The Role of Guidance and Counseling Programs in Enhancing Interpersonal Communication Skills on Elementary School Students: Implementation, Impact and Challenges

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ABSTRACT: Interpersonal communication skills are essential for students' social and emotional development, particularly in elementary education. This study examined the role of family dynamics in enhancing the outcomes of Guidance and Counseling programs in fostering these skills. The research employed a library-based methodology, analyzing peer-reviewed articles, books, and reports to synthesize insights into the interplay between home and school environments using Prisma Method. The findings indicated that positive family dynamics, characterized by open communication and emotional support, significantly reinforce students' ability to apply communication strategies learned in school-based guidance programs. Conversely, families with conflict-ridden or rigid structures hinder the effectiveness of these interventions. Parental involvement, such as modeling empathetic listening and reinforcing respectful dialogue, was identified as a key factor in amplifying program outcomes. However, challenges such as limited parental engagement and misaligned expectations between families and schools remain prevalent. The study underscores the critical role of family-school collaboration in fostering consistent support for students' interpersonal development. Recommendations include implementing parental education programs, establishing regular communication channels between teachers and parents, and addressing cultural barriers to engagement. Future research should explore the long-term effects of family involvement and assess the potential of digital tools to enhance collaboration, thus making interpersonal communication easier to understand between students, teachers and the school community.

INTRODUCTION

The development of interpersonal communication skills is a fundamental aspect of the holistic growth of elementary school students. Interpersonal communication skills enable individuals to express their emotions effectively, facilitating the achievement of personal goals. Therefore, having strong (Rahmandani & Hamzah, 2024). This period is very important not only for forming self-concept, but also academic foundations, emotional foundations, social foundations, and cognitive, which in some way significantly influences their interactions and achievements over a long period of time. Interpersonal communication which effectively facilitate shared understanding, build social

intelligence, and strengthen relationships across multiple settings, including family, school, and the broader community. However, developing these skills faces increasing challenges due to shifting cultural norms, educational barriers, and a lack of structured interventions.

Cultural and environmental barriers are significant factors that can hinder the effectiveness of interpersonal communication in Guidance and Counseling programs. Cultural differences, including norms, values, language, and communication styles, can create barriers to building effective understanding between counselors and students. For example, some cultures prioritize indirect communication and the use of specific body language, which if not properly understood by counselors, can lead to miscommunication and misunderstandings. Students' social and cultural environments also influence their openness during counseling sessions. In environments with rigid social norms or strong family hierarchies, students may feel reluctant or afraid to express their personal feelings and problems freely. Furthermore, a mismatch between students' cultural values and the counseling approach used can lead to resistance and a lack of engagement in the counseling process (Mulyani & Lizia, 2022).

Through interpersonal communication, individuals will easily obtain information and convey ideas or thoughts to others or peers in the school environment. Students' interpersonal communication skills need to be deepened, not only through theoretical understanding, concepts, and classroom discussions. However, to cultivate and improve students' interpersonal communication competencies, training and evaluation are necessary to determine the extent of students' focus on improving interpersonal communication despite the limitations of interaction space (Maghfira & Alfachroini, 2025).

Based on complex and widespread problems, It turns out that interpersonal communication also occurs due to a lack of professionalism in the performance of Guidance and Counseling teachers as a result of inadequate counselor competence and demands for change that occur in the competition of professional services. So professional improvement of Guidance and Counseling teachers needs to be done on the attitudes, knowledge, and skills of counselors. By the setting aside other areas of counselor competency, the mastery of Guidance and Counseling teachers on the concept and practice of assessment to understand the conditions, needs, and problems of counselees has not met expectations. The lack of mastery of Guidance and Counseling program teachers on the theoretical framework and practice of Guidance and Counseling, the design of Guidance and Counseling programs by Guidance and Counseling teachers has not met expectations, the lack of implementation of comprehensive Guidance and Counseling programs, Guidance and Counseling teachers have not fully implemented the assessment of the process and results of Guidance and Counseling activities (Angel, 2025).

