
8. Evaluation and revision of the model in this study, including feedback from model users (teachers, parents), adjustments based on field practice, and Finalization of models that are ready for extensive testing

This careful planning ensures that the program runs according to its purpose and produces a significant positive impact on the quality of education. An overview of the results of the observation on the implementation of the responsive guidance management model to improve the learning activity of elementary school students in Percut Sei Tuan District, Deli Serdang Regency to teachers can be seen in table 2 below:

Table 2. Model Observation Results

No.	Implementation of Responsive Guidance by Teachers	Percentage
1	Teachers show empathy when students face learning problems.	70%
2	The teacher uses active listening techniques when students tell stories.	70%
3	Teachers give positive responses to student needs.	70%
4	Teachers motivate when students feel like failures or lack confidence.	70%
5	Teachers are sensitive to changes in students' emotions and behaviors.	60%
6	Teachers foster collaborative relationships with parents to address students' difficulties.	60%
7	Teachers adjust the guidance approach according to the individual needs of students.	50%
8	Teachers are able to facilitate student problem solving psychologically and academically.	50%
9	Teachers create a safe and open atmosphere in the learning process.	70%
10	Teachers help parents understand the importance of a responsive guidance approach at home.	50%
11	Students show increased grades or understanding of the material.	60%
12	Students have a positive attitude towards the learning process.	50%
13	Students are able to complete assignments independently.	60%
14	Students demonstrate good practice skills.	70%
15	Students consistently follow the schedule and direction of study.	70%
16	Students are active in discussions during learning and class activities.	60%
17	Students show diligence in completing assignments.	60%
18	Students show progress in communication and cooperation.	60%
19	Students are able to reflect on their learning results independently.	60%

The following is a description of the results of the observation sheet of responsive guidance management to improve the learning outcomes of elementary school students in Percut Sei Tuan District, Deli Serdang Regency for teachers based on 2 (two) main components, namely: parental involvement, the implementation of responsive guidance by teachers, and student learning outcomes.

The application of responsive guidance by teachers. In the aspect of responsive guidance, teachers show relatively higher achievements than other aspects. As many as 70% of teachers show empathy, use active listening techniques, and provide positive feedback and motivation to students. This indicates that the majority of teachers already have social and emotional sensitivity to the condition of students. However, indicators related to individual approaches

and collaboration with parents are still relatively low. Only 50% of teachers are able to adapt the tutoring approach and facilitate the overall problem-solving of students. This weakness indicates that teachers have not fully understood or mastered personal and continuous guidance techniques. Meanwhile, the creation of a safe and open atmosphere in the learning process is well achieved (70%), indicating that teachers have made efforts to build a supportive environment, and only 50% of teachers help parents understand the importance of a responsive guidance approach at home, which can undermine the continuity of coaching between school and home.

Student learning outcomes show quite diverse results, but most indicators are in the 60% to 70% range, which reflects the initial response of students to the teacher's approach. As many as 60% of students showed increased grades, material understanding, and independence in completing assignments, as well as actively discussing and showing perseverance. This shows that the learning approach is starting to encourage student engagement and active participation. The highest indicators were seen in the consistency of following the learning schedule (70%) and the students' practical skills (70%), which indicated that some technical aspects of learning had been well mastered by the learners. A positive attitude towards new learning is shown by 50% of students, which means that increasing motivation and interest in learning is still a challenge. Likewise, the ability to reflect and communicate, which has only been achieved by around 60% of students, indicates the need to strengthen metacognitive and social skills in the learning process.

The results of the observation of the trial of the responsive guidance management model to improve the learning outcomes of elementary school students in Percut Sei Tuan District, Deli Serdang Regency were directly proportional to the results of the questionnaire instrument test conducted on 30 parents of students. The researcher processed data from the instrument on 30 parents of students who were sampled in this model, with the following criteria:

Table 3. General criteria Assessment

Percentage	Category
86–100%	Tall
76–85%	Enough
61–75%	Less
51–60%	Low

The results of the distribution of the instrument show that the responsive guidance management model to improve the learning outcomes of elementary school students in Percut Sei Tuan District, Deli Serdang Regency is still less than optimal in improving the quality of education calculated based on the overall average of the model trial, namely:

Table 4. Average score of model application by teacher

Aspects	Average Score
Responsive Tutoring by Teachers	62%
Student learning outcomes	61.1%
Category	Less

Based on the results of observation and data analysis in the limited trial, it was concluded that the implementation of the responsive guidance management model by teachers at Percut Sei

Tuan Elementary School in Percut Sei Tuan District, Deli Serdang Regency is still in the "lack" category, with an average score of 61–62%. This condition shows that the implementation of the model has not been fully effective in improving student learning outcomes. Therefore, several improvements were made to strengthen the effectiveness of the model before the main trial (the implementation of the second phase of the model).

