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OPTIMIZATION OF UKS, LIBRARY, AND COUNSELING GUIDANCE SERVICES IN SUPPORTING STUDENT DEVELOPMENT AT SDIT NUR HIDAYAH SURAKARTA

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Abstract

Educational support services, such as School Health Services (UKS), libraries, and Guidance and Counseling (BK), play a crucial role in supporting the physical, intellectual, social, and emotional development of students in elementary schools. However, the implementation of these three services still faces various challenges that can impact their effectiveness in supporting the educational process. This study aims to describe the implementation of UKS, library, and Guidance and Counseling services at SDIT Nur Hidayah Surakarta and identify the obstacles encountered in their implementation. The study employed a qualitative method with a descriptive approach. Data were collected through observation, interviews with UKS staff, library managers, and BK teachers, as well as documentation. Data were analyzed using data reduction, data presentation, and conclusion drawing techniques. The results indicate that UKS services have been running well through the promotion of clean and healthy living habits, basic health services, and collaboration with the Community Health Center (Puskesmas). Library services contribute to improving literacy culture through various programs, such as the Library Award and classroom reading corners. Meanwhile, BK services support students' personal, social, and academic development through a humanistic approach and collaboration with homeroom teachers and parents. Despite this, challenges remain, including limited facilities, inadequate staffing, and suboptimal use of technology in library management. This study concludes that these three services have made a positive contribution to student development, but require strengthening facilities, improving human resource competencies, and optimizing technology-based management to ensure more effective and sustainable educational support services.

Keywords: School Health, library, guidance and counseling, educational support services, elementary schools.

INTRODUCTION

Elementary schools serve not only as venues for academic learning, but also as institutions that play a role in shaping the physical, mental, social, and emotional development of students. Basic education is a crucial foundation for developing students' potential holistically through various services that support the learning process and individual development.(Maulida Laily Kusuma Wati et al., 2024)Education that is oriented towards the holistic development of students requires the support of integrated health services, literacy, and

psychosocial support so that students can develop optimally.(UNESCO, 2021)Therefore, schools need to provide support services that can accommodate students' comprehensive needs. Three services that play a crucial role in supporting student development are the School Health Program (UKS), the library, and Guidance and Counseling (BK).

School Health Unit (UKS) services play a role in maintaining student health while fostering clean and healthy living behaviors within the school environment. The UKS program focuses not only on treating sick students but also on promotive and preventive efforts through healthy living habits, creating a clean school environment, and collaborating with health professionals. Various studies have shown that student health positively correlates with learning readiness, attendance rates, and academic achievement.(Lee et al., 2007)In addition, school libraries serve as learning resource centers that support the strengthening of a culture of literacy. Good library management can increase students' interest in reading, critical thinking skills, and learning outcomes.(Rodin et al., 2024)Rahmawaty and Krismayani's research also shows that professionally managed libraries contribute to improving the quality of learning in schools.(Rahmawaty & Krismayani, 2023).

In addition to health and literacy aspects, students' social and emotional development also requires attention through guidance and counseling services. Guidance and counseling services in elementary schools serve to help students develop their personal, social, learning, and career aspects according to their developmental stage.(Khalilah, 2018).Guidance and counseling services are not only aimed at students experiencing problems, but also serve as preventive and developmental services to ensure each student's optimal development. The planned and collaborative implementation of guidance and counseling services between guidance and counseling teachers, classroom teachers, parents, and other professionals has been proven to support students' social and emotional development and increase the effectiveness of services in elementary schools.(Hendriani & Neviyarni, 2023). In addition, recent analysis shows that guidance and counseling services in elementary schools play an important role in improving students' social and emotional development through systematic, sustainable services that are oriented towards children's developmental needs.(Susana Nitit et al., 2026).

Several previous studies have examined the implementation of educational support services from different perspectives. Kusumawati's research shows that the implementation of School Health Programs (UKS) plays a role in shaping healthy student behavior through health education, health services, and fostering a healthy school environment. Although its effectiveness is still influenced by the availability of human resources and infrastructure.(Kusumawati, 2022)Another study by Nugrahani and Umaroh also revealed that knowledge, attitude, human resources, and facilities are the main factors that determine the success of implementing the UKS program in schools.(Nugrahani & Umaroh, 2025)In the literacy aspect, research shows that the use of libraries through Library-Assisted Instruction (LAI) has a positive influence on the reading skills and reading attitudes of elementary school

students due to the collaboration between teachers and librarians in the learning process.(Jeong Na et al., 2025)Meanwhile, Yadi's research explains that Guidance and Counseling services in elementary schools play a vital role in supporting student development through systematic and collaborative guidance programs with class teachers.(Yadi et al., 2024).

