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Management of Guidance and Counseling Services in Preventing and Addressing Online Gambling Behavior Among Vocational High School Students in Banjarmasin

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ABSTRACT

Online gambling has become a pressing concern among adolescents, particularly in digitally literate environments, contributing to behavioral, financial, and academic challenges in schools. This study examines the management of guidance and counseling (BK) services to prevent and address student involvement in online gambling at SMKN 3 Banjarmasin, a vocational high school in Indonesia. A qualitative descriptive design was employed, involving four informants: the school principal, one BK teacher, and two students, all purposively selected based on direct experience with the phenomenon. Data were collected through semi-structured interviews and classroom and schoolyard observations, and analyzed using Miles and Huberman's interactive model of data reduction, display, and conclusion drawing. The findings indicate that BK management follows three main stages—planning, implementation, and evaluation. Preventive measures include counseling sessions, classroom guidance, and ongoing student monitoring, while intervention strategies involve parental collaboration, coordination with teachers, and application of school disciplinary policies. This study proposes a procedural management model for integrating guidance and counseling into school frameworks to address online gambling, emphasizing coordination, monitoring, and evaluation. Peer influence and digital exposure remain key challenges. Limitations include the small number of informants and the single-school context, which may affect the transferability of the findings. Future research should involve multiple schools, larger participant samples, and policy-based frameworks for sustainable prevention of online gambling among students.

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INTRODUCTION

The rise of online gambling among adolescents has emerged as a pressing concern in digitally connected societies, where easy access to smartphones, computers, and the internet facilitates risky behaviors (Arif et al., 2024; Badawi, 2025; Fatah & Ngamal, 2025; Kerimbayeva et al., 2024). Beyond financial losses, engagement in online gambling is linked to psychological distress, decreased learning motivation, and behavioral problems that disrupt both classroom discipline and peer interactions (Idris et al., 2024; Nayottama, 2024; Riinawati et al., 2024; Wardi et al., 2024). Although government policies attempt to block gambling websites, these measures have proven insufficient, especially for adolescents who are highly immersed in digital technology and social media (Cholid et al., 2026; Fanani & Tritasyah, 2023; Humaida et al., 2025; Sholihah, Sunanto, et al., 2026). Adolescents are particularly vulnerable due to ongoing identity development, peer influence, and limited self-regulation, which increase their susceptibility to online gambling (Lubis, 2025; Shobihah, 2025; Varner et al., 2020). Key factors driving this behavior include curiosity, peer pressure, exposure to digital media, and inadequate parental supervision, highlighting a critical need for targeted interventions to prevent and mitigate the impact of online gambling among youth (Rizzaldi & Mustofa, 2024).

Guidance and counseling (BK) services play a critical role in addressing online gambling among adolescents by providing structured support within schools. Effective BK management involves not only preventive programs, such as classroom guidance, character education, and group counseling, but also intervention strategies, including individualized counseling, close coordination with teachers, and collaboration with parents to ensure consistent behavioral support (Desvikayati et al., 2025; Mufrihah et al., 2025; Sholihah et al., 2024, 2025). Through these approaches, counselors can help students develop self-regulation, critical decision-making skills, and resilience against peer pressure and digital temptations (Olid Luque et al., 2024; Panadero, 2017; Susanto et al., 2025). By combining preventive and intervention strategies in a systematic way, BK services can mitigate the psychological, social, and academic impacts of online gambling, creating a safer and more supportive learning environment for adolescents (Sholihah, Syaputra, et al., 2026).

Addressing online gambling in schools requires a structured managerial approach within guidance and counseling (BK) services, as counselors are strategically positioned to design, implement, and evaluate interventions that prevent maladaptive behavior (Burrow-Sanchez et al., 2011; Subaidi et al., 2026). Effective BK management involves program planning, systematic service delivery, and ongoing evaluation, integrating both preventive and curative strategies (Sukarman & Aminullah, 2025). Preventive measures may include classroom guidance, group counseling, and character education programs, while intervention strategies involve individualized counseling, coordination with teachers, and collaboration with parents to ensure consistent behavioral support (Ellington et al., 2023);(Rahmad et al., 2025). Despite the recognized importance of BK services, a conceptual and empirical gap exists in understanding how school-based counseling management can specifically address online gambling behavior, especially in vocational schools where students exhibit high digital literacy and diverse social networks. SMKN 3 Banjarmasin provides a relevant context, as preliminary observations indicate that approximately 70% of students engage in online gambling on platforms such as Higgs Domino. This highlights the need for a managerial perspective in BK services that systematically plans, implements, and evaluates preventive and intervention programs.

