An Analysis of Guidance and Counseling Teachers' Competence in Understanding Non-Cognitive Diagnostic Assessment Instruments in Public Senior High Schools and Vocational Schools in Rembang Regency

Rizki Indiyani[1], Dian Purbo Utomo[2]

[1,2] *Fakultas Ilmu Pendidikan dan Psikologi, Universitas Negeri Semarang, Semarang, Indonesia*
e-mail: purbo@mail.unnes.ac.id

Abstrak. This study aims to analyze the competence of school counselors in understanding non-cognitive diagnostic assessment instruments. Non-cognitive diagnostic assessments play a crucial role in evaluating students' psychosocial aspects, such as attitudes, motivation, and social skills, which can influence their development and academic performance. This research adopts a quantitative approach with a descriptive design, involving 22 school counselors from public senior high schools and vocational schools in Rembang Regency, selected through purposive sampling. Data were collected using a questionnaire measuring the counselors' understanding of non-cognitive diagnostic assessment instruments and their skills in applying them. The analysis reveals that the competence of school counselors in understanding these non-cognitive diagnostic assessment instruments varies across schools, with the average competence falling within the moderate category (49%). Some schools, such as Vocational School A, demonstrated higher competence, while Senior High School A showed lower understanding. This study recommends the need for continuous training for school counselors to enhance their understanding and application of non-cognitive diagnostic assessments, as well as the importance of school policy support in developing counselors' competencies. These findings contribute to the development of more effective guidance and counseling services that can better support students' psychosocial well-being.

Keywords: competence, BK teacher, non-cognitive diagnostic assessment.

INTRODUCTION

Guidance and Counseling (BK) services in schools support students' psychosocial development. In addition to being responsible for facilitating the learning process, BK teachers are also required to assist students in overcoming personal, social, and emotional problems through various approaches, one of which is diagnostic assessment (Rahman and Ririen, 2023). This assessment aims to identify problems experienced by students so that counseling teachers can design appropriate interventions. Diagnostic assessment is part of counseling services to improve understanding of students' needs and conditions, especially in non-cognitive contexts. Non-cognitive diagnostic assessment is related to the role of the counseling teacher, especially in understanding and applying instruments that can measure non-cognitive aspects of students, such as attitudes, motivation, and social skills (Ulya, Fitriana, and Hidayati 2024).

Furthermore, as the understanding of students' needs evolves, diagnostic assessments are now limited to cognitive aspects and include non-cognitive diagnostic assessments. Non-cognitive diagnostic assessments, which focus on assessing students' psychological and social aspects, have become crucial in designing appropriate and effective services to support their well-being (Pandang and Aswar, 2024). Despite their crucial role, the application of these assessments still faces various

challenges, such as the lack of understanding of BK teachers regarding valid and reliable assessment instruments and the limitations of their application in the field (Suprihatin, 2017).

BK teachers need to understand diagnostic assessments that can dig deeper into students' psychosocial aspects, such as emotional well-being, family conditions, and students' social backgrounds. As suggested by the Regulation of the Minister of National Education No. 27 of 2008, the competence of counseling teachers includes mastering assessment techniques to understand the needs and problems of counselees (Pandang and Aswar, 2024). By using valid and reliable assessment instruments, counseling teachers can design programs that are more effective in helping students face their personal and social challenges (Suprihatin, 2017). In addition, these assessments can also be the basis for mapping out appropriate interventions involving collaboration with external parties to support student well-being (Rahman and Ririen, 2023).

Bloom's theory of non-cognitive diagnostic assessment provides a strong foundation for emphasizing the importance of assessment on affective and psychomotor aspects and cognitive dimensions (Bloom *et al.*, 1956). BK teachers need to design assessment instruments that not only measure students' knowledge but also explore their feelings, values, and patterns of social interaction. In line with McClelland's competency model, counseling teachers' ability to design and implement appropriate assessments illustrates their competence in helping students (Staškeviča, 2019). These assessment instruments should be able to assess various dimensions, including motivation to learn, attitudes towards self and others, and students' ability to interact socially. These dimensions are important indicators for supporting students' psychosocial well-being and the quality of guidance services (Lestari, *et al.*, 2025).

