



# The Model of Guidance and Counseling Service Strategy and its Effect on Improving Students' Learning Memory

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## ABSTRACT

*This research aims to design and develop a model of guidance and counseling service strategies that can improve students' learning recall. This research uses a qualitative research method with a literature study approach. This research was conducted in 2024. The data collection process uses screening of various sources, namely national and international journals. Data analysis uses content analysis, which aims to identify the focus of the research. The results showed that guidance and counseling services are a series of professional activities carried out systematically and planned with the main objective of helping individuals, especially students, deal with various problems that hinder their development and learning process. This study concluded that guidance and counseling services that use various psychological and educational strategies, such as stress management techniques, mnemonic methods, and concentration exercises, proved effective in improving students' learning memory. This research also contributes to developing guidance and counseling theory, especially in improving students' memory.*

## KATA KUNCI

Layanan Bimbingan dan Konseling; Strategi; Ingatan Belajar Siswa

## ABSTRAK

Penelitian ini bertujuan untuk merancang dan mengembangkan model strategi layanan bimbingan dan konseling yang dapat diterapkan dalam meningkatkan ingatan belajar siswa. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan studi pustaka. Penelitian ini dilaksanakan pada tahun 2024. Proses pengumpulan data menggunakan screening terhadap berbagai sumber yaitu jurnal nasional dan internasional. Analisis data menggunakan content analysis, analisis ini bertujuan untuk mengidentifikasi fokus penelitian. Hasil penelitian menunjukkan bahwa layanan bimbingan dan konseling merupakan serangkaian kegiatan profesional yang dilakukan secara sistematis dan terencana dengan tujuan utama membantu individu, khususnya siswa, dalam menghadapi berbagai permasalahan yang menghambat proses perkembangan dan pembelajaran mereka. Penelitian ini diperoleh kesimpulan bahwa layanan bimbingan dan konseling yang menggunakan berbagai strategi psikologis dan pendidikan, seperti teknik manajemen stres, metode mnemonik, serta latihan konsentrasi, terbukti efektif dalam meningkatkan kemampuan ingatan belajar siswa. Penelitian ini juga berkontribusi pada pengembangan teori bimbingan dan konseling, khususnya dalam kaitannya dengan peningkatan daya ingat siswa.

## 1. INTRODUCTION

The ability to remember is one of the cognitive aspects that is very important in the learning process. Memory acts as a foundation for storing, managing, and processing information individuals receive to be used in various situations, especially in academic contexts. Good memory enables students to understand the subject matter,

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connect new information with prior knowledge, and apply that knowledge to problem-solving or academic tasks. Optimal memory also plays an important role in achieving maximum learning outcomes (Viana et al., 2023). However, in reality, not all students can retain the information they have learned in long-term memory, so this is often an obstacle to their success in the academic field.

The decline in the ability to remember can be caused by various factors, both those that come from within the student (internal) and those that come from outside the student (external). Internal factors, such as stress, anxiety, and lack of motivation, are often the main obstacles that interfere with the learning process and memory ability. Prolonged stress can affect students' cognitive functions, including the ability to focus and store information in memory (Damayanti, 2020). Stress and anxiety hurt students' concentration and memory capacity. In addition, low motivation is also one of the causes of students' difficulties in retaining information in long-term memory, as they are less actively involved in the learning process.

On the other hand, external factors also affect students' ability to remember. A less supportive learning environment, such as a classroom atmosphere that is too noisy, a lack of learning facilities, or a lack of attention from educators, can hinder students in understanding and retaining information. Monotonous and unvaried teaching patterns are also one of the causes of the decline in students' ability to remember (Lisdiana, 2019). Learning approaches that rely solely on lectures without actively involving students in the teaching and learning process can make students lose interest and have difficulty integrating new information into their long-term memory. In facing these challenges, guidance and counseling services have a very important role in helping students overcome their internal and external obstacles (Chuang et al., 2020).

