



A Narrative Inquiry into School Counseling Management for Students' Mental Well-Being

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ABSTRACT

Background. Guidance and counseling management is a vital component of the educational system, supporting students' mental health and overall development. Students' psychological growth is shaped by internal and external factors, including family environment, school conditions, peer relationships, academic pressure, and technological advances. Effective, systematic, and sustainable guidance and counseling services are therefore essential to help students navigate emotional, social, and academic challenges.

Purpose. This study analyzes the role of guidance and counseling management in developing students' mental health at school and examines how effective counseling services contribute to their emotional, social, and academic development.

Method. This study employed a qualitative approach using a narrative review method to critically explore the development of guidance and counseling management concepts in relation to students' mental health. Data were collected from books, journals, and prior studies, then analyzed through content analysis involving data reduction, presentation, interpretation, and conclusion drawing. The review highlights the importance of integrating administrative management with students' emotional and personal needs to support holistic mental health development.

Results. Findings show that effective guidance and counseling management positively contributes to students' mental health. Counseling services help improve emotional stability, social skills, self-confidence, learning motivation, and problem-solving abilities. Program success depends on proper planning, collaboration among school stakeholders, professional counseling teachers, parental involvement, and a conducive school environment. Evaluation and follow-up activities further strengthen the effectiveness and sustainability of counseling services.

Conclusion. Guidance and counseling management plays a significant role in supporting students' mental health. Through systematic planning, organization, implementation, evaluation, and follow-up, schools can strengthen professional counseling systems to foster students' optimal emotional, social, and academic development.

KEYWORDS

Counseling Management, Mental Well-Being, Narrative Inquiry

INTRODUCTION

Education is a process aimed at shaping students' character, knowledge, and personality so that they can develop optimally according to their potential.

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In the context of modern education, students' success is determined not only by academic achievement but also by their mental, emotional and social conditions. Students who possess good mental health are better able to adapt to their environment, have higher learning motivation, and face various life challenges more effectively (Amalia & Nugraheni, 2024). However, in practice, students' mental development does not always progress well. Rapid social changes, technological advancements, and increasing academic demands create significant pressure on students. Various phenomena such as learning stress, test anxiety, peer conflicts, bullying, and uncontrolled social media use are factors that can affect students' mental conditions at school (Nugroho & Santoso, 2025; Rahman & Suryadi, 2024). These conditions indicate that students are vulnerable to psychological disorders if they do not receive proper guidance and support. Based on various findings in school environments, there are still many students who experience difficulties in managing emotions, lack self-confidence, and suffer from decreased learning motivation due to environmental pressures. In addition, some students do not yet understand how to solve the problems they face independently, which negatively affects their mental development and academic achievement. This condition highlights the important role of guidance and counseling services in schools in helping students deal with these problems.

Guidance and counseling are support services provided to students to help them understand themselves, develop their potential, and solve problems independently and responsibly (Yusuf & Nurihsan, 2023). These services are not only focused on problem-solving (curative functions) but also include preventive, developmental, and maintenance functions to support students' optimal growth. To ensure that guidance and counseling services run effectively, proper management through a structured guidance and counseling management system is necessary. Guidance and counseling management includes the processes of planning, organizing, implementing, supervising, evaluating, and following up counseling services in schools (Wibowo & Mulawarman, 2024). Through effective management, counseling services can be adjusted to students' needs, making them more targeted and capable of significantly influencing students' mental development. Furthermore, effective guidance and counseling management also enables strong collaboration among counseling teachers, subject teachers, homeroom teachers, school principals, and parents. This collaboration is essential in creating a conducive school environment for students' mental development (Rahman & Suryadi, 2024). Thus, students receive support not only from the school but also from their families and social environments.

