

THE ROLE OF GUIDANCE AND COUNSELING IN THE SELF-ADJUSTMENT OF CHILDREN WITH SPECIAL NEEDS IN HIGH SCHOOL LEVEL INCLUSION SCHOOLS IN PEKANBARU CITY

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ABSTRACT

This study aims to examine the role of guidance and counseling (BK) in supporting the adjustment of children with special needs (ABK) in inclusive high schools in Pekanbaru City. Children with special needs are individuals with characteristics that differ from those of children in general, both physically, intellectually, socially, and emotionally, and therefore require appropriate educational services. In inclusive education, the adjustment of children with special needs includes the ability to manage emotions, control behavior, and build positive social interactions. This study used a Systematic Literature Review (SLR) method with a qualitative descriptive approach to relevant scientific articles reviewed since 2020. The results indicate that BK services play a strategic role in supporting the adjustment of children with special needs through systematic services such as class guidance, individual and group counseling, and collaboration with teachers and parents. Furthermore, limited teacher knowledge and limited facilities were found to be major barriers to inclusive education. However, training and outreach have been shown to improve teacher competence, empathy, and the ability to develop Individual Learning Programs (IPPs). The presence of shadow teachers also plays a crucial role in improving student focus, communication, and engagement in learning, although consistent support is still needed. The implementation of PPI supports more targeted learning tailored to student needs, but still faces challenges such as limited teaching staff and parental involvement. Therefore, optimizing guidance and counseling services, improving teacher capacity, and ongoing collaboration are key to the success of inclusive education and the adjustment of children with special needs.

Keywords: guidance and counseling, children with special needs, adjustment, inclusive education, individual learning program.

1. INTRODUCTION

Inclusive education is an education system that provides equal learning opportunities for all learners regardless of physical, intellectual, social, or emotional conditions. Permendiknas No. 70 of 2009 article 1 states that inclusive education is an education delivery system that provides

opportunities for all students who have abnormalities and have the potential for intelligence and/or special talents to participate in education or learning in an educational environment together with students in general. This concept emphasizes that every child, including children with special needs (ABK), has the right to receive educational services that are in accordance with their needs and potential. In its implementation, inclusive schools serve not only as a place to transfer knowledge, but also as a social environment that requires adaptability and interaction between diverse students. Therefore, the success of inclusive education is highly dependent on the support of professional services in schools, one of which is guidance and counseling services (Siftia & Fikri, 2025).

Children with special needs are children who have certain characteristics that require special educational services to grow well. Every child, including children with special needs, has the right to survival, growth, and development and has the right to protection from violence and discrimination. Guarantee of rights given to children in need. this special is stated in Article 28B paragraph (2) of the 1945 Constitution. Article 28H of the 1945 Constitution guarantees everyone to have the right to convenience and special treatment to obtain equal opportunities and benefits to achieve equality and justice. This special treatment can also be given to children with special needs.

In addition, Article 7 of Law Number 4 of 1979 concerning Child Welfare states that children with disabilities have the right to receive special services to achieve growth and development. to the extent of the child's ability and ability. In an inclusive school environment, ABK often experiences social and emotional difficulties, especially when trying to build relationships with peers and adjust to existing academic demands. The ability to adapt is important because it relates to how individuals can manage emotions, understand the environment, and create good social interactions.

Children with Special Needs often face challenges in the adjustment process, especially when they have to interact with peers who have different abilities. Self-adjustment is a psychological process that includes an individual's ability to manage emotions, control behavior, and respond appropriately to environmental demands. Research published in the Journal of Cognition shows that the success of ABK self-adjustment in inclusive schools is greatly influenced by safe school environment conditions, teacher support, and peer acceptance. Low self-adjustment will cause difficulties for children in socializing at school. Hurlock (1980:239) stated that the impact of failure to adjust includes the formation of (1) irresponsible attitudes; (2) aggressive attitude; (3) feelings of worry without cause; (4) anxious when far from a familiar place; (5) the feeling of giving up easily; (6) frequent daydreaming; (7) Regressing to the previous level of behavior in order to please and be noticed by friends; (8) Using the ego defense

mechanism. Furthermore, if students' self-adjustment is not immediately addressed, the impact will be that students will have difficulty in solving various life problems, both in family life, school, and society.