Understanding no-cognitive diagnostic assessment instruments should ideally be done with a comprehensive and structured approach to explore students' psychological, social, and emotional dimensions. The instrument must be designed considering the diversity of student characteristics, such as learning styles, family conditions, and social background (Rahman and Ririen, 2023). The understanding of this instrument must also be based on accurate and relevant data so that counseling teachers can get a clear picture of students' non-cognitive conditions. In addition, it is important to develop assessment instruments that are flexible, easy to apply, and suitable for the specific needs of each student (Putro *et al.*, 2023). These assessments will support students' character development more effectively and help counseling teachers design appropriate interventions according to their psychosocial profiles (Ulya *et al.*, 2024).

The phenomenon in education today shows that many students still face difficulties optimally learning materials. Research by Mahmudah *et al.*, (2023) revealed that 80,65% of students did not understand the material, with non-cognitive diagnostic assessments helping to identify students' visual learning styles, which reached 43.5%. This is reinforced by Kasman & Lubis, (2022) research, which emphasizes the importance of non-cognitive diagnostic assessments to understand students' psychological and social conditions, including their family and learning styles. In addition, research by Rahman & Ririen, (2023) showed that non-cognitive assessments play an important role in designing learning more responsive to students' psychological conditions. Research by Yokoyama *et al.*, (2023) also highlights that understanding students' social and psychological factors is crucial in planning effective learning. Therefore, non-cognitive diagnostic assessments can help improve the quality of learning by tailoring approaches to students' needs and psychological conditions.

This phenomenon demonstrates the importance of understanding practical non-cognitive diagnostic assessments, especially in an educational context. Non-cognitive diagnostic assessments are crucial in identifying students' psychological, social, and emotional conditions directly related to their personal development and learning success. Therefore, it is important to understand these assessment instruments carefully to provide a clear and accurate picture of the various factors that influence students' development beyond cognitive aspects. Without the proper assessment

instruments, BK teachers will find it difficult to understand the needs and challenges faced by students, which can affect the interventions' effectiveness.

Based on the above conditions regarding the application of competence by counseling teachers in understanding non-cognitive diagnostic assessment instruments, which should be able to dig deeper into the psychosocial aspects of students to design appropriate interventions, but there are still gaps in its implementation, the author is encouraged to conduct more in-depth research. This study aims to determine the description of counseling teachers' competence in understanding non-cognitive diagnostic assessments in SMA and SMK Negeri in Rembang Regency.

LITERATURE REVIEW

This literature review examines the role of non-cognitive diagnostic assessments and counseling teacher competencies in supporting professional school guidance and counseling services. Non-cognitive diagnostic assessment is an important instrument to explore various aspects of students' psychological, emotional, social, and non-academic characteristics that may affect their learning process. Previous research, such as that conducted by Rulida *et al.*, (2023), Sultanova *et al.*, (2024) show that non-cognitive assessments provide a more holistic picture of students, including their social, emotional, and family background factors, which affect academic performance. However, while these assessments have significant benefits, their implementation is often constrained by variations in teachers' readiness to develop and implement them. Teachers not competent enough to understand and apply non-cognitive assessments struggle to extract relevant information and develop appropriate interventions to help students.

In addition, although there are many efforts to integrate non-cognitive diagnostic assessments in educational practices, results from a study conducted by Aini & Anwar, (2023) show that applying these assessments in the field is still limited and faces significant challenges. One main challenge is teachers' limited understanding of non-cognitive assessments, often leading to suboptimal implementation (Fitriah *et al.*, 2025). Therefore, these studies recommend continuous training for teachers to improve their competence in designing and implementing more effective non-cognitive diagnostic assessments. Teachers cannot use these assessments to design lessons that suit students' emotional and psychological needs without adequate training and understanding (Rulida *et al.*, 2024). Therefore, there needs to be a policy that supports the development of teachers' skills through training that focuses on non-cognitive assessments (Multisari *et al.*, 2023).

In addition to diagnostic assessment, the competence of counseling teachers is also a very important factor in supporting the effectiveness of guidance and counseling services. BK teachers must have skills in recognizing students' needs holistically, both academic and non-academic. Research shows that the competence of counseling teachers, which includes an understanding of counseling theory, assessment skills, and the ability to design interventions according to student needs, significantly influences the success of guidance and counseling programs. For example, a study by (Saputra, 2024) found that "BK teacher competence" affects the counseling process given to students, meaning that the higher the competence of BK teachers, the more effective the counseling process they conduct.