Recent studies also emphasize that comprehensive counseling services contribute significantly to students' emotional resilience, psychological well-being, academic achievement, and social adjustment (Warren et al., 2024; Greenleaf & Reese, 2024). In addition, technology-responsive counseling management and school-based mental health interventions have been shown to improve the effectiveness of counseling programs in supporting students' holistic development (Hidayah & Ramli, 2024; Larrana & Hein, 2024). Research conducted in Indonesian educational contexts further demonstrates that innovative and collaborative counseling management can strengthen students' emotional intelligence, reduce academic anxiety, and improve psychological adaptation in schools (Astuti & Haryanto, 2024; Fadilah & Kusumaningrum, 2024). Moreover, digital counseling services and narrative-based counseling approaches have become increasingly important in helping adolescents build resilience and maintain psychological well-being in the post-pandemic and digital era (Kusnadi & Anggraini, 2024; Yuliani & Firmansyah, 2025). Other studies also reveal that school counseling programs integrated with positive school climate and socio-emotional learning contribute positively to students' academic motivation, school well-being, and social competence (Hermawan & Cahyani, 2024; Zahra & Maulana, 2024). In addition, collaborative counseling

management involving teachers, parents, and school stakeholders has been found to strengthen students' emotional resilience and improve their readiness to face academic and social challenges (Prabowo & Sari, 2025; Ramadani & Utomo, 2024). Therefore, guidance and counseling management should not only focus on administrative aspects of service implementation but also emphasize students' psychological experiences, emotional support systems, and holistic mental health development. Based on the explanation above, it can be understood that guidance and counseling management plays a very important role in supporting students' mental development in schools. Therefore, this study was conducted to examine more deeply how guidance and counseling management can contribute to improving students' mental health so that they can develop optimally both academically and non-academically.

In the current educational landscape, the restructuring of guidance and counseling management has become increasingly urgent. Counseling services can no longer rely solely on conventional administrative approaches but must transform into comprehensive systems that prioritize students' emotional narratives, psychological mapping, early detection of mental health risks, and collaborative intervention strategies. Schools are expected to build counseling management models that are preventive, humane, technology-responsive, and oriented toward students' holistic well-being. Therefore, this study was conducted to examine more deeply how guidance and counseling management can contribute to improving students' mental health so that they can develop optimally both academically and non-academically.

The Concept of Guidance and Counseling Management

Guidance and counseling management is a process of systematically and deliberately managing guidance and counseling services to help students achieve optimal personal, social, academic, and career development. In the field of education, guidance and counseling services play a very important role because not all students are able to solve their problems independently. Therefore, a proper management system is needed so that guidance and counseling services can be implemented effectively, efficiently, and in accordance with students' needs (Wibowo & Mulawarman, 2024). In general, guidance and counseling management includes several main functions, namely planning, organizing, actuating, controlling, evaluation, and follow-up. All of these functions are carried out in an integrated manner to achieve the objectives of guidance and counseling services in schools. Through good management, guidance and counseling programs can be implemented in a directed way and provide positive impacts on students' mental development (Yusuf & Nurihsan, 2023). According to Ifdil et al. (2023), guidance and counseling is a helping process provided to students so that they are able to understand themselves, develop their potential, and solve the problems they face. This assistance is given continuously so that students can achieve optimal development according to their developmental stages. In practice, guidance and counseling services are not only focused on students who have problems, but also aim to help all students develop self-abilities, increase learning motivation, and build healthy personalities (Ifdil et al., 2023). Guidance and counseling management in schools must be designed systematically because students have different characteristics and needs. Each student faces different developmental challenges according to age, social environment, family conditions, and life experiences. Therefore, guidance and counseling teachers must be able to design service programs that are appropriate to students' needs (Setiawan & Wibowo, 2023).