Guidance and Counseling programs have emerged as an important tool for addressing these challenges in elementary school settings. These programs are designed to enhance students' interpersonal skills, self-concept, and social adaptability while supporting their developmental tasks. In a way overall (Prawita & Bi, 2023). Besides that, this program provide opportunities structured for student for face challenge emotional, develop resilience, and foster empathy. Thus, aligning with the primary goals of contemporary education systems.

Guidance and Counseling teacher programs can also be enhanced by strengthening existing soft skills. Improving the quality of Guidance and Counseling teachers can be achieved through the implementation of education under the auspices of competent teachers. Educational institutions must uphold the development of teachers' soft skills. Soft skills are communication skills, strategic self-management skills, interaction skills, and psychological skills that a person must have in order to survive in an environment. (Bung & Rindaningsih, 2025). Thus, soft skills are skills that teachers must have which are very useful in interpersonal communication between students so that other challenges can be faced and become more useful.

The theoretical basis of Guidance and Counseling in schools is rooted in developmental psychology and educational theory. Developmental task theory (Havighurst, 1953). Emphasizes that success in completing tasks during childhood, such as developing healthy attitudes and learn skills social base, very important for growth next. Similarly, Bandura's social learning theory highlights the role of observational learning and imitation in shaping children's behavior and interpersonal communication (Setianingsih, 2016). This framework emphasizes the importance of the school environment as an arena for cultivating these skills through systematic Guidance and Counseling interventions.

Interpersonal communication is at the heart of this program, both as skills that need to be developed and as a medium for conveying guidance. Effective communication between teachers and students enhances the learning process, builds trust, and creates an inclusive classroom environment. This study shows that interpersonal communication skills not only increase students' self-confidence but also their ability to solve problems. Conflict and interact, in a positive way with peers. (Yuris & Utara, 2024). However, non-dialogic communication patterns between teachers and students often lead to misunderstandings, which hinder the desired outcomes of Guidance and Counseling programs (Habsy, 2017).

In practice, the effectiveness of Guidance and Counseling in schools is also influenced by external factors such as family dynamics and cultural expectations. The role of the family is very important in forming early communication skills in children. A supportive family environment, characterized by openness and empathy, strengthens positive interpersonal interactions at school (Prawita et al., 2023). Conversely, rigid or conflict-ridden family dynamics can hinder the development of these skills, creating additional challenges for school-based interventions.

Counseling group is one of the form guidance techniques. Viewed from aspect atmosphere connection in individual-group boundaries. In general Guidance and Counseling techniques can classified into two large groups, namely individual and group of Guidance and Counseling. The target of Guidance and Counseling groups remains the individual counselor, but by utilizing the group atmosphere as a treatment method and a tool for improvement and development for clients (Siregar, 2018).

In the current literary context, this also emphasizes the need for Guidance and Counseling programs to adapt to the evolving needs of students in the digital era. The widespread use of electronic media has changed communication patterns among children, presenting opportunities for enhanced learning while simultaneously posing risks of social isolation (Habsy, 2017). Addressing these changes requires integrating technology into Guidance and Counseling practices while ensuring that traditional interpersonal interactions remain at the heart of the process.

Although the importance of Guidance and Counseling is increasingly recognized, its implementation in elementary schools often faces systemic and practical barriers. Teachers are often burdened with administrative responsibilities, so that the time available to carry out meaningful Guidance and Counseling activities is limited. Furthermore, the lack of a standardized Guidance and Counseling framework across schools leads to inconsistencies in the quality and scope of services provided (Prawita et al., 2023). These challenges highlight the need for capacity-building initiatives, such as teacher training programs and the recruitment of Guidance and Counseling teachers, to strengthen the implementation of Guidance and Counseling in schools.

Gaps in current practices underscore the urgency of research to evaluate the effectiveness of existing Guidance and Counseling programs and identify strategies for improvement. Previous studies have largely focused on descriptive analyses of Guidance and Counseling implementation. This provides limited insight into measurable outcomes or long-term impact. Further research is needed to explore the relationship between Guidance and Counseling practices and students' interpersonal communication skills, self-concept, and overall developmental achievement (Lesmana & Siregar, 2024).