Therefore, this study aims to analyze the management of guidance and counseling services in preventing and handling student involvement in online gambling, emphasizing the managerial functions of planning, implementation, and evaluation. Theoretically, it contributes to educational management literature by situating counseling management within digital behavioral prevention frameworks. Practically, it offers insights for school administrators and counselors to develop structured, coordinated, and sustainable interventions, fostering a school culture that is disciplined, supportive, and resilient against online gambling behaviors (Khoiriyah et al., 2024; Suryawati et al., 2025).

METHODS

This study employed a qualitative research design using a case study approach to examine the management of guidance and counseling (BK) services in preventing and addressing students' involvement in online gambling. The case study approach was selected because it enables the researcher to explore a contemporary issue within its real-life context by collecting detailed information from multiple sources of data (Creswell, 2018). The focus of the research was to examine the planning, implementation, and evaluation of BK management in addressing online gambling behavior, as well as to identify the strategies, challenges, and collaboration mechanisms undertaken by school counselors and administrators.

The study was conducted at SMKN 3 Banjarmasin, a vocational school whose students exhibit high digital literacy, making it a relevant context for examining online gambling behavior. The participants consisted of four informants, including the principal, one BK teacher, and two students. The purposive sampling technique was used to ensure that the selected informants possessed direct experience and relevant knowledge related to the phenomenon studied (Miles et al., 1992). The principal was chosen for their role in formulating school policies and overseeing student welfare; the BK teacher represented the operational manager of counseling services; and the two students were selected based on indications of involvement or exposure to online gambling. Although the number of participants was limited, data sufficiency was achieved through the depth of interviews, triangulation with observations, and repeated validation of findings with the school counselor. This approach helped mitigate the potential bias and limited representativeness associated with a small sample size.

Data collection involved semi-structured in-depth interviews and non-participant observations. The interview protocol included open-ended questions targeting procedural aspects of BK management, preventive and intervention strategies, and collaboration with teachers and parents. Each interview lasted 45–60 minutes and was conducted in a private setting within the school to maintain confidentiality. Observations were carried out in classrooms, counseling sessions, and informal school settings to verify the implementation of preventive and intervention measures.

Data analysis in this study followed the case study analytic procedures proposed by Yin (2019). The analysis involved several systematic steps, beginning with compiling and organizing the collected data from interviews, observations, and relevant documents related to the management of guidance and counseling (BK) services. The next step involved disassembling the data by coding and categorizing information to identify meaningful segments associated with planning, implementation, and evaluation processes of BK service management in addressing students' involvement in online gambling. After that, the data were reassembled by grouping related categories and patterns to construct broader themes and explanations. The final step consisted of interpreting the findings to develop an in-depth understanding of the strategies, challenges, and collaborative practices carried out by school counselors and administrators in preventing and handling online gambling behavior among students. To ensure the trustworthiness of the findings, this study applied several validation strategies recommended in qualitative case study research. Triangulation of multiple data sources, including interviews, observations, and documentation, was conducted to enhance the credibility of the findings. In addition, member checking was used to confirm the accuracy of interpretations with participants. A clear chain of evidence and detailed documentation of the research process were maintained to support the reliability and transparency of the analysis (Cope, 2014).

FINDINGS AND DISCUSSION

Result

The results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part.