This broad conception of competence aligns with models such as David McClelland's competency approach (1973), which posits that success in professional roles depends not only on cognitive capability but also on applied skills, attitudes, and interpersonal competencies that work in real contexts. McClelland's seminal 1973 proposition that "competence" defined as enduring personal characteristics, motives, and behaviors rather than mere cognitive ability provides a more valid predictor of real-world performance than traditional intelligence tests has gained renewed empirical support. Recent scholarship confirms this: Rakhimov & Cho'lieva (2025) trace how

McClelland's work laid the conceptual foundation for modern competency modeling, encompassing knowledge, skills, attitudes, and personal traits.

A 2025 systematic review of competency models further underscores McClelland's relevance by showing that competency-based assessments remain central in both human resources and educational settings where performance outcomes matter. Moreover, domain-specific research such as the development of a competency framework for physicians in sustainability-oriented medical education demonstrates that McClelland's approach continues to guide contemporary efforts to define and assess holistic competencies beyond cognitive skills alone (Fan & Huang, 2025). Therefore, leveraging McClelland's competency theory provides a robust theoretical and empirical basis for integrating non-cognitive, psycho-social, and socio-emotional assessments into educational and counseling practices, aligning with modern calls for holistic student evaluation and support.

Therefore, BK teachers' competencies must be developed thoroughly not only through formal qualification but via ongoing professional development, supervision, and collaborative platforms (e.g. peer communities) to provide effective services that support students' personal, social, and academic development (Rofiqah, 2020). As noted in a study on competence enhancement through professional communities (MGBK), involvement in such communities helps BK teachers to meet the standards required for professional, pedagogic, social, and personal competenciesFurthermore, counseling teachers with strong competencies in non-cognitive diagnostic assessments will help them provide interventions that suit students' needs. They can be more sensitive to students' psychological conditions affecting their learning and design more personalized and targeted interventions (Situmeang *et al.*, 2024). Research by Suhertina (2014) and others shows that mastery of various assessment approaches, such as social-emotional and learning style assessments, enables BK teachers to understand students more deeply. BK teachers skilled in using these assessments can help students overcome personal and academic problems more effectively and according to their needs (Sujuti, 2022). Thus, developing the competence of BK teachers through training and improving the quality of education is very important so that they can develop appropriate assessment instruments and provide counseling services that can help students develop optimally (Amelisa & Suhono, 2018).

Thus, this literature review highlights that non-cognitive diagnostic assessment instruments and counseling teacher competencies are interrelated and mutually supportive elements in creating effective guidance services. Non-cognitive assessments provide deeper insights into students' needs beyond academics, while counseling teacher competencies ensure that the services provided align with students' psychological needs.

METHODOLOGY

This study used a quantitative approach with a descriptive research design. The aim was to describe the competency of counseling teachers in understanding non-cognitive diagnostic assessment instruments. This study was conducted in four schools, including two high schools and two vocational schools in Rembang Regency, based on categorization that considers the geographical location of SMA A and SMK A, which are located in the urban center of Rembang Regency and SMA B and SMK B which are located on the edge of the border of Remb ng Regency. The sample size in this study involved 22 counseling teachers. The sample selection technique used was purposive sampling. The sample was selected based on the criteria of BK teachers with teaching experience for more than 1 year in providing guidance and counseling services and direct involvement in carrying out non-cognitive diagnostic assessments. Data were collected through a quest Bonaire to measure counseling teachers' understanding of assessment theory, ability to design assessment instruments, and skills in implementing non-cognitive diagnostic assessments in schools. The collected data were analyzed using descriptive statistical techniques, such as frequency, percentage, and average, to describe the level of competence of counseling teachers in

implementing non-cognitive diagnostic assessments. With a limited sample, this study aims to provide an in-depth understanding of counseling teachers' challenges and barriers in implementing non-cognitive assessments in schools.