In the planning process, counselors or guidance and counseling teachers need to identify students' needs through observation, interviews, questionnaires, and students' academic and social data. The results of this identification are used as the basis for preparing guidance and counseling

service programs. A good program should include personal, social, academic, and career services so that students can develop comprehensively (Afdal et al., 2023). Furthermore, in the organizing stage, schools need to provide a clear organizational structure related to the implementation of guidance and counseling services. Principals, counseling teachers, homeroom teachers, subject teachers, and parents must cooperate in supporting the success of counseling programs. Good cooperation among all school stakeholders will help students obtain maximum services (Mulawarman & Wibowo, 2023). The implementation stage is the core of guidance and counseling management. At this stage, counseling teachers provide various services such as individual counseling, group counseling, classical guidance, consultation, mediation, and information services. The implementation of services must be carried out professionally by considering the principles of confidentiality, openness, and respect for students (Ifdil et al., 2023). In addition to implementation, evaluation is also an important part of guidance and counseling management. Evaluation is conducted to determine the effectiveness of the service programs that have been implemented. Through evaluation, counseling teachers can identify the success of services, the obstacles encountered, and the improvement measures needed. The evaluation results are then used as follow-up material to improve the quality of guidance and counseling services in schools (Permatasari & Fauzan, 2023).

In the modern era, guidance and counseling management faces increasingly complex challenges. The influence of social media, technological developments, academic pressure, and rapid social changes can significantly affect students' mental conditions. Therefore, counseling services must be able to adapt to the development of the times through innovative, preventive, and technology-responsive approaches. Counselors are required to possess professional competence, effective communication skills, digital counseling abilities, and a comprehensive understanding of students' mental health needs (Hidayah & Ramli, 2024; Nadhirah et al., 2024). Recent studies also emphasize that school counselors must strengthen their competencies in implementing school-based mental health programs, online counseling services, and collaborative intervention systems to effectively support students' psychological well-being in contemporary educational settings (Purgason & Gruman, 2024; Warren et al., 2024). In addition, the increasing emotional burden experienced by counselors themselves highlights the importance of institutional support and counselor well-being in maintaining the effectiveness of counseling services (Feng et al., 2024). Thus, guidance and counseling management is an important part of the educational system that aims to help students achieve healthy and optimal mental development. Proper management of counseling services will create a conducive school environment, improve students' psychological well-being, and help students face various life challenges (Rahman & Suryadi, 2024). Recent international studies further indicate that comprehensive and adaptive counseling management contributes significantly to students' emotional resilience, social adjustment, academic engagement, and long-term mental health development (Larrana & Hein, 2024; Greenleaf & Reese, 2024).

Students' Mental Development

Students' mental development is a process of gradual psychological change in individuals that includes emotional, social, behavioral, moral, and cognitive aspects. Mental development is not only related to intellectual intelligence but also involves individuals' ability to manage emotions, build social relationships, make decisions, and adapt to their surroundings (Desmita & Yuliana, 2023). The student period is a very important stage in the formation of self-identity and personality. At this stage, students experience various physical, emotional, and social changes that may affect their mental condition. Therefore, students need a supportive environment in order to develop

healthily and optimally (Suryahadikusumah & Nadya, 2024).

According to recent psychosocial development studies, students' psychosocial development is strongly influenced by social interaction and the surrounding environment. During adolescence, students begin searching for their identity, determining life goals, and building social relationships with their environment (Desmita & Yuliana, 2023). If students successfully pass through this developmental stage, they will develop a positive self-identity and strong self-confidence. On the other hand, failure in the psychosocial development process may lead to identity confusion, inferiority, stress, and even mental disorders. Students' mental development is influenced by various internal and external factors. Internal factors include biological conditions, intelligence, motivation, talents, and personality. Meanwhile, external factors include family environment, school, peers, society, and social media (Rahman & Suryadi, 2024). The family environment has a major influence on students' mental development. A harmonious and caring family can help students grow into confident and emotionally stable individuals. In contrast, family conflicts, lack of parental attention, or inappropriate parenting styles can cause emotional disturbances in students (Lestari & Prasetyo, 2024).