This study aims to address this gap by examining the role of Guidance and Counseling in developing interpersonal communication skills in elementary school students. Interpersonal communication skills can be achieved well by students because they have characteristics such as broad and complex thinking, critical thinking, the ability to balance cognition and emotion, build relationships based on values and stronger bonds, appreciate differences, take a risks, make a decisions based on future consequences, and consider the impact of their decisions on others (Lesmana & Siregar, 2024).

Using a qualitative approach, this study seeks to provide a deeper understanding of how Guidance and Counseling interventions are perceived and experienced by key stakeholders, including students, teachers, and parents. By focusing on the relationship between interpersonal communication and guidance practices, this study contributes to the broader discourse on optimizing educational strategies to support student development. In line with the purpose of this study, the following research question will guide the investigation: How do family dynamics influence the effectiveness of Guidance and Counseling programs In develop skills communication interpersonal on student school basic?, What is the role of parental involvement in strengthening the outcomes students obtain from the Guidance and Counseling program, especially in aspect communication interpersonal and settlement conflict?, What are the main challenges in family-school collaboration to support the success of Guidance and Counseling programs in elementary schools, and how can these obstacles be overcome?.

The relationship between children and parents significantly influences their emotional closeness. This closeness is a fundamental need for an individual's psychological development. Although, many parents recognize the importance of this emotional connection, they often neglect it due to their focus on earning more income to meet the family's economic needs and ensure their child's future (Nurzannah, & Lubis, 2023). Parents are the first reference and educators for children, from conception until the child completes their studies. Parents play a crucial role in educating their children, even though they may not receive the education and training needed to become ideal parents, such as teachers or educational staff (Asror & Nurjannah, 2022).

Observations related to learning difficulties include academic and non-academic learning difficulties. Academic learning difficulties can be seen in failures in academic achievement. This failure includes mastery of reading, writing, and mathematics skills. These academic learning difficulties can be easily detected by teachers and parents when a child fails to master one of several academic skills. In carrying out learning tasks, teachers are not only obliged to present lesson materials and evaluate student work, but also responsible for implementing tutoring. As student learning guides, teachers must approach not only through an instructional approach but also accompanied by a personal approach in every direct teaching and learning process. Through a personal approach, teachers will directly get to know and understand the student (Fitriyanti & Arizona, 2019).

Research Aim

This study aims to bridge the gap between theory and practice, providing applicable insights for educators, policymakers, and researchers. Assessment standards that focus on academic outcomes often conflict with the principles of pragmatism, which prioritize skills-based assessment and the application of knowledge (Herlambang & Ruslan, 2025). The findings are expected to support the development of a comprehensive Guidance and Counseling framework that not only addresses the needs of students, but also supports the development of a comprehensive Guidance and Counseling framework that addresses the needs of students. Direct student but also equip them with skills for interpersonal life. This effort is in line with the intention of education, which is more wide-ranging to foster self-confident, empathetic, and socially competent individuals, who are able to make positive contributions to their communities.

METHODS
Design

This research employed a library research approach to examine the role of Guidance and Counseling programs in developing interpersonal communication skills among elementary school students. Library research was selected to systematically collect, analyze, and synthesize theoretical and empirical evidence from existing literature, including peer-reviewed journal articles, books, and official reports (Hasby, 2017).

The study adopted a descriptive–analytical design, aiming to map existing knowledge, identify research gaps, and evaluate the implementation as well as challenges of Guidance and Counseling programs in educational settings. Previous studies on the integration of Guidance and Counseling in schools were critically analyzed to assess their effectiveness and relevance in enhancing students' interpersonal communication skills.

Eligibility Criteria (Inclusion & Exclusion Criteria)