Azmi (2021) explained that support from the school environment and mentoring services have a great influence on the self-adjustment process of children with special needs in inclusive schools. The process of self-adjustment in adolescents, especially at the high school level, has a higher level of complexity because they are in the phase of identity development and self-discovery. Students at this stage face greater social pressure, increased academic demands, as well as the need for social acceptance from peers. For students with special needs, this situation can be a tougher challenge compared to regular students. Therefore, planned interventions are needed so that the social and emotional adaptation process can take place properly (Ulul Azmi et al., 2021).

However, its implementation still faces various obstacles such as limited support staff, teacher readiness, and suboptimal facility support. This condition shows that the existence of BK services in inclusion schools at the high school level in Pekanbaru City is an important element in supporting the success of ABK self-adjustment, so it is necessary to study more deeply how the role of Guidance and Counseling in helping the adaptation process and development of students with special needs in the inclusion school environment.

In these situations, guidance and counselling play an important role in supporting students with special needs to improve social skills, strengthen confidence, and overcome the various problems they face. Inclusive in-school BK programs are designed to provide personalized counseling, group tutoring services, and program development that fit students' needs. Rahadian and Susetyo (2023) revealed that the implementation of structured and comprehensive BK services can help students with special needs in facing various social and academic obstacles in inclusive schools.

The implementation of inclusive education in the city of Pekanbaru has been implemented at various levels of education, including in secondary schools. Research conducted by Miftahurrahmi (2025) on guidance and counseling services for children with special needs at SMP YLPI Marpoyan Inclusive in this city revealed that BK services play a significant role in supporting students with special needs, although there are still challenges such as lack of facilities and understanding of the characteristics of children with special needs. This shows that BK services are a crucial element in supporting the success of inclusive education in Pekanbaru.

Based on this explanation, it is clear that the function of guidance and counseling in helping children adjust to special needs in inclusion schools at the high school level is important

to be researched further. This research is expected to be able to provide an empirical understanding of the role of BK services in the process of social and emotional adjustment of students with special needs in the city of Pekanbaru, as well as a reference for the development of more appropriate and effective BK services in inclusive schools.

2. METHODOLOGY

This study uses *the Systematic Literature Review* (SLR) method. SLR is a research method that is carried out in a systematic, structured, and documented manner to identify, evaluate, and interpret all relevant research on a particular topic based on the research questions that have been formulated. This method aims to obtain a comprehensive picture of a phenomenon or research topic based on the results of previous studies, so as to minimize the subjective bias of researchers. This research is qualitative descriptive because it focuses on the analysis and synthesis of findings from various scientific literature.

This research uses a qualitative approach based on *literature review*, which is a research method carried out through the activities of studying, analyzing, and synthesizing various relevant previous research results to gain a deep understanding of the role of guidance and counseling in the self-adjustment of children with special needs in inclusion schools at the high school level in Pekanbaru City. This approach was chosen because it is in accordance with the research objectives, which are to integrate existing theories, concepts, and research results without collecting data directly in the field. According to Sari and Asmendri (2020), literature study-based research allows researchers to comprehensively understand phenomena through the study of various scientific sources so that the research results have a strong academic basis.

Literature review also functions as a *context review* because it gives meaning to the direction of the research conducted. By examining various scientific journals, researchers can demonstrate the urgency of the topic being researched and strengthen the conceptual framework of the research. This is in line with the opinion of Sidiq and Choiri (2019) who stated that literature review does not only function as a summary of theories, but also as an analytical foundation in understanding research developments in certain fields. Thus, literature review becomes a conceptual basis that clarifies the focus of research on guidance and counseling services in inclusive schools.

This study adopts the SLR stages which generally consist of three main phases, namely:

- a. *Planning*
- b. *Conducting*

c. Reporting

In literature review articles, it is important to formulate research questions in a specific and structured manner before the literature search process is carried out. This formulation can use frameworks such as PICO (*Population, Intervention, Comparison, Outcome*) or SPIDER (*Sample, Phenomenon of Interest, Design, Evaluation, Research type*) for qualitative research. The formulation of clear questions helps narrow the focus of the study, avoids selection bias, and ensures consistency in the process of finding and analyzing sources.

Literature search strategies should be described in detail so that the research can be replicated. This includes the selection of scientific databases such as *Google Scholar*, Garuda (Garba Reference Digital), ERIC, or *ScienceDirect*, as well as the use of keywords and Boolean operators (AND, OR, NOT). Kitchenham and Charters (2007) explain that a well-documented search strategy is a key feature of *the Systematic Literature Review* because it helps to minimize bias and improve the validity of the results.