Guidance and counseling allow students to explore their problems, understand the causes, and find the right solutions. School counselors have the main task of providing support and strategies that can help students improve their memory skills. One approach that counselors can use is the mnemonic technique (Santoso et al., 2024). This technique involves using various tools, such as acronyms, visual associations, and concept maps, to make it easier for students to absorb and remember information. Mnemonic techniques effectively improve student memory, especially when remembering information is quite complex and requires deep understanding.

In addition to mnemonic techniques, counselors can also help students by providing emotional support aimed at reducing anxiety levels, which is often a major barrier in the learning process (Hartrey et al., 2017). Anxiety, especially related to academic pressure, can interfere with students' focus and ability to remember information well (Thomas et al., 2017). By providing a space for dialogue, counselors can help students manage their emotions, develop self-confidence, and create stronger motivation to learn. Emotional support provided consistently by counselors can help students increase their psychological resilience to better deal with academic pressure and optimize their memory ability (Tabibnia, 2024). Thus, it is important for every educational institution to strengthen guidance and counseling services as one of the main pillars in supporting students' academic and psychological development. Through various structured and needs-oriented strategies, guidance and counseling services can significantly positively impact students' memory skills, which in turn will improve their overall learning achievement.

Guidance and counseling are important in helping students overcome these barriers by providing the emotional, cognitive, and social support needed to improve memory and learning strategies (Lai-Yeung, 2014). Through various techniques and approaches, guidance and counseling services can help students manage stress, increase learning motivation, and develop effective learning techniques, such as mnemonics, visualization, or active repetition.

This study aims to design and develop a model of guidance and counseling service strategies that can improve students' learning memory. This research focuses on the effect of implementing guidance and counseling service strategies on improving students' memory in an academic context, as well as improving information retention and its application in exams or other learning activities.

## **2. METHOD**

### **2.1 Research Design**

This research uses a qualitative research method with a literature study approach. This method involves collecting, studying, and analyzing library materials relevant to the studied topic. The materials used as the main data sources include books, scientific journals, articles, and other literature related to the research problem. In library research, researchers do not go directly to the field to collect empirical data but focus on collecting secondary data from various written documents. Library research is a data collection technique that involves

studying books, literature, notes, and reports related to the studied problem. This method collects theoretical and in-depth information so researchers can develop a comprehensive analytical framework. In this context, library research is used to explore and understand various concepts, theories, and results of previous research relevant to the topic.

## 2.2 Research Object

This research was conducted in 2024. In this research, the literature study was conducted systematically and oriented toward an in-depth literature review. The researcher starts by looking for primary sources, such as books and journals that contain the main theories, and then expands the study by accessing secondary sources, such as popular articles that support or strengthen the theory that has been described. In addition, the literature review was conducted to understand the context and scope of the issues raised. This process enabled the researcher to identify gaps and offer significant theoretical contributions. Through this method, the data collected is expected to provide a clear and detailed picture of the issue under study. Desk research also allows researchers to develop a solid theoretical framework, which then becomes the basis for analyzing and understanding the problem. Thus, this method is a data collection tool and the first step in building a strong argument based on valid scientific evidence.

## 2.3 Data Collection

To support the data collection process, the data collection process uses screening of various sources, namely national and international journals selected based on suitability to the topic and guaranteed academic quality.

## 2.4 Data Analysis

Data analysis uses content analysis of the materials that have been collected. This analysis aims to identify the focus of the research. These relevant scientific journals can be accessed through digital platforms such as Google Scholar, ResearchGate, and other academic journal official sites, and scientific articles downloaded from the database (repository). Data searches were conducted using specific keywords so that the data obtained were relevant to the research.

# 3. RESULTS AND DISCUSSION

## 3.1 Results

Guidance and counseling services are a series of professional activities carried out in a systematic and planned manner with the main objective of helping individuals, especially students, deal with various problems that hinder their development and learning process. These problems can be academic, social, or emotional, affecting students' overall well-being. In education, guidance and counseling services have a strategic role, namely creating optimal learning conditions so students can develop according to their potential and abilities. This research uses a qualitative research method with a literature study approach. This method involves collecting, studying, and analyzing library materials relevant to the studied topic. The materials used as the main data sources include books, scientific journals, articles, and other literature related to the research problem. In library research, researchers do not go directly to the field to collect empirical data but focus on collecting secondary data from various written documents. Library research is a data collection technique that involves studying books, literature, notes, and reports related to the studied problem.