This is an indication of the communication and engagement gap between school and home. This suggests that the model still needs improvement before it is tested more widely. To improve the results of the model before the next trial (main trial or model implementation), some of the improvements made are as follows:

1. Improving Teacher Competence in Responsive Guidance. The results of observations show that only 50–60% of teachers are able to adapt the tutoring approach to the individual needs of students and facilitate comprehensive problem-solving. This condition indicates the need to improve teacher competence in implementing more personalized responsive guidance techniques. The improvement steps taken include:
 - a. Teacher training on empathic communication techniques, basic individual counseling, and social-emotional learning approaches.
 - b. Preparation of practical guidelines (responsive guidance modules) so that teachers have a standard reference in providing guidance services to students.
 - c. Periodic assistance by the principal or school counselor in the form of academic supervision related to the implementation of guidance in the classroom.
2. Improvement of Model Monitoring and Evaluation. One of the weaknesses of the limited trial is the lack of a systematic monitoring system to assess the effectiveness of the implementation of responsive guidance on an ongoing basis. Therefore, the following improvements were made:
 - a. Develop formative evaluation instruments for teachers and students that periodically monitor the cognitive, affective, and social aspects of students.
 - b. Develop weekly reflection sheets for teachers and students as part of the monitoring of the guidance process.
 - c. Involve the principal in the controlling process so that the implementation of the model runs according to the principles of POAC (Planning, Organizing, Actuating, Controlling).
3. Strengthening a Responsive Learning Environment. The learning environment aspect also needs to be strengthened to support the success of the model. Teachers are directed to create a learning environment that is safe, open, and respects the differences of each individual student. Improvement efforts include:
 - a. Classroom layout that supports two-way and collaborative interaction.
 - b. The application of *the learning by doing* method to strengthen students' active involvement.
 - c. Giving simple rewards (*positive reinforcement*) to increase students' motivation to learn.

With improvements in the three main aspects above, it is hoped that the responsive guidance management model that will be tested in the next stage can run more effectively and produce significant improvements in student learning effectiveness, teacher involvement, and synergy between schools and parents. This model describes the management flow of parental assistance starting from the input stage, process, to *output*. Although this model has provided a systematic picture, its application in the field shows that implementation is still not optimal, for example in the consistency of parental involvement, the continuity of communication between schools and families, and the accuracy of data-based evaluations. The model can be seen in the image below

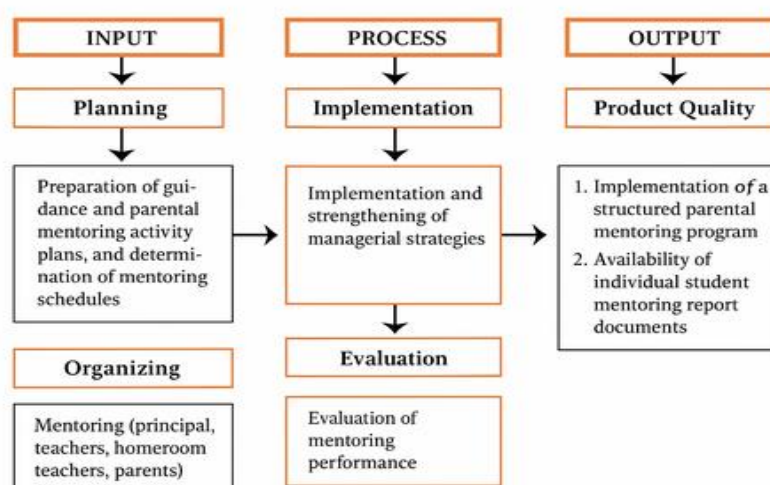


Fig.1. Responsive Guidance Management Model

The results of the limited trial on the application of the responsive guidance management model showed that the implementation of the program was still in the suboptimal category, with an average score of 62% for the teacher guidance aspect and 61.1% for student learning outcomes. This indicates that although some teachers have understood the basic principles of responsive tutoring, practice in the field has not been fully effective in improving the effectiveness of student learning overall.