The source of this research data comes from secondary literature in the form of national scientific journal articles that are relevant to the theme of guidance and counseling as well as inclusion education with publication criteria for 2020 and above, written in Indonesian, and have direct relevance to the research topic so that the data obtained remains actual and has good academic validity.

The data collection process is carried out gradually and systematically through keyword search, title and abstract selection, article content assessment, to the citation and paraphrasing process which is then compiled into a detailed and systematic paragraph description.

After the article is selected, a data extraction process is carried out using a synthesis matrix that contains important information such as authors, years, methods, and main findings. Creswell (2014) explained that in qualitative research, the analysis process is carried out through organizing data into categories and themes to produce a structured understanding. Sidiq and Choiri (2019) also added that thematic analysis in literature research aims to identify patterns and relationships between concepts so as to produce a comprehensive synthesis.

Data analysis techniques are carried out using content analysis and thematic analysis methods. According to Sidiq and Choiri (2019), content analysis in literature research aims to identify concepts, themes, and discussion patterns in various literatures so as to produce a more structured synthesis of understanding. To ensure validity and avoid plagiarism, this study applied a source triangulation technique by comparing various relevant journals. This approach is also supported by Sari and Asmendri (2020) who emphasize that triangulation of sources is important

to increase the validity of literature study-based research so that research results are not subjective, but reflect academic consensus in the field of inclusive education guidance and counseling.

3. RESULTS

Based on the literature review that has been conducted, six articles were obtained that are in accordance with the research criteria. The six articles were analyzed to identify important findings related to the role of guidance and counseling in helping the self-adjustment of children with special needs in inclusive schools.

The results of the analysis are presented in a series to form a clear and systematic flow of discussion. Data from each study is summarized in the form of a table that contains key information such as sources (author and year), title, research focus, main theme, and research implications. This presentation aims to provide a concise overview and avoid repetition between the descriptions in the text and the data displayed. In addition, the use of subheadings is used to clarify the focus of the discussion.

Table 1. Relevant Article Analysis Results

No.	Source (Author, Year)	Title	Research Focus	Tema Utama	Implications
1.	(Rima Irmayanti and Wiwin Yuliani, 2020)	The Role of Guidance and Counseling in Inclusive Schools	The role of BK teachers in the implementation of inclusive education in kindergarten, junior high, and high school	BK teachers play a role in identifying needs, developing BK programs, and implementing services for students with special needs	BK services are an important component in supporting the success of inclusive education through basic, responsive services, individualized planning, and system support
2.	(Nur Afni et al., 2025)	The Role of Guidance and Counseling in Increasing Student Acceptance of	The role of BK services in increasing student acceptance of	BK services build empathy, increase psychosocial support, and encourage	Strengthening the competence of BK teachers and school support is needed to

		Inclusive Education: A Review of the Literature	inclusive education	collaboration between students, teachers, and parents	create an inclusive environment that is conducive and sustainable.
3.	Nenda dkk., 2025	The Role of Guidance and Counseling Teachers in the Development of the Potential of Children with Special Needs at SDIT Armaniyah	Examining the implementation of the role of BK teachers in facilitating the development of students with special needs in elementary level inclusion schools	Optimizing BK services through needs assessment, psychoeducation, special class assistance, home visits, and continuous evaluation	The implementation of inclusive education requires the support of planned BK services, synergy between schools, and parental involvement
4.	A. Hari Witono, 2020	The Role of Guidance and Counseling in the Implementation of Inclusive Education	Analyzing the position and function of BK services in the inclusive education system	BK as an integral component of education through orientation, information, assessment, consultation, counseling, and referral services	The integration of BK services in school governance is an important requirement to ensure the equity and quality of educational services for all students
5.	Nurul Dwi Latifiyah (2025)	The Important Role of Counseling Guidance Teachers in Inclusive Education	Examining the role of BK teachers in inclusive education for children with special needs	The role of BK teachers in inclusive education	BK helps develop students' potential, self-adjustment, and social-emotional support
6.	Ulwiyyatul Aulia (2025)	The Role of Counseling Guidance in Improving Inclusive Education	Analyzing the contribution of BK in improving inclusive education through	Implementation of BK in inclusive education	BK plays a role in creating an inclusive school environment and a positive culture