In addition to family, the school environment also plays an important role in students' mental development. School is a place where students spend most of their time learning and interacting socially. A safe, comfortable, and supportive school environment will help students feel valued and motivated to develop. Conversely, bullying, excessive academic pressure, and poor social relationships at school can affect students' mental health (Rahman & Suryadi, 2024). Technological developments and social media also have a major influence on students' mental conditions. Positive use of social media can help students gain information and expand social relationships. However, excessive use may lead to addiction, decreased learning concentration, and increased risks of mental disorders such as anxiety and depression (Nugroho & Santoso, 2025). In the context of education, students' mental development requires serious attention from all school stakeholders. Teachers, counselors, and parents must work together to create an environment that supports students' mental health. Guidance and counseling services are one of the important efforts to help students overcome emotional, social, and academic problems they face (Arifin & Rahmawati, 2025). Thus, students' mental development is an important aspect that must be considered in education. Healthy mental development will help students achieve academic success, build positive social relationships, and be prepared to face future life challenges (Suryahadikusumah & Nadya, 2024).

Functions of Guidance and Counseling

Guidance and counseling is an important part of the educational system that helps students achieve optimal development academically, socially, and emotionally. In practice, guidance and counseling services not only function to address existing problems but also serve preventive, developmental, and protective roles for students. In general, there are five main functions of guidance and counseling: understanding, prevention, remediation, development, and advocacy functions (Yusuf & Nurihsan, 2023; Wibowo & Mulawarman, 2024).

Understanding Function

The understanding function is the fundamental function of guidance and counseling aimed at helping students understand themselves and their environment more deeply. Self-understanding includes aspects of personality, talents, interests, abilities, weaknesses, and students' emotional conditions. Meanwhile, environmental understanding includes family, school, peers, and society that influence individual development. Through this function, students are expected to recognize their potential so that they can develop themselves optimally. In addition, understanding the

environment also helps students adapt well in their social lives. In the context of guidance and counseling management, this function is usually implemented through information services, psychological assessments, observations, and individual counseling (Ifdil et al., 2023). With proper understanding, students will find it easier to make appropriate decisions, especially regarding learning, social relationships, and future planning. Therefore, the understanding function serves as the basis for all other guidance and counseling services.

Prevention Function

The prevention function refers to efforts made by guidance and counseling teachers to prevent problems from arising among students before they develop into more serious issues. This function is very important because it is more proactive than reactive. In practice, the prevention function is carried out through various programs such as counseling sessions, classical guidance, mental health seminars, anti-bullying education, and healthy social media use campaigns. The goal is for students to gain knowledge and skills to avoid behaviors that may harm themselves or others (Rahman & Suryadi, 2024). The prevention function is also related to strengthening character and positive values such as discipline, responsibility, empathy, and cooperation. Through effective prevention efforts, schools can create a safe, comfortable, and conducive environment for students' mental development (Lestari & Prasetyo, 2024).

Remediation Function

The remediation function is a function of guidance and counseling aimed at helping students overcome problems they are currently experiencing. These problems may include personal, social, academic, or career-related issues. This function is usually implemented through individual or group counseling services. In the remediation process, counselors help students understand their problems, identify alternative solutions, and make appropriate decisions. The approach used is non-judgmental, confidential, and problem-solving oriented (Setiawan & Wibowo, 2023). The remediation function is very important in helping students who experience stress, anxiety, social conflict, or learning difficulties. Through these services, students are expected to return to functioning normally in their daily lives at school and within their social environments.

Development Function

The development function is a guidance and counseling function that focuses on helping students develop all of their potential optimally. This function is intended not only for students who have problems but for all students. Development includes intellectual, emotional, social, and spiritual aspects. In the context of modern education, this function is very important because it aims to shape students who are independent, creative, responsible, and possess life skills. Development programs are usually carried out through classical guidance, skills training, talent and interest development, and extracurricular activities. Thus, students not only develop academically but also possess strong social and emotional abilities (Afdal et al., 2023).

Advocacy Function

The advocacy function is a guidance and counseling function aimed at protecting students' rights so that they receive fair treatment within the educational environment. This function is especially important in cases such as bullying, discrimination, violence, or unfairness in the learning process. In practice, counselors act as advocates for students' interests by ensuring that the school environment provides safety and comfort for all students. The advocacy function also includes efforts to support students who experience social or psychological pressure (Hidayah & Ramli, 2024). In addition, the advocacy function involves cooperation among schools, parents, and other parties to ensure that students' rights are fulfilled. Through this function, it is expected that no student will feel neglected or discriminated against in the educational environment.