FINDINGS

Based on the results of the analysis conducted on the competence of counseling teachers in understanding non-cognitive diagnosis c assessment instruments, the following results were obtained:

Table 1. Descriptive Statistics of Counseling Teacher Competence in Understanding Non-Cognitive Diagnostic Assessment Instruments Variable

Variable	N	Minimum	Maximum	Mean	Standard Deviation
BK Teacher Competence in Understanding Non-Cognitive Diagnostic Assessments	22	39%	69%	49%	0,09

Based on Table 1, the analysis conducted on the competence of counseling teachers in understanding non-cognitive diagnostic assessment instruments, data showed that the minimum value obtained was 39% and the maximum value was 69%. All respondents' average score (mean) was 49%, with a standard deviation of 0.09. This shows that although there is variation in the level of competence of counseling teachers, the average competence of counseling teachers in understanding non-cognitive diagnostic assessments is moderate. This suggests challenges in mastering n n-cognitive diagnostic assessment instruments among counseling teachers. Further, based on the table, counseling teachers' competence in understanding non-cognitive diagnostic assessments varies between the schools studied.

Table 2. Percentage Results of Counseling Teacher Competency in Understanding Non-Cognitive Diagnostic Assessment Instruments for Each School

School	Mean
SMA A	46%
SMA B	51%
SMK A	52%
SMK B	49%

Based on Table 2, SMA A has an average percentage of 46%, which indicates that counseling teachers in this school have a relatively low level of understanding compared to other schools. Meanwhile, SMA B has an average percentage of 51%, SMK A has an average of 52%, and SMK B has an average of 49%. These results illustrate that overall, SMK A showed higher competence in understanding non-cognitive diagnostic assessments than other schools. The tables and diagrams provided a clearer picture of the distribution of counseling teachers' competencies within each school. Figure 1 shows a more detailed percentage distribution and explains the differences in results across the schools studied.
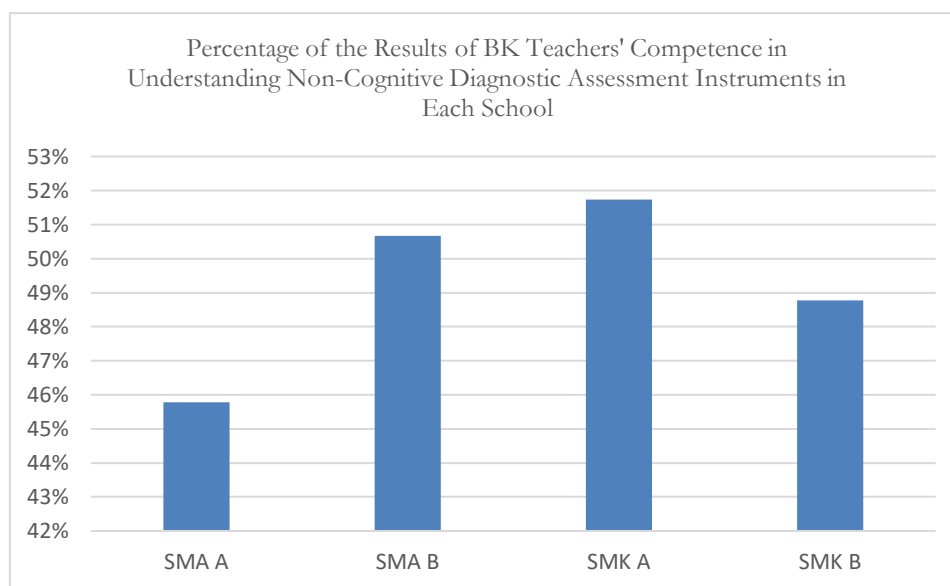
Figure 1. Percentage Diagram of the Results of BK Teachers' Competence in Understanding Non-Cognitive Diagnostic Assessment Instruments in Each School

The interpretation of these results is that although some schools have a higher level of understanding in Figure 1, efforts are still needed to improve the competence of counseling teachers in all schools, especially in understanding and implementing non-cognitive diagnostic assessments (Rahman & Ririen, 2023). This aligns with the importance of continuous training and improving the quality of learning for counseling teachers so that the assessments used can reflect students' conditions more accurately. Thus, this study provides a clearer picture of counseling teachers' understanding of non-cognitive assessment, which is an important aspect in supporting the process of student evaluation and development. This research significantly contributes to improving the quality of education, especially in terms of counseling teachers on the ability to use appropriate assessment instruments. This competency is crucial in providing a deeper understanding of students' conditions, considering that non-cognitive assessments play a significant role in assessing students' psychological, social, and emotional aspects, often unreachable by traditional cognitive assessments.