			literature studies		
7.	Princess (2023)	The Effectiveness of the Role of Shadow Teachers in the Learning Process	The role of the accompanying teacher in helping the learning and behavior of hyperactive children in the inclusive classroom.	The strategic role of the accompanying teacher in supporting the success of hyperactive children's learning in an inclusive education environment.	Consistent companion teachers are needed to improve learning focus, control behavior, and support student development.
8.	JIMI (2025)	Individual Learning Programs (PPI) in Inclusive Education	The implementation of PPI according to the needs and characteristics of students with special needs.	The importance of individual learning in inclusive education. .	It needs facility support, teacher readiness, and parental involvement so that PPI runs optimally.
9.	Siregar, J., Herawaty, Y., Adni, D. F., & Salsabila, A. (2024).	Assistance for Junior High School Inclusion School (SMP) YLPI Pekanbaru	Improving the knowledge and skills of YLPI junior high school teachers in organizing inclusive education through psychoeducation and training, including the introduction of inclusive schools, the characteristics of ABK, early detection of emotional and behavioral problems (SDQ), and the preparation of Individual	Improving the competence of inclusive teachers through psychoeducation and structured training; early detection of crew members using SDQ; preparation of PPI; and the need to establish a Disability Service Center (PLD) for the sustainability of the program.	Teachers' knowledge and skills are the main foundation for the success of inclusive education. Structured mentoring programs have proven to be effective in improving teacher competence, but require follow-up through continuous mentoring and the establishment of special

			Education Programs (PPI).		service units for ABK in schools.
10.	Sari, M., Suyono, A., & Nazirun, N. (2025).	Socialization of the Handling of Special Students (Children with Special Needs) at the Muhammadiyah Elementary School Level 5 Pekanbaru City	Sharing knowledge about the handling of ABK at SD Muhammadiyah 5 Pekanbaru through observation, socialization, and interactive discussions to overcome the limitations of teacher competence and the lack of facilities in serving special students in an inclusive education environment.	Socialization of the handling of ABK as a strategy to increase teacher capacity; collaboration of schools, parents, and psychologists; adaptive learning approach; and the establishment of an inclusive and tolerant school climate.	Consistent and planned socialization is able to increase teacher understanding, empathy of school residents, and prosocial behavior towards ABK. The success of inclusive education requires synergy between teacher training, parental support, adequate facilities, and ongoing collaboration with professionals.

From several studies collected, there are a number of journals relevant to the role of guidance and counseling in supporting the implementation of self-adjustment for children with special needs in inclusive schools. The results of the analysis show various important findings related to the function of the BK service, the methods used, and its impact on the development of students, especially students with special needs.

Irmayanti and Yuliani (2020) used a qualitative descriptive method by involving three BK teachers in inclusive schools at the kindergarten, junior high, and high school levels. The results of the study show that the role of BK teachers is divided into three main aspects, namely identifying the needs of students through test and non-test techniques such as observation, interviews, ITP, AKPD, and psychological tests, developing service programs that include basic

services, responsiveness, system support, and individual planning, and meeting the needs of students through classical guidance, individual counseling, group counseling, and cooperation with parents and other professionals. These findings show that BK services are implemented systematically and structured in support of inclusive education.

Afni et al. (2025) through a narrative literature review shows that BK services play an important role in fostering students' empathy and tolerance towards students with special needs. In addition, BK services provide psychosocial support that helps students build healthy social relationships, manage emotions, and improve self-concept. This research also emphasizes the importance of collaboration between BK teachers, subject teachers, parents, and schools, although there are still obstacles in the form of limited competence of BK teachers and lack of support for school facilities. Therefore, continuous training and strengthening of school policies are needed.

Nenda et al. (2025) revealed that BK teachers play an active role in helping students with special needs through need identification, psychoeducation, provision of special classes, and home visits. This approach emphasizes that BK services are carried out in a sustainable manner by involving cooperation between teachers and parents.

A. Hari Witono (2020) emphasized that guidance and counseling are an integral part of an inclusive education system. Services such as orientation, information, assessment, consultation, counseling, and referral are forms of professional support in helping students' academic, social, and emotional development.

Nurul Dwi Latifiyah (2025) shows that BK teachers not only play a role as counseling service providers, but also as facilitators and companions in the student adaptation process. BK teachers help students overcome learning difficulties, increase confidence, and develop social and emotional skills. In addition, the BK service also functions as a communication bridge between students, teachers, and parents.