The literature included in this study consisted of peer-reviewed journal articles indexed in Scopus or other reputable academic databases, published within the last ten years to ensure the relevance and validity of the findings. The selected studies focused on Guidance and Counseling practices in primary or elementary education contexts, particularly those addressing interpersonal communication skills, teacher training, and school-based educational interventions. Articles and reports written in English or Indonesian were considered eligible. Conversely, sources were excluded if they were not peer-reviewed (such as opinion articles or blogs), focused on educational levels other than primary education without clear relevance to the research objectives, were published more than ten years ago, or lacked sufficient methodological rigor and empirical grounding. Identification of Studies Via Databases see Figure 1.
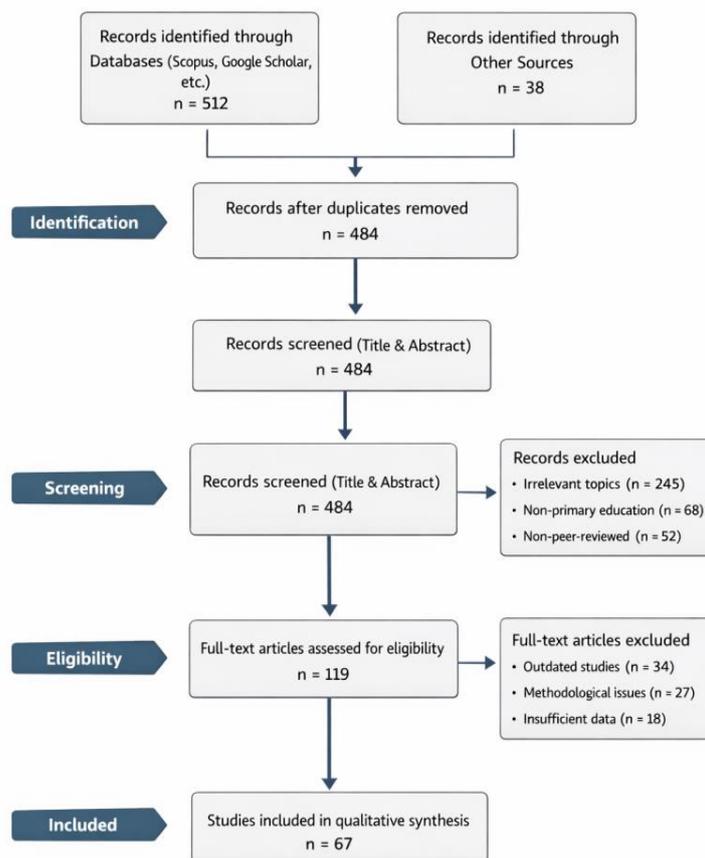

Figure 1. Prisma Flow

Information Sources and Database Search

Data were obtained through a systematic review of scientific publications from both international and national journals. Literature retrieval was conducted using major academic databases, including Scopus, Google Scholar, and Indonesian educational journal repositories. The search strategy employed combinations of keywords such as "Guidance and Counseling," "interpersonal communication," "school-based education," and "teacher training," which were adjusted according to the characteristics of each database to maximize the identification of relevant studies, (Agustine & Suraharta, 2024).

Table 1. Summary Literature Main Reviewed

Writer	Year	Areas Focus	Main Finding
Prawita et al.	2023	Implementation Guidance and Counseling in elementary school	Integration in lesson improve communication
Suherli et al.	2020	Role Guidance and Counseling in communication interpersonal	Guidance and Counseling increase empathy and peer relationships
Safitri et al.	2022	Dynamics family and results Guidance and Counseling	Support family strengthen communication skills

Selection

The selection process followed a structured screening procedure. Initially, titles and abstracts were reviewed to identify potentially relevant studies. Full-text articles were then assessed based on the predefined inclusion and exclusion criteria. Only studies that demonstrated clear relevance to Guidance and Counseling practices and interpersonal communication development in primary education were retained for analysis.

Data Extraction Process

The selected literature was analyzed using a thematic analysis approach. The data extraction process involved organizing all selected articles and reports into major thematic categories, including implementation practices, outcomes of Guidance and Counseling programs, and challenges in their implementation. Each source was then critically reviewed with respect to its methodology, theoretical framework, and key findings to ensure reliability and validity. The extracted insights were subsequently synthesized to construct a coherent and comprehensive narrative on the role and effectiveness of Guidance and Counseling programs, with particular emphasis on their impact on students' interpersonal communication skills, (Agustine & Suraharta, 2024). This study adhered to academic ethical standards by appropriately citing all referenced sources, maintaining objectivity, and ensuring analytical integrity to avoid bias and plagiarism.