1. Implementation of Responsive Guidance by Teachers

The observation results showed that most teachers (70%) had shown empathy, used active listening techniques, provided motivation, and created a safe and open learning environment. These findings show that teachers have sufficient emotional and social intelligence in building interpersonal relationships with students. According to Gysbers and Henderson [17], effective guidance services start from the teacher's ability to understand the emotional state of students and sensitivity in responding to their psychological needs. However, indicators related to individual approaches and collaboration with parents are still relatively low (50–60%). This indicates that teachers are not fully able to adapt their guidance strategies to the unique characteristics of each student. In fact, as stated by Brigman & Campbell [18], the responsive guidance approach requires teachers to make behavioral adjustments and communication strategies based on the individual needs of students in order to achieve behavior change and improved learning outcomes.

In addition, only half of teachers (50%) help parents understand the importance of a responsive guidance approach at home. This condition shows that there is a gap in communication and partnership between schools and families. According to Epstein [7], synergy between schools and parents is a key factor in the development of students' personalities and learning motivation. Weaknesses in this aspect indicate the need to increase the role of schools in establishing two-way communication with families through structured collaborative forums.

2. Student Learning Outcomes

Student learning outcomes show varied achievements, with a range between 50%–70%. The highest indicator was seen in practical skills and discipline following the study schedule (70%), while the lowest indicator was a positive attitude towards the learning process (50%). These findings show that the application of responsive tutoring has had an initial impact on academic discipline and skills, but has not fully touched the affective and motivational aspects of students. According to Zimmerman [19], learning effectiveness will increase if students have *self-regulated learning* skills that are supported by emotional support from teachers. The results of the observation showed that most students (60%) had shown independence in doing assignments and perseverance in learning, indicating the development of self-regulation skills. However, increasing motivation and self-reflection still needs to be strengthened so that learning becomes more meaningful. These findings are in line with the research of Nurhadi [20] and Putri [21] which found that the application of a responsive guidance model in elementary schools can improve student learning outcomes and motivation if teachers consistently apply an empathetic approach and provide space for reflection for students.

3. Analysis of Model Weaknesses and Challenges

Based on the average results of 61–62% which fall into the "less" category, it is known that the effectiveness of the model is still hampered by the following factors:

1. Teachers' competence in applying responsive guidance techniques is still limited. Many teachers have not received intensive training related to the approach to empathic communication and handling student learning problems.
2. Parental involvement is still low, because there is no systematic communication and monitoring system between school and home.
3. There is no continuous evaluation mechanism for the process and results of guidance, so teachers find it difficult to assess student progress as a whole.

This obstacle is in line with the results of Rahmadani's [22] research which states that the effectiveness of guidance programs in elementary schools is often constrained by a lack of teacher competence and weak coordination with families. Therefore, model improvements must be focused on increasing teacher capacity, strengthening school-parent partnerships, and preparing sustainable monitoring instruments[23] .

From the perspective of education management, these results show that the *Planning-Organizing-Actuating-Controlling* (POAC) stage in the responsive guidance model has not been fully synergistic.

- a. At the planning stage, a coordination forum for teachers and parents has been carried out but has not actively involved all parties.

- b. The Organizing stage still needs to be improved in terms of the division of roles and responsibilities between teachers, homeroom teachers, and school principals.
- c. At the Implementation (Actuating) stage, teachers have applied some of the principles of responsive guidance but not consistently.
- d. The Controlling Stage does not have a structured evaluation instrument to monitor student development periodically.

According to Terry [24] the effectiveness of educational programs will increase if each management function is carried out in an integrated manner, with an evaluation system that is able to provide continuous feedback

4 Conclusion

Research Results of research on optimal responsive guidance management models can be a strategic means in forming an empathetic, communicative, and student-oriented learning environment. This approach not only improves academic outcomes, but also fosters the character of independence, responsibility, and social concern. In line with the Freedom of Learning Policy, quality education must foster a balance between intellectual and emotional intelligence. Therefore, a responsive guidance management model can be one of the innovative instruments in realizing humanist and *student-centered learning*. In general, the results of limited trials show that responsive guidance management models have good potential but need to be refined before they are widely implemented. Recommended improvements include:

- 1. Teacher training related to responsive guidance techniques and empathic communication.
- 2. Strengthening partnerships between schools and parents through regular coordination forums.
- 3. Preparation of continuous evaluation instruments to monitor student development.
- 4. Intensive supervision of the principal so that the implementation of guidance runs according to the POAC principles.

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