Form of Involvement of SMKN 3 Banjarmasin Students in Online Gambling

The results of the interview with Wardah, S.Pd., M.Pd. as a BK teacher at SMKN 3 Banjarmasin show that student involvement in online gambling has become a fairly prominent problem. He said,

> *"Many students are initially just trying to get by, but over time it becomes a habit due to the influence of peers. They often play Higgs Domino, Online Poker, and Online Slots which are widely circulated on the internet. It is not uncommon for students to be willing to spend their pocket money to buy chips or top up game balances. This condition makes them focus more on the game than the lesson. As a result, attention to learning decreases, concentration in the classroom decreases, and some of them begin to show symptoms of laziness in doing assignments and lack of discipline in participating in school activities." (Interview with Wardah, 2026)*

The interview with Wardah, S.Pd., M.Pd., a guidance and counseling (BK) teacher at SMKN 3 Banjarmasin, revealed that student involvement in online gambling has become a serious behavioral concern in the school environment. She explained that many students initially engaged in online gambling out of curiosity, but over time, this activity evolved into a habitual behavior influenced by peers. According to her, students frequently play Higgs Domino, Online Poker, and Online Slots, which are easily accessible through social media and digital platforms. Some students even allocate their pocket money to purchase chips or top up game balances, prioritizing gambling activities over academic responsibilities. This phenomenon results in decreased concentration, poor classroom engagement, and weakened academic discipline.

From a scientific standpoint, these findings illustrate the behavioral reinforcement cycle described by Skinner's operant conditioning theory, where repeated exposure to digital gambling stimuli coupled with social reinforcement (e.g., peer approval or temporary wins) strengthens addictive behavior. The Social Learning Theory also provides an interpretive lens, suggesting that students imitate gambling behaviors observed in peers or online influencers, especially when these behaviors appear to yield social or emotional rewards (Jr. et al., 2025). This aligns with the findings of Noble et al. (2022), who emphasized that peer influence and digital exposure significantly increase adolescents' risk of engaging in online gambling.

Observations from the school principal, H. Muhammad Ali Muksin, S.Pd., MM, reinforce the findings from the BK teacher's statement, emphasizing that online gambling has become a systemic issue affecting student discipline and academic achievement. The principal noted that around seven out of ten students within a peer group were involved in online gambling activities, a figure that underscores the pervasive nature of the problem among adolescents. He highlighted that this behavior not only leads to decreased classroom concentration and frequent absences but also to financial mismanagement, as some students use their tuition fees or request additional money from parents to buy digital chips or credits for gambling platforms such as Higgs Domino, Online Poker, and slot-based applications. He also stressed that technological accessibility and minimal parental supervision outside school hours make it increasingly difficult to control students' exposure to these activities.

From an analytical perspective, these findings illustrate the interplay between technological opportunity structures and adolescent behavioral vulnerability. According to Bronfenbrenner's Ecological Systems Theory, student behavior is shaped by interactions between multiple environmental systems—family, school, peers, and the broader digital environment (Zaatari & Maalouf, 2022). The principal's observation points to a weakening of the microsystem (family control and school supervision) and an expanding influence of the exosystem (digital technology and peer networks), creating conditions where risky behaviors such as online gambling flourish.

The principal's statement also aligns with findings from Fanani & Tritasyah (2023), who note that the combination of curiosity, peer influence, and technological access increases adolescents' susceptibility to gambling behavior.

Interviews with two students reinforced the findings. One of the students admitted,

"At first I only followed Higgs Domino's playmates, but over time I became addicted. Sometimes I even buy chips with pocket money." (Interview with Alisya, 2026).

Another student stated,

"If I'm bored of studying, I prefer to play those games, especially Higgs Domino and sometimes also try online slots. It feels more exciting than opening a textbook. But indeed, they often forget to do their assignments, sometimes even postponing homework until it is not finished. If I win, I feel happy and want to keep playing, but if I lose, I'm curious to try again. As a result, my learning time decreased, my grades decreased, and the teacher often reprimanded me because I looked less focused in class." (Interview with Sulaiman, 2026).

The two students admitted that it was difficult to stop the habit of playing online gambling, because they were used to associating games with the opportunity to get instant profits. They explained that the curiosity to keep trying, especially after a loss, made them even more attached to the game. This situation is exacerbated by the friendly environment that also supports this habit, so that there is a social urge to keep playing so as not to feel left behind in the group.