RESULTS AND DISCUSSION

Results

Implementation Guidance and Counseling Program at the School

Guidance and Counseling programs in elementary schools are largely implemented by integrating Guidance and Counseling activities into regular lessons. Teachers often utilize subjects such as language arts, civics, or moral education as platforms for delivering Guidance and Counseling interventions, which align with the objectives of the national curriculum (Prawita et al., 2023). For example, play role, discussion group, and tell a story is a method general which was used by Teacher to grow communication interpersonal and empathy among students. This activity aims to fulfill developmental tasks and increase student engagement while remaining aligned with academic goals.

This integration method ensures that Guidance and Counseling activities reach all students without requiring additional time allocation. However, this method also limits the depth and personalization of counseling services, as teachers must balance their roles as both instructors and informal counselors (Habsy, 2017).

Table 2. The Used of Strategy Integration and the Results

Activity	Integration Method	Skills Target	Observed Results
Play role	Integrated in moral education	Empathy, listening active	Improvement understanding and trust
Group Discussion	Used in art Language	Communication expressive, teamwork	Improvement collaboration student
Tell a story	Done during education citizenship	Intelligence emotional, reflection	Awareness self Which higher

If there is no dedicated school counselor, the class teacher bears the primary responsibility for carrying out Guidance and Counseling. This teacher-led approach has both strengths and limitations. Because of their close daily interactions with students, they are well-positioned to observe and address interpersonal challenges in the classroom. For example, teachers use informal observation techniques to identify students who experience difficulties in connection with their friends or self-expression. Furthermore, students are given tailored guidance, often in the form of mentoring or peer support groups.

Although, this method capitalizes on the existing rapport between teachers and students, the lack of formal training in counseling techniques emerged as a recurring limitation (Prawita et al., 2023). Teachers expressed difficulty in addressing complex emotional or behavioral issues that require specialized skills.

Practice that was reviewed in accordance with need development student school base like identified in the literature, such as building self-concept positive, developing social skills, and enhancing problem-solving abilities (Havighurst, 1953). However, there is variability in the quality of implementation across classrooms, influenced by differences in teacher expertise, resource availability, and time constraints.

Table 3. Integrate Guidance and Counseling into Regular Lessons

Challenge Categories	Challenge Main	Description	Impact on Implementation Guidance and Counseling
	Lack of Policy Support School	There is no formal policy for allocation time special or structured Guidance and Counseling sessions.	Activity Guidance and Counseling tend inconsistent across classes and schools.
Pedagogic	Lack of Professional Training	The teacher does not have formal skills in engineering counseling or communication effective.	Intervention Guidance and Counseling become less than optimal in achieving objective development integration of Guidance and Counseling into lessons regular is practical approach, lack of specialized training and formal frameworks limit its effectiveness, but with a solution alternative in overcoming this gap, through professional development, allocation source power, and recognition

		structured counseling sessions can increase consistency and impact of the student program.	
	Variability Understanding Teacher	Understanding which different regarding the role of Guidance and Counseling in student development.	Implementation of Guidance and Counseling activities is not uniform and the results vary.
	Difficulty Overcome Problem Complex	Teachers feel unprepared to handle emotional problems or social which complex to students.	Challenge student often not resolved properly.
Source Power	Material Limitations and Guidance and Counseling Media	Lack of guide, tool assistance, or special modules for Guidance and Counseling activities.	Teacher difficulty design interesting and effective Guidance and Counseling activities.
	Ratio High Teacher-Student	The number of students in one class limit attention individual from the teacher.	Guidance and Counseling activities become less personal And No maximum for every student.
	Lack of Support Family	The lack of involvement person old in support principles of Guidance and Counseling at home.	Student communication skills difficult strengthened in outside the school environment.

These findings suggest that while integrating Guidance and Counseling into regular lessons is a practical approach, the lack of specialized training and a formal framework limits its effectiveness. However, alternative solutions to address this gap, such as professional development, resource allocation, and the introduction of structured Guidance and Counseling sessions, could improve the program's consistency and impact. The aforementioned factors demonstrate the need for improvements in education, particularly formal education in schools. One crucial program element in improving the quality of education in schools is the presence of Guidance and Counseling, which, ironically, is not optimally implemented in some schools. Thus, hindering the achievement of the desired school quality (Hidayat, 2021).