These findings contribute to developing more effective guidance and counseling services that can better support students' psychosocial well-being. Although relatively low compared to ideal expectations, the average competencies indicate room for further improvement. In particular, schools that demonstrated higher competencies, such as SMK A, could serve as models for other schools in improving their understanding and use of non-cognitive diagnostic assessments. Although the average BK teacher competence was moderate, some schools, such as SMK A, showed a higher level of understanding than their schools. This finding indicates a difference in the education and training counseling teachers receive in each school. This could also be due to managerial support, available resources, and an understanding the importance of non-cognitive diagnostic assessments at the school level.

This finding that differences in counselor education and training, managerial support, resources, and school-level appreciation of non-cognitive diagnostic assessment help explain variability between schools matches recent empirical evidence. Training programs that build counselors' assessment skills produce usable, validated non-cognitive instruments and improve counselors' readiness to identify students' psychosocial needs (Multisari et al., 2023). Large-scale work on social-emotional learning implementation shows that school-level policies and systemic supports (for example, district SEL plans, staffing capacity, and administrative buy-in) strongly shape whether schools adopt teacher-led or counselor-led approaches, and thus affect how non-cognitive assessment is delivered and sustained (Thierry et al., 2022). Comparative research also demonstrates that non-cognitive skills vary by subject and context and that reliable measurement

and teacher/counselor assessment practices are essential to translate those skills into instructionally useful information (Sultanova & Shora, 2024). Finally, reviews of teacher preparation and in-service professional development argue that gaps in pre-service preparation and weak continuous professional development reduce teachers' capacity to assess and foster non-cognitive attributes highlighting the role of targeted training and resource investment at the school level. (Mgaiwa & Milinga, 2024).

The competence of counseling teachers in understanding non-cognitive diagnostic assessment instruments is in line with research by Rahman dan Azis, (2023) which states that teachers' understanding of non-cognitive diagnostic assessment instruments plays an important role in improving the quality of counseling services. The study shows that although the competence of counseling teachers is at a moderate level, there is a need for improvement in the ability to understand and apply non-cognitive diagnostic assessments.

Furthermore, it is associated with the research of Sinring *et al.*, (2023) which revealed that training related to non-cognitive diagnostic assessments could improve counseling teachers' ability to compile and analyze assessment results and design more appropriate interventions to help students. The importance of developing the skills of counseling teachers through continuous training is also reflected in this study, where it was found that the competencies of counseling teachers varied between schools, indicating disparities in the quality of training provided in various educational institutions. It can be understood that the disparity in the competence of counseling teachers between schools reflects the need for a more structured and equitable policy in the provision of training and development of counseling teachers so that each school can have equal opportunities to improve the quality of practical guidance and counseling services for students.

Research by sahupala *et al.*, also confirmed the importance of non-cognitive assessments in supporting students' overall development, especially in recognizing students' psychological and social aspects that are not visible in cognitive assessments. Non-cognitive assessment provides valuable insight into students' learning styles, interests, and socio-emotional characteristics aspects often overlooked by traditional cognitive tests thus supporting more holistic development and tailored pedagogical support. (Sahupala *et al.*, 2025). This supports the results of this study, which show that although the competence of counseling teachers is generally moderate, there is great potential to improve the effectiveness of non-cognitive assessment if teachers are given appropriate training.

CONCLUSIONS

The results of this study swidianthow that BK teachers' competence in understanding non-cognitive diagnostic assessment instruments in SMA and SMK Negeri in Rembang Regency varies between schools, with the average competence being at a moderate level (49%). Although some schools, such as SMK A, showed better understanding, there were significant differences between schools, which could be influenced by factors such as managerial support, training, and available resources. Based on these findings, BK teachers' competence in understanding non-cognitive diagnostic assessment instructions is expected to improve across the schools significantly studied, with particular attention to improving understanding in schools with lower competence, such as SMA A. As a recommendation, this study suggests that school principals can actively improve BK teachers' competence by organizing workshops, training, or mentoring programs that focus on non-cognitive diagnostic assessments. This activity is expected to strengthen teachers' understanding of the function of assessment as a strategy to support students' psychological, social, and academic development. In addition, for future researchers, the results of this study can be used as a reference to develop further research with a more in-depth approach, such as qualitative or mixed methods, to explore further the factors that cause low teacher competence in non-cognitive assessment and evaluate the effectiveness of the training provided. Thus, this study provides

theoretical contributions and practical and strategic directions in improving holistic and sustainable assessment-based guidance and counseling services.