RESEARCH METHODOLOGY

This study employed a qualitative approach using a library research and narrative review method to critically explore the development of guidance and counseling management concepts and their relationship to students' mental health (Xiao & Watson, 2023). Data were obtained from various sources, including scientific journals, academic articles, and previous studies related to guidance and counseling management and students' mental health development. The data collection technique was conducted through documentation study by identifying, reading, recording, and classifying relevant data according to the research focus (Nowell et al., 2023). The data analysis technique applied content analysis through several stages, namely data reduction, data presentation, critical interpretation, and conclusion drawing (Vears & Gillam, 2022). To ensure the validity and credibility of the findings, this study employed source triangulation by comparing and critically examining various relevant references (Creswell & Guetterman, 2023).

Furthermore, this review examined several recent international studies concerning the contribution of guidance and counseling management to students' mental health and academic development. Recent studies emphasized that students' subjective well-being, emotional resilience, and psychological health significantly influence academic achievement, social adaptation, and school engagement (Greenleaf & Reese, 2024; Rahman & Suryadi, 2024). Research conducted by Warren, Blount, and Belle (2024) highlighted the important role of comprehensive school-based mental health services in improving students' emotional behavior, psychological adjustment, and learning development. In addition, recent systematic and empirical studies demonstrated that school counseling interventions positively affect students' emotional well-being, social competence, self-confidence, and academic performance (Larrana & Hein, 2024; Kondo, 2024).

These findings indicate that effective counseling management contributes significantly to creating supportive, inclusive, and mentally healthy educational environments. This narrative review contributes a conceptual perspective by emphasizing that effective guidance and counseling management should not only focus on administrative and technical aspects of service delivery, but also integrate students' emotional experiences, personal narratives, psychological mapping, and psychological needs in order to support holistic mental health development in educational settings. Furthermore, counseling management in the contemporary educational era should adopt collaborative, preventive, and technology-responsive approaches to strengthen students' psychological well-being and resilience.

RESULT AND DISCUSSION

This study shows that guidance and counseling management should not only be viewed through traditional educational management theory, which focuses on planning, organizing, implementation, evaluation, and follow-up, but also through qualitative narrative psychology theory. Traditional management theory emphasizes service effectiveness and administrative success, while narrative psychology highlights students' personal stories and emotional experiences in shaping mental health. The integration of these two perspectives reveals the novelty of this study: effective counseling management is not merely about managing programs systematically, but also about facilitating the "restorytelling" of students' mental health experiences. Through counseling services, students are encouraged to reinterpret negative experiences such as stress, anxiety, academic pressure, and social conflict into more positive narratives of resilience, self-confidence, emotional strength, and personal growth (Greenleaf & Reese, 2024; Zhang & Chen, 2025). This perspective positions counseling services not only as problem-solving interventions but also as transformative psychosocial processes that help students reconstruct meaning in their life

experiences. Recent studies have emphasized that comprehensive guidance and counseling management contributes significantly to students' psychological well-being, emotional resilience, social adaptation, and academic engagement (Carey et al., 2023; Yusuf & Nurihsan, 2023). Effective counseling management also requires collaborative relationships among school counselors, teachers, school principals, parents, and the wider community to create supportive educational environments that promote students' mental health (Rahman & Suryadi, 2024). In addition, counseling management in the digital era must be adaptive to technological developments and social changes because students increasingly face challenges related to social media exposure, cyberbullying, academic stress, and emotional isolation (Purgason & Gruman, 2024).