This method is very useful for collecting theoretical and in-depth information so that researchers can develop a comprehensive analytical framework. In this context, library research is used to explore and understand various concepts, theories, and results of previous research relevant to the topic. Object of Research This research was conducted in 2024. In this research, the literature study was conducted systematically and oriented toward an in-depth literature review. The researcher starts by looking for primary sources, such as books and journals that contain the main theories, and then expands the study by accessing secondary sources, such as popular articles that support or strengthen the theory that has been described. In addition, the literature review was conducted to understand the context and scope of the issues raised. This process enabled the researcher to identify gaps and offer significant theoretical contributions. Through this method, the data collected is expected to provide a clear and detailed picture of the issue under study.

The purpose of guidance and counseling services, in general, is to create conditions that support the development of individuals as a whole, both in academic, emotional, social, and career aspects. In this case, guidance

and counseling services aim to help students recognize themselves, understand their potential, and deal with various obstacles during the learning process. For example, students with low motivation to learn can be helped through counseling sessions to recognize the cause of the problem and find ways to generate enthusiasm for learning. In addition, students who find it difficult to establish social relationships with peers can also get services that support improving their social skills. In other words, guidance and counseling services are important in creating a conducive learning atmosphere. Through these services, students get help in solving problems and are encouraged to develop optimally according to their abilities and potential. This aligns with the concept of holistic education that emphasizes the development of the individual as a whole, including cognitive, affective, and psychomotor aspects. Therefore, guidance and counseling services are an integral part of efforts to create an educational environment that supports students' overall growth and development.

### 3.2. Discussion

Guidance and counseling services are a series of professional activities carried out in a systematic and planned manner with the main objective of helping individuals, especially students, deal with various problems that hinder their development and learning process. These problems can be academic, social, or emotional, affecting students' overall well-being. In education, guidance and counseling services have a strategic role, namely creating optimal learning conditions so students can develop according to their potential and abilities. Guidance and counseling services aim to help individuals, especially students, to achieve optimal self-development in personal, social, learning, and career aspects. In its implementation, guidance and counseling services are not only oriented towards solving the problems that students are facing but also function as a means of prevention (preventive), healing (curative), and development (developmental).

The preventive function plays a role in helping students anticipate possible problems that could interfere with their development and learning process.

For example, through counseling or information services, students are given insight into effective learning techniques, managing time, and the importance of maintaining a balance between learning and other activities. This is so that students can prevent problems from arising, such as stress due to accumulated tasks or lack of motivation to learn. In addition, guidance and counseling services also function curatively, helping students overcome problems that have occurred. This function is realized through individual and group counseling services, where counselors provide space for students to express feelings, problems, or obstacles that are being experienced.

In this counseling session, the counselor helps students find solutions to their problems through cognitive, emotional, or behavioral approaches. For example, students with difficulty concentrating on learning can be given relaxation techniques or effective time management strategies.

This function ensures that students can continue the learning process with better conditions. The development function in guidance and counseling services aims to help students maximize their potential to achieve optimal achievement and development (Alqahtani et al., 2023). This function includes activities that support students in recognizing their interests, talents, and abilities.

One of the main challenges students face in the learning process is transferring information from short-term to long-term memory. This process requires full attention, consistent repetition, and the application of effective learning strategies. Without the right strategies, information stored in short-term memory will be easily forgotten once students move on to other topics or activities. To improve the ability to remember, various techniques can be applied in the learning process (Basri, 2018). Each of these techniques aims to help students strengthen connections between information in the brain and facilitate the recall of information when needed. Some techniques that can be used to improve memory include the following:

First, Repetition Technique. Repeating information is one of the most effective basic techniques in improving memory. By repeating information consistently, either verbally or in writing, students can strengthen the neural connections in the brain that relate to the information. According to research, spaced repetition can slow down the forgetting process and increase information retention in long-term memory. Repetition helps to reinforce the memory traces that are formed so that the repeated information will be more easily recalled when needed. For example, students can repeat the subject matter after a few hours, the day after, and a week later to ensure the information is retained in their memory.