REFERENCE

Amelisa, M., & Suhono. (2018). Supervisi bimbingan konseling dalam meningkatkan penguasaan keterampilan layanan konseling guru BK. *Tapis: Jurnal Penelitian Ilmiah*, 2(1), 110–126. https://doi.org/10.32332/tapis.v2i1.1119

Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. David McKay Company.

Fan, S.-R., & Huang, N.-T. (2025). Promoting sustainability-oriented medical education: Development of a competency model for physicians specializing in laser and energy-based device therapy. *Sustainability*, 17(18), 8236. https://doi.org/10.3390/su17188236

Fitriah, U. L., Dewi, R. S. I., & Ekawati, R. (2025). Menyelami kesiapan guru kelas dasar dalam adopsi asesmen diagnostik non-kognitif. *DIAJAR: Jurnal Pendidikan dan Pembelajaran*, 4(1), 94–101. https://doi.org/10.54259/diajar.v4i1.3527

Kasman, K., & Lubis, S. K. (2022). Teachers' performance evaluation instrument designs in the implementation of the new learning paradigm of the Merdeka Curriculum. *Jurnal Kependidikan*, 8(3), 760–770. https://doi.org/10.33394/jk.v8i3.5674

Lestari, F. D., Isdaryanti, B., & Ellianawati. (2025). Analisis implementasi asesmen diagnostik kognitif dan non-kognitif dalam pembelajaran berdiferensiasi di SDN Mangkukusuman 2 Kota Tegal. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(3), 250–261. https://doi.org/10.23969/jp.v10i03.28688

Mahmudah, A. H., Sinambela, P. N., Zulkarnaen, Z., & Atin, S. (2023). Analisis asesmen diagnostik kognitif dan non kognitif pada materi persamaan dan fungsi kuadrat. *Prosiding Seminar Nasional PPG Universitas Mulawarman*, 4, 231–236. https://doi.org/10.30872/semnasppg.v4.3104

Mgaiwa, S. J., & Milinga, J. R. (2024). Teacher preparation and continuous professional development: A review of "missing links." *Social Sciences & Humanities Open*, 10, Article 100990. https://doi.org/10.1016/j.ssaho.2024.100990

Multisari, W., Setiyowati, A. J., Barriyah, K., Prihatiningsih, R., Hidayatullah, T., & Luthfi, A. (2023). Strengthening counselor competencies in the independent learning era through training on non-cognitive diagnostic assessment development. *Jurnal Pengabdian Masyarakat*, 4(2), 513–519. https://doi.org/10.32815/jpm.v4i2.1995

Pandang, A., & Aswar. (2024). Asesmen kebutuhan guru bimbingan konseling di Kota Makassar untuk penguatan kapasitas dalam melaksanakan tugas profesional. *Prosiding Seminar Nasional Hasil Penelitian 2024 LP2M-Universitas Negeri Makassar* (pp. 1799–1809). https://ojs.unm.ac.id/semnaslemlit/index

Putro, H. Y. S., Makaria, E. C., Harunisa, & Rahman, G. (2023). Peningkatan kompetensi guru melalui pelatihan pemanfaatan asesmen diagnostik guna optimalisasi pembelajaran. *Jurnal Pengabdian ILUNG (Inovasi Lahan Basah Unggul)*, 2(4), 698–705. https://doi.org/10.20527/ilung.v2i4.7697

Rahman, K., & Ririen, D. (2023). Implementasi asesmen diagnostik non-kognitif dalam kebijakan sekolah. *Ilmu Pendidikan*, 5(5), 1815–1823. https://doi.org/10.31004/edukatif.v5i5.3954