Based on initial observations at SDIT Nur Hidayah Surakarta, the UKS (School Health Unit), library, and guidance and counseling services have been implemented and benefit students. However, several obstacles remain, including limited supporting facilities, suboptimal utilization of facilities by students, limited human resources, and the need for strengthened coordination between service managers. These conditions indicate that the effectiveness of educational support services is determined not only by the existence of the program, but also by the quality of implementation and synergy between services.

From the description above, this study differs from previous studies because it does not only examine one type of educational support service, but rather analyzes the implementation of UKS, library, and Guidance and Counseling services in an integrated manner within an elementary school context. This study is expected to provide a more comprehensive picture of the synergy of these three services in supporting student development and identify various obstacles faced as a basis for developing strategies to improve the quality of educational support services in elementary schools. Thus, the purpose of this study is to describe the implementation of UKS, library, and Guidance and Counseling services at SDIT Nur Hidayah Surakarta and identify various obstacles faced in their implementation.

RESEARCH METHODS

This study employed a qualitative research method with a descriptive approach. A descriptive qualitative approach was chosen because it provides an in-depth overview of the phenomena studied based on natural conditions and the perspectives of participants (Creswell & Poth, 2018). This approach was used to describe the implementation of School Health Services (UKS), libraries, and Guidance and Counseling (BK) at SDIT Nur Hidayah Surakarta.

Data collection techniques were carried out through observation, interviews, and documentation. Observations were conducted directly in the school environment to obtain information regarding the implementation of UKS, library, and BK services in daily activities. In-depth interviews were conducted with informants involved in service management, namely UKS officers, library managers, and BK teachers, to obtain comprehensive data regarding implementation and obstacles encountered. Documentation was used as supporting data in the form of school documents, activity photos, and archives related to educational support services.(Sugiyono, 2023).

The data obtained were analyzed using qualitative data analysis techniques through three stages: data reduction, data presentation, and drawing conclusions or verification, as proposed by Miles, Huberman, and Saldaña. These analysis stages were carried out systematically to understand the

implementation of educational support services in schools and identify various obstacles encountered in their implementation.(Fadli, 2021).

RESEARCH RESULT

Guidance and Counseling (BK) services at the elementary school level focus on addressing developmental issues (such as ADHD and concentration problems) as a preventative measure to prevent these issues from continuing into junior high school. BK teachers employ a child-friendly, non-punishment approach to foster student comfort and honesty. Early socialization is conducted to familiarize students with BK, and a flexible approach is used to accommodate each child's unique characteristics. BK staff collaborate closely with homeroom teachers. To address persistent learning challenges, BK facilitates external psychological examinations (case transfers) and utilizes report card distribution opportunities for in-depth consultations with parents.

The School Health Service (UKS) plays a dual role, providing first aid to sick students (and referring serious cases to the hospital) and consistently implementing Clean and Healthy Living Behaviors (PHBS) every day. The school coordinates with the Community Health Center (Puskesmas) at the beginning and end of each semester for immunization programs and Free Health Checks (CKG), as well as controlling infectious diseases by temporarily dismissing students. Root of the Problem: The implementation of the health program does not have regulatory gaps, but limited facilities in special areas and limited manpower (only managed by one person) are the main obstacles that require officers to ask for assistance from other teachers during certain events.

The Library has become a literacy center with a collection of nearly 10,000 books focusing on storybooks, social studies books, and religious narratives (not textbooks). The trend of borrowing books continues to increase. To attract student interest (especially in grades 3 and above), the library holds library awards and mini-games, and supports the creation of reading corners in classrooms through a regular book rotation system. Similar to the School Health Unit (UKS), the library is only managed by one officer, making it overwhelmed with data collection and book procurement. Furthermore, the circulation system is still manual (not utilizing computers efficiently), the e-library service is currently inactive, and performance evaluations are still seasonal.