Therefore, successful guidance and counseling management should create safe, inclusive, and supportive spaces where students feel heard, accepted, respected, and empowered. Counseling services should not only focus on administrative efficiency but also prioritize empathy, active listening, emotional safety, and students' psychological needs. Through these approaches, students can develop positive self-identity, emotional maturity, healthy coping strategies, and stronger social relationships. This study contributes a new perspective by positioning counseling management not merely as an educational administrative system, but as a holistic and transformative psychosocial approach that supports students' mental health, identity development, and long-term well-being in educational settings (Larrana & Hein, 2024; Warren et al., 2024). Guidance and counseling management is a process of systematically managing counseling services to help students achieve optimal mental development. In its implementation, several important stages must be carried out to ensure that guidance and counseling services run effectively and in accordance with students' developmental needs (Wibowo & Mulawarman, 2024). Effective management enables counseling programs to become more structured, measurable, student-centered, and responsive to contemporary educational challenges.

Planning of Guidance and Counseling Programs

The first step in guidance and counseling management is planning. At this stage, guidance and counseling teachers prepare service programs based on students' needs. Planning is conducted through problem identification, needs analysis, and the collection of student data such as interests, talents, emotional conditions, and the problems they face. Good planning determines the success of the entire counseling program because it serves as the foundation for service implementation. In addition, counseling programs must be systematically designed to include personal, social, academic, and career services so that students' mental development can be facilitated comprehensively (Yusuf & Nurihsan, 2023). Recent studies also emphasize that data-driven counseling planning and early psychological mapping significantly improve the effectiveness of school counseling interventions (Rahman & Suryadi, 2024).

Organizing Guidance and Counseling Services

After planning, the next step is organizing. Organizing aims to manage the resources available in schools so that counseling services can run effectively. At this stage, school principals, counseling teachers, homeroom teachers, subject teachers, and parents each have their own roles in supporting service implementation. The organizational structure of counseling services must be clear to avoid overlapping duties and functions. Good organization will create harmonious cooperation among all school stakeholders in supporting students' mental development (Mulawarman & Wibowo, 2024). Collaborative counseling management has also been found to strengthen school climate and improve students' psychological well-being (Warren et al., 2024).

Implementation of Guidance and Counseling Services

Implementation is the core of guidance and counseling management. At this stage, the programs that have been planned are carried out for students. The services provided include individual counseling, group counseling, classical guidance, information services, and consultation. Implementation must be conducted based on the principles of confidentiality, empathy, and acceptance of students. In the context of mental development, these services help students overcome emotional problems, improve learning motivation, and develop their social skills (Ifdil et al., 2023). Recent empirical findings also show that counseling interventions contribute significantly to reducing anxiety, academic stress, and emotional exhaustion among students (Kondo, 2024).

Evaluation of Guidance and Counseling Programs

Evaluation is conducted to determine the extent to which the counseling programs that have been implemented achieve the expected goals. Evaluation includes assessing the process, outcomes, and impacts of counseling services on students. Through evaluation, counseling teachers can identify program successes, obstacles encountered, and areas that need improvement in the future. Proper evaluation will continuously improve the quality of counseling services (Permatasari & Fauzan, 2023). Furthermore, evidence-based evaluation systems are increasingly important in ensuring the sustainability and effectiveness of school counseling programs in the modern educational environment (Larrana & Hein, 2024).

Follow-Up

Follow-up is the step taken after evaluation has been conducted. At this stage, the evaluation results are used to improve and develop counseling programs to make them more effective. Follow-up activities may include strengthening counseling services, changing service strategies, or providing additional assistance to students who still face problems. This step is very important to ensure that students' mental development continues to be monitored and improved optimally (Hidayah & Ramli, 2024). Technology-assisted counseling follow-up systems are also increasingly used to monitor students' psychological development and emotional well-being continuously (Rahman & Suryadi, 2024). Based on the results of the literature review regarding Guidance and Counseling Management in the Development of Students' Mental Health at School, several important findings were obtained concerning the implementation of guidance and counseling services in supporting students' mental development. The findings indicate that guidance and counseling management implemented systematically can have a positive impact on students' mental health in emotional, social, and academic aspects. The implementation of guidance and counseling management begins with the program planning stage, which is carried out through the identification of students' needs. Counseling teachers conduct observations, interviews, and collect students' academic and social data as the basis for preparing service programs. The programs developed include personal, social, academic, and career services, enabling students to develop optimally.