Second, Visual and Auditory Associations: Associating information with specific images or sounds is another technique that effectively improves memory. This technique utilizes the power of visual and auditory memory, which have been proven to be very powerful in helping one remember information. Students can create associations with mental images or symbols representing certain concepts in the studied material. For example,

when learning about cell structure, students can imagine a picture of a cell equipped with labels describing its parts so that the information becomes easier to remember. In addition, connecting information with specific sounds or music can also improve memory. Research shows that students who listen to sounds or songs related to the subject matter can improve their ability to remember the information taught.

Third, Application of Mnemonic Techniques: Mnemonics are techniques used to aid memory by making memorable connections or associations, such as acronyms, concept maps, or short stories. Mnemonic techniques make it easier for students to absorb complex information. For example, using acronyms to remember the order of the planets in the solar system (For example, "My Very Educated Mother Just Served Us Nachos" to remember the order of the planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune). This technique helps students recall information in a more structured and easily understood form. Concept maps can also organize information through diagrams illustrating relationships between ideas or concepts. In this way, students can get a clear picture of the material being studied, making it easier to remember and process information.

Fourth, Stress Management: Stress and anxiety are two factors that often interfere with students' concentration and memory skills. When a person feels anxious or depressed, their brain's ability to process and retain information can decrease significantly. Therefore, students must learn how to manage stress to study more effectively. Stress management techniques, such as meditation, deep breathing, and progressive muscle relaxation exercises, can help calm the mind and body. Reducing anxiety makes students feel more focused and ready to learn new information. Research shows that students who use relaxation or meditation techniques before studying can improve their concentration and memory skills.

By applying these techniques consistently, students can optimize their memory ability, improving their overall learning outcomes. Since a good memory is key to acquiring deep and lasting knowledge, students need to adopt strategies to improve their memory in the learning process.

Guidance and counseling services in schools play an important role in helping students improve their ability to remember learned information (Alhafiz, 2022). As one of the key factors in the learning process, good memory enables students to acquire and manage knowledge more effectively. Therefore, counselors in schools have the responsibility to help students overcome various barriers that can affect their memory, whether from an emotional, cognitive, or environmental perspective (Hatoss et al., 2012).

One of the first steps counselors can take is to provide orientation services that introduce various effective learning techniques. Students who are accustomed to unstructured or less effective learning methods often face difficulties in remembering information that has been learned. Therefore, counselors can provide information on learning techniques that can help students improve their memory (Kourakli et al., 2017). Techniques such as taking concise notes, concept maps, or mnemonic techniques can be useful. Concept maps, for example, can help students see the relationship between concepts learned so that information is easier to understand and remember (Fujiawati, 2016). Likewise with mnemonic techniques, which help students make memorable associations, such as acronyms or short stories related to the material being studied. According to research, spaced repetition can slow down the forgetting process and increase information retention in long-term memory (Kornmeier et al., 2022).

Repetition helps to reinforce the memory traces that are formed so that the repeated information will be more easily recalled when needed. For example, students can repeat the subject matter after a few hours, the day after, and a week later to ensure the information is retained in their memory. Second, Visual and Auditory Associations: Associating information with specific images or sounds is another technique that effectively improves memory. This technique utilizes the power of visual and auditory memory, which have been proven to be very powerful in helping one remember information. Students can create associations with mental images or symbols representing certain concepts in the studied material. For example, when learning about cell structure, students can imagine a picture of a cell equipped with labels describing its parts so that the information becomes easier to remember. In addition, connecting information with specific sounds or music can also improve memory.