DISCUSSION

This study found that the implementation of School Health Services (UKS), library services, and Guidance and Counseling (BK) at SDIT Nur Hidayah Surakarta has been integrated to support student development. These three services not only perform administrative functions but also form part of a learning support system that contributes to students' physical, intellectual, social, and emotional development.

The first finding indicates that the UKS service has functioned as a promotional, preventive, and curative tool through the promotion of Clean and Healthy Living Behavior (PHBS), basic health services, and collaboration with Community Health Centers (Puskesmas). This finding aligns with Kusumawati's

research, which states that the implementation of UKS contributes to improving students' healthy lifestyles through health education, health services, and fostering a healthy school environment.(Kusumawati, 2022). In addition, Nugrahani and Umaroh emphasized that the success of UKS implementation is influenced by the availability of human resources, infrastructure, and support from school policies.(Nugrahani & Umaroh, 2025)The results of this study also indicate that limited facilities and staff numbers remain factors hindering the optimization of school health services.

The second finding shows that libraries no longer function solely as storage for book collections, but have evolved into centers of school literacy through various innovative programs, such as the Library Award, mini-games, and the development of reading corners in each classroom. These programs have been shown to increase student enthusiasm for utilizing library services. These findings support the researchJeong Nawhich shows that Library-Assisted Instruction (LAI) is able to improve students' reading skills and reading attitudes through collaboration between teachers and librarians.(Jeong Na et al., 2025)This finding is also in line with research which states that the transformation of school libraries based on literacy programs can strengthen the culture of reading and improve the quality of learning.(Aulia Rahmi & Akhmad Ali Mirza, 2024)However, this study also found that the use of library technology is still suboptimal because the digital service system has not been fully utilized and library administration is still carried out manually.

The third finding indicates that the Guidance and Counseling service at SDIT Nur Hidayah implements a humanistic, preventative, and collaborative approach. Guidance and Counseling teachers build warm relationships with students, prioritize non-punitive communication, and involve homeroom teachers, parents, and psychologists in handling specific cases. This finding aligns with Yadi's research, which explains that Guidance and Counseling programs in elementary schools need to be developed through a collaborative approach between guidance and counseling teachers, classroom teachers, parents, and professionals to optimize student development.(Yadi et al., 2024)This study also shows that the success of guidance and counseling services is not only determined by the competence of guidance and counseling teachers, but also by the synergy between schools, families, and external parties in providing services that are oriented towards the needs of students.

The main findings of this study indicate that the effectiveness of educational support services is not determined by the existence of the UKS, library, and BK separately, but rather by the integration of all three in creating a healthy, literate, and conducive learning environment for student development. Unlike previous studies that generally examined the UKS, library, or BK separately, this study shows that these three services complement each other in forming an educational support service system in elementary schools. Therefore, strengthening infrastructure, improving human resource competency, and optimizing the use of technology are necessary strategies to continuously improve service effectiveness.

CONCLUSION

This study concludes that the implementation of School Health Unit (UKS), library, and Guidance and Counseling (BK) services at SDIT Nur Hidayah Surakarta has been running well and has made a positive contribution to student development. UKS services play a role in shaping clean and healthy living behaviors and provide basic health services through collaboration with the Community Health Center (Puskesmas). Library services function as a literacy center that can increase student interest in reading through various innovative programs, such as the Library Award and class reading corners. Meanwhile, Guidance and Counseling services support students' personal, social, and academic development through a humanistic, preventive, and collaborative approach with homeroom teachers, parents, and psychologists.

However, this study also identified several obstacles affecting service optimization, including limited facilities, limited number of management staff, and suboptimal use of technology, particularly in library management. These findings indicate that the effectiveness of educational support services is determined not only by the existence of programs, but also by the quality of management, the availability of resources, and the synergy between services in supporting the holistic development of students.

This research implies that elementary schools need to strengthen the integration of the school health unit (UKS), library, and guidance and counseling services as part of the educational support system. This effort can be achieved through improving facilities and infrastructure, strengthening human resource competencies, optimizing technology utilization, and developing collaboration with parents and relevant agencies. Further research is recommended to examine the impact of integrated educational support services on student academic achievement, character, and well-being, involving more schools to obtain more comprehensive results.

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