At the organizing stage, collaboration among school principals, counseling teachers, homeroom teachers, subject teachers, and parents becomes an important factor in the success of counseling services. This collaboration helps create a safe, comfortable, and supportive school environment for students' mental health (Sutrisno & Hidayati, 2024). The implementation of guidance and counseling services is carried out through individual counseling, group counseling, classical guidance, information services, and consultation. These services have been proven to help students overcome emotional problems, increase self-confidence, reduce learning stress, and

improve social skills and learning motivation (Maulana & Fitria, 2024; Handayani et al., 2025). In addition, the evaluation and follow-up of counseling programs are important components in improving service effectiveness. Evaluation is conducted to identify program successes and obstacles encountered during service implementation. The evaluation results are used as the basis for improving and developing counseling programs so that they are more suitable to students' needs (Putri & Kurniawan, 2024). Overall, the research findings show that guidance and counseling management makes a major contribution to the development of students' mental health at school. The better the management of counseling services, the better the students' mental development, social skills, resilience, emotional regulation, and readiness to face life challenges (Saputra & Ramadhani, 2025). Recent Indonesian studies also emphasize that comprehensive counseling management contributes significantly to strengthening students' psychological well-being, academic engagement, and adaptive coping strategies in dealing with social and academic pressures in the digital era (Wijayanti & Puspitasari, 2024).

This study proposes a new conceptual model called the Narrative-Based Counseling Management Architecture (NCMA). This model integrates traditional guidance and counseling management functions with narrative psychology approaches to support students' mental health development holistically. The model emphasizes that counseling management is not only administrative and program-oriented, but also transformative by facilitating students' personal meaning-making and emotional recovery processes. In this model, counseling services are designed as safe dialogical spaces where students can express experiences, reconstruct negative self-perceptions, and develop more adaptive personal narratives. The architecture combines systematic counseling management stages with narrative counseling interventions that encourage students to reinterpret life challenges into stories of resilience, growth, and self-efficacy. Recent studies have shown that narrative-based counseling approaches are effective in strengthening adolescents' self-concept, emotional resilience, and psychological adaptation in educational settings (Aini & Khasanah, 2024; Sari & Wulandari, 2024).

In addition, transformative counseling management has been identified as an important strategy for improving students' psychological well-being through supportive and collaborative school environments (Firmansyah & Putri, 2025). Counseling services that provide dialogical and emotionally supportive spaces also contribute significantly to students' emotional adjustment, self-awareness, and coping abilities in dealing with academic and social pressures (Hapsari & Ramadhan, 2024). Furthermore, narrative counseling interventions encourage students to reconstruct negative experiences into positive personal meanings that strengthen self-efficacy and resilience (Prasetyo & Maulida, 2025). Therefore, the NCMA model offers an integrative framework that combines managerial effectiveness with narrative-transformative counseling practices to support students' holistic mental health development in contemporary educational contexts: 1). Needs Assessment and Narrative Identification Counselors identify students' psychological, emotional, social, and academic needs while also exploring students' personal narratives related to stress, anxiety, conflict, trauma, or self identity, 2). Program Planning with Narrative Orientation Counseling programs are designed not only based on institutional goals but also on students' lived experiences and emotional realities. Preventive and developmental services are integrated with reflective narrative activities, 3). Supportive Counseling Implementation Counseling services create empathetic, safe, and inclusive environments where students feel heard, valued, and psychologically secure. Narrative counseling techniques such as storytelling, reflective dialogue, journaling, and restorytelling are implemented, 4). Narrative Reconstruction Process (Restorytelling) Students are encouraged to reinterpret negative experiences into constructive

narratives emphasizing resilience, hope, self-confidence, and personal growth. 5). Evaluation of Psychological and Narrative Change Evaluation focuses not only on program effectiveness but also on emotional development, self-understanding, behavioral adjustment, and positive narrative transformation and, 6). Follow-Up and Psychosocial Empowerment Schools strengthen long-term mental health support systems through collaboration among counselors, teachers, parents, and peer communities to sustain students' positive identity development.