The Role Guidance and Counseling in Interpersonal Communication

Guidance and Counseling program is proven own impact significant in improving skills interpersonal communication in elementary school students. Through activities structured such as group discussions, role playing and storytelling, students encouraged to express themselves clearly, listen actively, and interact constructively with peer friends. The teacher observes that students who participate in the Guidance and Counseling program show improvement ability to articulate thinking, responding with empathy, and resolving conflict (Yuris & Utara, 2024).

This activity provide environment controlled in where student can practice and improve their communication skills. Role-playing exercises. For example, allow students to adopt different perspective, increase empathy and ability to understand emotion person similarly, group discussions strengthen collaborative skills, teaching students how to contribute and navigate collective dialogue effectively (Jessy, 2019). The implementation of the Guidance and Counseling program also contributed to the formation of stronger and more positive relationships among students. Teachers noted a reduction in conflicts and bullying incidents in the class, which in some way actively integrates Guidance and Counseling.

Peers counseling, where students encourage each other to provide support, this plays an important role in fostering trust and mutual respect. According to Prawita et al. (2023), applying these practices in alignment with development objectives helps students build meaningful relationships with peers. In addition, Guidance and Counseling activities allow students to explore and handle interpersonal challenges in a safe and directed environment. This not only enhances their social dynamics but also provide tools to manage relationships effectively outside the classroom environment.

Table 4. The Observed Repair in Communication and Connection After Guidance and Counseling Activities

Area Repair	Change Specific	The results that Observed
Communication Skills	Articulation clear, listen active	Improvement involvement in class
Empathy Development	Understand emotion and other people's perspectives	Connection Peers Which tighter
Settlement Conflict	Use dialogue to solve the problem	Decline bullying and social tensions

This table summarizes the major improvements in communication and relationships observed among students after the Guidance and Counseling program intervention. Communication is interconnected with emotional intelligence. The Guidance and Counseling program also facilitates the development of emotional intelligence, which is a crucial component of effective interpersonal communication. Activities such as storytelling reflective and emotion-based discussions help student identify and regulate their emotions while recognizing the emotions of others (Retnasari et al., 2023). Emphasizes the role of this kind of practice in increasing emotional resilience, which further strengthens communication skills.

Students who participated in this intervention demonstrated higher levels of self-awareness and confidence in social interactions. Teachers reported that these students were more likely to participate in collaborative tasks and initiate conversations with peers. These findings highlight the important role of Guidance and Counseling programs in developing interpersonal communication skills in elementary school students. By addressing core elements such as empathy, settlement conflict, and intelligence emotional, this program equip student with tools important for interaction which effective. However, potential full Guidance and Counseling in domain this requires implementation which consistent and support, including teacher training and resource allocation.

Dynamics Family and Results of Guidance and Counseling

Family dynamics play a crucial role in shaping children's communication skills. The home environment is the first and most influential context for the development of interpersonal interactions. A positive family environment, characterized by open communication, mutual respect, and emotional support, significantly strengthens the skills developed through school-based Guidance and Counseling programs. According to (Halisa et al., 2025), Children raised in families with dynamics that support higher levels of self-confidence, empathy, and social adaptation. Research has reported that children who participate in Guidance and Counseling programs show significant improvements in their ability to express feelings and understand others' perspectives. Family discussions become more constructive as children apply the communication strategies they learn in Guidance and Counseling sessions, such as resolving conflicts or sharing thoughts openly. For example, parents observe that children are more likely to express their emotions during family interactions, reducing misunderstandings and strengthening family relationships.

Active family involvement in supporting Guidance and Counseling activities increases the overall effectiveness of the program. Parents who actively reinforce the principles of Guidance and Counseling in House, like listen with empathy and dialogue with Respectful parents report greater progress in their children's interpersonal skills. Alignment between the home and school environments creates a consistent framework for children to practice and internalize these skills. For example, families who encourage role-playing or storytelling at home report that their children are more confident in interacting with peers and are better able to handle conflict constructively (Atirah & Pratama, 2022).