Rakhimov, O. D., & Cho'lieva, M. (2025). History and main content of the competency approach. *EDUMALSYS: Journal of Research in Education Management*, 3(3), 429–438. https://doi.org/10.58578/edumalsys.v3i3.7732

Rofiqah, T. (2020). Kompetensi guru bimbingan dan konseling dan upaya pembinaan. *Jurnal Bikotetik: Bimbingan dan Konseling—Teori dan Praktik*, 4(2), 1–11. https://doi.org/10.33373/dms.v2i1.111

Rulida, D. O., Cano, J. C., & Andrin, G. R. (2024). Non-cognitive skills as correlates to academic performance among senior high school students. *International Journal of Science and Management Studies*, 7(1), 222–249. https://doi.org/10.51386/25815946/ijsms-v7i1p131

Sahupala, O. N., Sunusi, Z., Zuhdiah, N. A. A. Sulhan, P. N. S., Parham, P. M., & Fauzan, M. (2025). Asesmen non-kognitif untuk pengembangan karakter dan potensi peserta didik di MA DDI Baruga Kabupaten Majene. *Room of Civil Society Development*, 4(5), 802–815. https://doi.org/10.59110/rcsd.688

Saputra, A. A. (2024). Pengaruh kompetensi guru bimbingan dan konseling terhadap proses konseling yang diberikan kepada peserta didik. *Coution: Journal of Counseling and Education*, 5(1), 119–125. https://doi.org/10.47453/coution.v5i1.1329

Sinring, A., Harum, A., Anas, M., & Latif, S. (2023). Pelatihan asesmen diagnostik non-kognitif guru bimbingan dan konseling. *Prosiding Seminar Nasional Hasil Pengabdian* (pp. 95–106). LP2M Universitas Negeri Makassar. https://ojs.unm.ac.id/semnaslpm/article/view/54552

Situmeang, D. B., Nuriandini, P., Simarmata, A. A., Marshanda, N. P., Umari, T., & Munawir. (2024). Supervisi guru BK: Membangun kompetensi dan profesionalisme layanan BK. *Jurnal Ilmiah Penelitian Mahasiswa*, 2(3), 416–426. https://doi.org/10.61722/jipm.v2i3.137

Sujuti, S. R. (2022). Meningkatkan kompetensi profesional guru BK dalam menyusun program melalui bimbingan dan pelatihan dengan metode workshop di MGBK. *Manajerial: Jurnal Inovasi Manajemen dan Supervisi Pendidikan*, 2(2), 213–221. https://doi.org/10.51878/manajerial.v2i2.1300

Sultanova, G., & Shora, N. (2024). Comparing the impact of non-cognitive skills in STEM and non-STEM contexts in Kazakh secondary education. *Education Sciences*, 14(10), 1109. https://doi.org/10.3390/educsci14101109

Sultanova, G., Shilibekova, A., Rakhymbayeva, Z., Rakhimbekova, A., & Shora, N. (2024). Exploring the influence of non-cognitive skills on academic achievement in STEM education: The case of Kazakhstan. *Frontiers in Education*, 9, Article 1339625. https://doi.org/10.3389/feduc.2024.1339625

Suprihatin. (2017). Kompetensi profesional guru bimbingan dan konseling dalam pelayanan bimbingan konseling. *JIGC (Journal of Islamic Guidance and Counseling)*, 1(1), 14–26. https://doi.org/10.30631/jigc.v1i1.2

Thierry, K. L., et al. (2022). How are schools implementing a universal social–emotional learning program? Macro- and school-level factors associated with implementation approach. *Frontiers in Education*, 7, Article 1044835. https://doi.org/10.3389/feduc.2022.1044835

Ulya, N. D., Fitriana, S., & Hidayati, V. F. (2024). Analisis gaya belajar menggunakan asesmen diagnostik non-kognitif peserta didik kelas X SMK Yayasan Pharmasi Semarang. *Innovative: Journal of Social Science Research*, 4(4), 11115–1125. https://doi.org/10.31004/innovative.v4i4.14487

Yokoyama, Y., Nadeak, B., & Sihotang, H. (2023). Implementasi kompetensi guru penggerak dalam menerapkan Merdeka Belajar SMK di Tana Toraja. *Jurnal Dinamika Pendidikan*, 16(2), 187–200. https://doi.org/10.51212/jdp.v16i2.176