Ulwiyatul Aulia (2025) through a literature review approach shows that BK services play a role in building a school culture that accepts diversity and creates a safe, comfortable, and supportive learning environment. In addition, BK services also increase teachers' and students' understanding of the concept of inclusion so that more positive interactions are created in the school environment.

Based on an article written by Putrihana (2023), it was found that the existence of accompanying teachers has an important role in supporting the learning process of hyperactive children. Accompanying teachers not only help in learning activities, but are also involved in

preparing evaluations with classroom teachers and coordinating with schools and parents. In addition, continuous mentoring can help children improve focus, communication, and engagement during learning. However, hyperactive children still need consistent treatment due to difficulties in controlling behavior and maintaining concentration.

Meanwhile, in research conducted by JIMI (2025), the results were obtained that PPI is a learning strategy that is prepared based on the needs and characteristics of each student with special needs. The implementation of PPI allows learning services to be more directed, including through the provision of additional learning time according to children's needs. However, in its implementation, there are still several obstacles, such as the large number of students with special needs, variations in student characteristics, limited facilities and educators, and lack of parental involvement. Even so, teachers still try to adjust learning methods so that the needs of students can still be met optimally.

Siregar et al. (2024) who provided assistance at SMP YLPI Pekanbaru found that after being given psychoeducation and training, the average teacher knowledge score increased by 58.18 points for inclusion school materials and ABK, and 41,875 points for early detection materials for emotional and behavioral problems using SDQ, where all participants also succeeded in compiling the Individual Education Program (PPI) well.

Meanwhile, Sari et al. (2025) who conducted socialization at SD Muhammadiyah 5 Pekanbaru City found that although teachers have known various categories of ABK, understanding of the specific characteristics of each category is still limited, but socialization activities have been proven to be able to increase empathy and prosocial behavior of all school residents towards students with special needs. The two studies emphasized that increasing teacher capacity through structured training and socialization is a crucial step in supporting the success of inclusive education, while emphasizing the need for continuous mentoring and strengthening collaboration between teachers, parents, and professionals so that educational services for children and children can run optimally.

Overall, these studies show that guidance and counseling services have a very important role in supporting the success of inclusive education through a systematic, collaborative, and student-oriented approach. There are also things that are obstacles and challenges in the implementation of BK services in inclusion schools

4. DISCUSSION

Children with special needs are defined as children who need special education and services to develop their full human potential. According to Heward (2002), children with special needs are children who have special characteristics that distinguish them from other children in general, and in the educational process require specific services according to their conditions. In addition, according to the Ministry of National Education (2004), children with special needs are defined as children who experience significant deviations or abnormalities in physical, mental, intellectual, social, and emotional aspects compared to children of their age, so they need special education.

The self-adjustment experienced by children with special needs in inclusive schools shows that some of them still feel uncomfortable in their social environment, especially when interacting with others. This is in line with Schneiders' opinion in a study conducted by Fitrotunnisa (2024), who states that self-adjustment is a complex response of individuals when faced with new situations. The form of self-adjustment in children with special needs can be categorized into two, namely *well-adjustment* and *mal-adjustment* (poor self-adjustment). The condition of *well-adjustment* is characterized by the absence of excessive emotions due to tension in the process of self-adjustment, both to oneself and to the environment. In addition, they are able to deal with conflicts reasonably, do not show excessive frustration, can control the direction of their thoughts, and are able to learn from past experiences to improve themselves. Meanwhile, *mal-adjustment* indicates poor self-adjustment or mal-adjustment. This can be seen from the difficulty in adjusting to the environment, the tendency to pull or close oneself when interacting, and the emergence of passive and aggressive behavior in social situations.

Inclusive schools are a form of educational services that provide equal opportunities for all children, including children with special needs, to study in regular schools regardless of physical, intellectual, social, or emotional conditions (Pratiwi, 2015). The existence of inclusive education aims to change the view that children with special needs must attend school in a special place. Through this system, they can learn and interact with other children in one environment. In addition, inclusive education also encourages the growth of mutual respect, empathy, and tolerance, so as to create a more equitable learning atmosphere and respect diversity.

According to Haryatri (2019), guidance and counseling (BK) is an assistance service provided to students, both individually and in groups, so that they are able to develop optimally in personal, social, learning, and career aspects in accordance with applicable norms. In addition, according to Khoiriatu Sa'adah et al. (2025), guidance and counseling are an integral part of the education system, because it not only focuses on teaching and learning activities, but also helps students in overcoming various problems and developing their potential as a whole.