This finding aligns with research (Prawita et al., 2023). Which emphasized that parental involvement is a key driver of successful Guidance and Counseling. Family which supports strengthen benefit Guidance and Counseling, family characterized by conflict, limited communication, or structure rigid hierarchies often hinder these results. In households with high levels of conflict, children face challenges in implementing communication strategies learned in counseling sessions. As psychology and family therapy advance, various studies have shown that family counseling has a positive impact on an individual's emotional well-being (Syam & Ramadani, 2025).

Another challenge in Guidance and Counseling activities is low learning motivation. The factors such as monotonous teaching methods, social pressure, and inability to manage time are the main causes of decreased enthusiasm for learning. This requires special attention in Guidance and Counseling services. Bullying is a serious problem that often occurs in schools. Students who are victims of bullying often experience psychological disorders, such as anxiety, depression, and decreased of self-confidence. This condition not only affects academic achievement but also their overall mental health. Students with special needs face greater challenges, especially in schools that lack adequate facilities. Furthermore, a lack of understanding of their needs by teachers and peers often creates significant social disparities (Syam et al., 2025).

Teachers note that children are less likely to show consistent behavioral changes because the skills they practice in school are not reinforced at home. In contrast, families that demonstrate adaptability and openness to change are more likely to see lasting benefits from the Guidance and Counseling program. These households create an environment where children feel safe practicing new communication techniques, such as active listening and empathetic dialogue, without fear of criticism or rejection. This table 5 categorize dynamics family and its influence to effectiveness Guidance and Counseling program in developing skills interpersonal communication.

Table 5. Influence Dynamics Family to Results of Guidance and Counseling

Dynamics Family	Characteristics	Impact on Guidance and Counseling Results
Support	Communication open, support emotional	Improvement acquisition and skill retention
Conflict	Disagreement often, empathy limited	Effectiveness intervention Guidance and Counseling reduce
Hierarchy / rigid	Rule strict, dialogue two direction limited	Change behavior minimum
Adaptive	Open to change, collaborative problem solving	Improvement consistent and sustainable

Collaboration Family - School for the Best Guidance and Counseling Results

Collaboration between families and schools identified as key factors in maximizing effectiveness Guidance and Counseling program. In this way, active engagement with teachers and

counselors will make them better able to support the learning of children within the Boarding School. This partnership facilitates an integrated approach to addressing communication challenges, ensuring that children receive consistent guidance across both settings. Family counselors play a crucial role in facilitating this process through an empathetic and non-judgmental approach. Through various techniques such as reflection, clarification, and mediation, counselors help each family member articulate their emotional needs more clearly (Syam et al., 2025).

Discussion

Workshops and parent-teacher meetings focused on Guidance and Counseling principles were identified as effective tools for fostering this collaboration. Parents reported that these sessions provided them with practical strategies for modeling and reinforcing positive communication behaviors. Benefits for oneself, effective collaboration between families and schools remains a challenge. Teachers identified several obstacles, including limited parental awareness of Guidance and Counseling program principles and time constraints due to work commitments. Some parents are reluctant to get involved. This is due to cultural norms or a lack of understanding of their role in supporting school-based initiatives. This finding aligns with research focusing on Behavioral Counseling (Siregar, 2024), who found that this approach was effective in family counseling for adolescents and more sustainable on an individual basis.

Behavioral Counseling can help children and adolescents develop better coping skills, reduce problem behaviors, and improve their relationships with other family members. Addressing these challenges requires proactive measures, such as offering flexible participation options for parents and providing resources in easily accessible formats. These strategies can bridge gaps in collaboration and ensure that families play an active role in their children's interpersonal development (Paolini, 2019).

Findings emphasize the importance of build family-school partnership strong to improve the results of the Guidance and Counseling program. Schools can adopt the following strategies: 1) Parental Guidance and Educational Counseling Program: Offer workshop or material information about role communication in child development and how to strengthen the principles of Guidance and Counseling at home. 2) Regular Communication Channels: Building consistent communication between teachers and parents regarding student progress in Guidance and Counseling activities. 3) Sensitive Approach Culture: Recognizing and addressing cultural barriers that may limit parental involvement. These findings also align with research on the role of Guidance and Counseling in improving the psychological well-being of elementary school students (Kurniawan, 2023).