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Improving students' ability to remember is not only the responsibility of counselors but also involves teachers and parents as parties who play an important role in creating a supportive learning environment. Collaboration between school and home is needed to create an atmosphere conducive to student development (Kholil, 2021). Counselors can work with teachers to design learning strategies that suit students' needs, including ways that can improve students' memory, such as giving assignments that require students to repeat information periodically or using various learning methods. In addition, parents also need to be informed about ways to help students at home, such as creating structured study routines, reducing distractions, and providing positive emotional support. With consistent support from school and home, students will feel more motivated and more easily remember the information they have learned.

By implementing these guidance and counseling service strategies, students' recall ability can be improved, and the quality of learning they receive will become more optimal. Students will be more motivated to learn, develop their abilities, and overcome obstacles that they may face during the learning process. Therefore, guidance and counseling services become very important in supporting students' learning success and overall development.

#### **4. RESEARCH IMPLICATIONS**

This research has several implications that can be applied in education, especially in developing guidance and counseling services to improve student's learning memory. The implications of this research include:

##### **1. Practical Implications for Educators and Counselors**

The results of this study provide a clear picture of how guidance and counseling services can be utilized to improve students' memory abilities in the learning process. For educators and counselors, this study's results suggest applying various strategies such as mnemonic techniques, individual counseling, and student self-development through brain-stimulating activities, such as educational games and group discussions. This can help students who have difficulty remembering important information they learn to improve the quality of their learning.

##### **2. Theoretical Implications**

This research also contributes to developing guidance and counseling theory, particularly in improving students' memory. By identifying various effective strategies, this research enriches the understanding of how guidance and counseling services can improve students' cognitive processes. It confirms the importance of preventive, curative, and developmental approaches in helping students overcome memory-related academic problems.

##### **3. Educational Policy Implications**

This research can also serve as a reference for educational institutions and policymakers to design more in-depth policies related to school guidance and counseling services. By focusing on developing services that assist students in overcoming learning barriers, particularly in terms of memory, educational policies can be adjusted to support a more holistic and needs-based approach. This is important for creating a more inclusive learning environment conducive to student development.

##### **4. Implications for Curriculum Development**

Based on the study's results, schools can consider incorporating learning memory improvement strategies, such as mnemonic techniques and stress management, into the educational curriculum. This can be done through special training or programs organized by counselors and educators for students. As such, students will have better skills in managing learned information, potentially improving their overall academic performance.

Overall, this study contributes greatly to understanding how guidance and counseling services can play an important role in helping students overcome learning difficulties, especially those related to memory. The implementation of the findings of this study can lead to a more holistic and needs-based improvement in the quality of education

#### **5. CONCLUSIONS**

Guidance and counseling services play a very important role in helping students overcome obstacles in the learning process, especially in improving memory skills. With various strategies implemented, such as orientation

and information services, individual and group counseling, self-development, and collaboration with teachers and parents, counselors can support students in optimizing their memory in learning. Techniques such as note-taking, concept maps, mnemonics, and stress and anxiety management have been shown to be effective in improving the memory process. In addition, a conducive learning environment, established through cooperation between school and home, is very supportive in creating a better learning atmosphere. Therefore, guidance and counseling services aim to solve students' problems and promote their overall development, academically and emotionally. By implementing appropriate strategies, students will be better prepared to face learning challenges and optimally develop their potential.

This research shows that guidance and counseling services that use various psychological and educational strategies, such as stress management techniques, mnemonic methods, and concentration exercises, effectively improve students' learning memory ability. A structured approach supported by individual and group counseling can improve students' memory of learning materials.

Recommendations for guidance and counseling teachers suggest that school guidance and counseling services integrate memory improvement strategies in their programs. Counselors and teachers can adopt techniques that have been proven effective, such as cognitive exercises, stress management techniques, and the use of visual reminder methods, to help students maximize their potential in learning.

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## AUTHOR CONTRIBUTION STATEMENT

All authors played an active role in the preparation of this journal. The first author was responsible for data collection and primary analysis. The second author focused on developing the theoretical framework and interpreting the results. The third author revised the manuscript, ensured compliance with the journal format, and validated the data. All authors worked together to discuss ideas and finalize the journal.

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