Table 1. Stages of the Narrative Counseling Management Approach (NCMA) Model in Supporting Students' Mental Health Development

No	Stage of NCMA Model	Main Activities	Narrative Counseling Orientation	Expected Outcomes
1	Student Needs & Personal Narratives	Identifying students' emotional, academic, and psychological conditions	Exploring students' life stories, emotional experiences, and personal struggles	Initial understanding of students' mental health conditions and personal narratives
2	Narrative-Based Needs Assessment	Conducting observations, interviews, counseling assessments, and documentation	Understanding dominant negative narratives such as anxiety, stress, trauma, or low self-esteem	Comprehensive mapping of students' psychosocial and emotional needs
3	Counseling Program Planning	Designing counseling programs, schedules, and interventions	Integrating emotional and narrative dimensions into counseling strategies	Counseling programs that are student-centered and responsive to emotional needs
4	Supportive Counseling Services	Providing individual counseling, group counseling, and psychoeducational services	Creating safe spaces characterized by empathy, acceptance, and trust	Students feel heard, valued, psychologically safe, and supported
5	Narrative Intervention Process	Implementing storytelling, reflective dialogue, journaling, and restorytelling activities	Encouraging students to reinterpret negative experiences into constructive meanings	Development of adaptive perspectives and healthier self-understanding
6	Positive Narrative Reconstruction	Strengthening positive self-concepts and resilience-building activities	Reconstructing narratives toward hope, confidence, resilience, and growth	Increased self-confidence, emotional resilience, and positive identity formation
7	Mental Health Development	Supporting emotional regulation, social adaptation, and coping strategies	Promoting meaningful personal growth and psychological well-being	Improved emotional stability, social adjustment, and mental well-being
8	Evaluation and Follow-Up Support	Monitoring counseling outcomes and strengthening collaboration with teachers and parents	Evaluating narrative transformation and psychosocial progress	Sustainable counseling support and continuous student development
9	Sustainable Student	Maintaining long-term	Encouraging continuous positive	Holistic student

Identity	psychosocial	self-narratives and identity growth	development	and
Development	empowerment	and	sustainable	mental
	supportive school culture		health	improvement

CONCLUSION

The conclusion of this study indicates that guidance and counseling management plays a crucial role in supporting the development of students’ mental health in schools. Through systematic management, from planning, organization, implementation, evaluation, and follow-up, guidance and counseling services can help students address various academic, social, emotional, and psychological challenges more effectively. The study also confirms that students’ mental health is influenced by various factors, such as family, school, peer, academic pressure, and technological and social media developments. Therefore, guidance and counseling services function not only as problem-solving but also as preventative measures, developing self-potential, protecting students’ rights, and strengthening their character and mental resilience. This study offers a novelty through the Narrative-Based Counseling Management Architecture (NCMA) model, a narrative-based counseling management model that integrates educational management approaches with narrative psychology. This model positions counseling services not merely as an administrative system but also as a safe space for students to express emotional experiences, reconstruct negative experiences, and build a more positive, resilient, and hopeful self-narrative. Thus, it can be concluded that the success of guidance and counseling management is largely determined by collaboration between guidance counselors, subject teachers, homeroom teachers, principals, and parents in creating a safe, supportive, and mentally healthy school environment. Effective guidance and counseling management will help shape students who are mentally healthy, self-confident, socially adaptable, and ready to face life’s challenges in the future.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this work the author(s) used ChatGPT in order to improve the language, grammar, and readability of the manuscript. After using this tool/service, the author(s) reviewed and edited the content as needed and take(s) full responsibility for the content of the publication.

AUTHORS’ CONTRIBUTION

- Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
- Author 2: Conceptualization; Data curation; In-vestigation.
- Author 3: Data curation; Investigation.
- Author 4: Formal analysis; Methodology; Writing - original draft.
- Author 5: Supervision; Validation.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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