The research has discussed the importance of the role of teachers and parents, which have a significant impact on students' psychological well-being. They provide emotional and social support, offer helpful advice, and teach strategies for coping with psychological challenges. Through their interventions, guidance counselors help students develop self-confidence, interpersonal skills, and emotional understanding. Many existing theories may not fully consider the role of family in directly influencing adolescent mental health through family counseling. Although theories on adolescent development, family psychology, and family counseling exist, there is still room for developing theories that integrate the dynamic role of the family into counseling interventions focused on adolescent mental health. Furthermore, one limitation is the lack of integrated family counseling models specifically aimed at improving adolescent mental health. Research could expand on these theories by developing or adapting more specific models that integrate elements of family counseling with psychological approaches focused on adolescent mental health issues (Agustine & Kyaw, 2024).

Overall, the analysis shows that structured, adaptive, and evidence-based counseling services have a positive impact on students' social skill development. Counseling approaches need to be tailored to students' developmental stages, individual characteristics, and school social dynamics.

In this context, counseling is not only a tool for solving student problems but also an important strategy for developing character and sustainable social skills. Counseling's role in improving social skills can be realized through activities such as role-playing, modeling, and group discussions that encourage students to express their opinions and accept differing perspectives, which are integral components of interpersonal communication and social skills. This study confirms that inclusive education cannot be effective without the existence of planned, structured, and student-centered Guidance and Counseling services. Given the limited number of studies that comprehensively integrate Guidance and Counseling services within the context of inclusive education in Indonesia, this study is an important effort to fill this gap by presenting up-to-date data and in-depth analysis. Efforts to increase the capacity of Guidance and Counseling teachers, integrate Guidance and Counseling programs into the inclusive curriculum, and Providing operational guidelines is a strategic step that cannot be postponed any longer in realizing a fair, inclusive, and sustainable education system (Firman, 2023).

Other research related to student engagement difficulties in Guidance and Counseling programs suggests that several measures can be taken to address this, including providing students with greater motivation and guidance in their learning. After Guidance and Counseling teachers made various efforts to address learning difficulties, the study found that the role of Guidance and Counseling teachers significantly motivated students to study harder. Through Guidance and Counseling, students became more enthusiastic about learning and achieving success. Students feel more cared for through guidance and counseling provided by teachers. Students experiencing learning difficulties feel they receive the same attention as other students, and after being guided by teachers, they ultimately develop a determination to learn and improve their academic performance. Therefore, we must examine our students' character traits for the sustainability of Guidance and Counseling (Fitriyanti et al., 2019).

Further research could explore the long-term impact of family dynamics on the effectiveness of Guidance and Counseling programs. Investigating how specific cultural or socio-economic factors shape these dynamics would provide deeper insights for tailoring interventions to diverse populations. Furthermore, evaluating digital tools to facilitate family-school collaboration could offer innovative solutions to address existing barriers. In conclusion, the link between family dynamics and Guidance and Counseling outcomes highlights the critical role of the home environment in reinforcing communication skills learned in school. Strengthening family-school collaboration and addressing systemic challenges are crucial to maximizing the long-term benefits of Guidance and Counseling programs (Wibowo, 2024).

CONCLUSION

This study examines the role of Guidance and Counseling programs in improving elementary school students' interpersonal communication skills and finds that integrating Guidance and Counseling services into regular classroom instruction significantly enhances students' abilities to communicate effectively, resolve conflicts, and build positive social relationships, although their effectiveness is highly dependent on the quality of implementation. The main challenges identified include teachers limited formal training in counseling techniques, time constraints resulting from integration with regular subjects, and variability in student participation that necessitates more personalized approaches. The implications of this study underscore the importance of teachers' professional development in counseling competencies, the allocation of dedicated time within school schedules, and family involvement to reinforce the outcomes of Guidance and Counseling services. This study contributes empirical evidence to educational practice by highlighting the benefits, challenges, and practical solutions for implementing Guidance and Counseling programs, and it recommends further research on long-term impacts as well as the integration of digital tools in counseling practices.

AUTHOR CONTRIBUTIONS STATEMENT

Author 1 contributed to the conceptualization and design of the study, as well as data collection and analysis. Author 2 was involved in data analysis, manuscript drafting, and critical revision.

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