In its implementation in schools, BK has an important role in helping students develop optimally, both in academic and personal aspects. According to Kurniati (2018), BK functions to support these developments as a whole. Furthermore, according to Khoiriatu Sa'adah et al. (2025), BK also functions to provide emotional support, develop social skills, guide careers, and prevent behavioral problems. In addition, BK helps students recognize their potential and face various challenges, so as to create a more comfortable and supportive learning environment.

According to Kamilah (2020), guidance and counseling (BK) play an important role in helping children with special needs (ABK) adjust to inclusion schools, especially in understanding themselves, developing social skills, and adapting to diverse learning environments. In addition, BK also helps crew members overcome emotional and social obstacles such as lack of confidence and difficulty interacting, so that they can feel accepted and develop optimally.

In inclusive education based on the research of Aulia, et al. (2025), the self-adjustment ability of Children with Special Needs (ABK) is very important so that they can adapt well in social, emotional, and academic aspects at school. BK has a role to play in supporting the process through a variety of services that help students build social interactions, increase confidence, and create a safe and comfortable learning environment. Counselors also conduct assessments to understand the needs and characteristics of each student, so that the services provided are appropriate and effective. In addition, BK also provides emotional support to overcome anxiety and develop students' social skills and independence.

Based on a literature review of 10 relevant articles, it was found that BK services have a very important role in supporting the self-adjustment of children with special needs in inclusion schools at the high school level in Pekanbaru City. BK services include student needs identification, individual program development, personal and group counseling, and collaboration with teachers, parents, and other professionals. These findings are in line with the real conditions found in various inclusion schools in Pekanbaru, where the involvement of BK teachers is a crucial component in helping ABK develop social skills, increase confidence, and adapt to the demands of diverse learning environments.

The main obstacles found in the implementation of BK services for children with special needs in Pekanbaru inclusion schools are the limited competence of BK teachers in understanding the specific characteristics of each type of special needs, the lack of supporting facilities, and the lack of adequately trained special assistants. This condition is exacerbated by the fact that most teachers, including BK teachers, do not have an extraordinary educational background so that the handling provided is still *trial and error*, as also found in the research of Siregar et al. (2024) at SMP YLPI Pekanbaru which has been designated as an inclusion school since 2017 but has not

received structured assistance from any party. and strengthened by the findings of Miftahurrahmi (2025) which revealed that BK services at YLPI Marpoyan Inclusive Junior High School Pekanbaru play a significant role but still face challenges in the form of lack of facilities and understanding of the characteristics of children with special needs. Therefore, increasing the capacity of BK teachers through continuous training and professional assistance is an urgent step to be taken so that the services provided to ABK can run more optimally and planned.

The biggest challenge faced in handling ABK in Pekanbaru inclusive schools is the lack of active parental involvement and the gap between inclusive education theory and practice in the field, where some parents still reject the condition of their children and find it difficult to communicate constructively. In addition, the ABK's various self-adjustment skills, ranging from *well-adjustment* to *mal-adjustment*, require BK teachers to be able to provide a different and personalized approach for each student. Therefore, it is important to build a strong synergy between BK teachers, classroom teachers, parents, and professionals such as educational psychologists, so that teaching patterns at school and parenting at home can run in harmony, creating positive and consistent cooperation to support optimal and sustainable self-adjustment in the inclusive school environment of Pekanbaru City.

5. CONCLUSION

Based on the results of a literature review of six relevant articles, it can be concluded that guidance and counseling (BK) has a very important and strategic role in supporting the self-adjustment of children with special needs (ABK) in inclusive schools. BK services serve as an integral component in an inclusive education system that not only focuses on academic aspects, but also includes the social, emotional, and personal development of learners.

The implementation of BK services is carried out systematically through various stages, ranging from identifying student needs, program planning, to providing services such as classical guidance, individual and group counseling, and collaboration with teachers, parents, and other professionals. This approach has been proven to be able to help crew members develop their self-adjustment skills, increase self-confidence, and build more positive social interactions.

In addition, BK also plays a role in creating an inclusive, supportive, and respectful school environment through strengthening empathy, tolerance, and understanding of differences. However, there are still several obstacles such as the limited competence of BK teachers and lack

of facility support, so efforts are needed to increase professional capacity and strengthen school policies.

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