The results of observations at the school support the information of the speakers. Teachers found that some students were often seen talking about online gambling games during break hours, comparing playing strategies, and some even exchanged accounts or chips. Furthermore, some students were caught playing the application secretly in class using personal devices, even though there was already a school rule that prohibited the use of mobile phones during class hours. This phenomenon shows that students' involvement in online gambling is not only individual, but also develops into a group trend that has a strong influence on their daily behavior.

These findings confirm that the practice of online gambling has had a real impact on the lives of students at SMKN 3 Banjarmasin. Learning behaviors become disrupted as students focus more on games, learning habits weaken due to time wasted, and social interactions change as conversations between students are dominated by the topic of digital gambling.

Prevention Efforts Carried Out by BK Teachers of SMKN 3 Banjarmasin

The results of the interview with Wardah, S.Pd., M.Pd. as a BK teacher show that efforts to prevent student involvement in online gambling have been carried out through various guidance services. He said,

"We try to provide counseling regularly, both in the classroom and in group forums, about the dangers of online gambling. Students are given the understanding that online gambling is not only financially detrimental, but can also ruin their future." (Interview with Wardah, 2026).

Interviews with Wardah, S.Pd., M.Pd., the BK teacher, revealed that preventive efforts against student involvement in online gambling are carried out through various guidance and counseling services. She explained that counseling sessions, both in classrooms and group forums, are routinely conducted to raise students' awareness of the dangers of online gambling—not only its financial losses but also its potential to harm their future. In addition, group guidance activities are used to strengthen students' self-awareness, emotional regulation, and resistance to peer pressure, aligning with preventive counseling principles that emphasize character development and self-control as protective factors against risky digital behaviors. A similar view was expressed by H. Muhammad Ali Muksin, S.Pd., MM as the principal. He emphasized that the school fully supports the steps of BK teachers in carrying out prevention. In an interview he explained,

"We always emphasize collaboration between BK teachers, homeroom teachers, and parents. Prevention cannot only be done in schools, but there must also be supervision from home. We direct BK teachers to create socialization programs and character development in a sustainable manner." (Interview with Ali, 2026).



Figure 1. Socialization related to Online Gambling Prevention by SMK 3 Banjarmasin

The principal, H. Muhammad Ali Muksin, S.Pd., MM, shared a similar perspective, emphasizing the school's full support for the preventive efforts carried out by BK teachers. He stated that collaboration among BK teachers, homeroom teachers, and parents is essential, as effective prevention must extend beyond the school environment through continuous supervision at home. To strengthen these efforts, the principal directed BK teachers to design sustainable socialization and character development programs, while the school also provides positive extracurricular activities to offer students constructive alternatives to online gaming and gambling. This reflects a collaborative and holistic management approach in educational settings, aligning with the concept of comprehensive guidance and counseling, which integrates academic, personal, and social development to reduce students' engagement in maladaptive behaviors. Interviews with two students gave an idea that the prevention efforts made by BK teachers were beginning to be felt. One of the students stated,

"When there was counseling from BK teachers, I realized that online gambling can be dealt with by the law. So, I'm a bit scared to play again." Another student added, *"BK teachers often remind us that the future is determined from now on. He said that if you continue to play online gambling, you can be lazy to study and your grades will drop. I have to rethink."* (Interview with Alisya, 2026).

Both students admitted that although there was still temptation from peers to return to playing online gambling, the guidance given by the BK teacher began to have a positive influence on their perspective. According to the confession of one of the students,

"In the past, I felt that I was normal to play, but after being often given directions by Mrs. Wardah, I became more aware that it was detrimental. Now I'm trying to avoid it even though it's still difficult sometimes." (Interview with Sulaiman, 2026).

Field observations supported the interview findings, showing that BK teachers actively conduct classroom counseling sessions during designated guidance hours and consistently monitor student behavior during breaks. They also apply a personalized approach by engaging in direct conversations with students suspected of online gambling involvement and offering motivation to redirect their focus toward positive activities. These practices demonstrate that the school's prevention strategy adopts a dual-level approach combining universal interventions through group counseling with targeted individual interventions for at-risk students. This aligns with the tiered intervention model in guidance and counseling, which emphasizes early identification, personalized support, and continuous monitoring as key elements in promoting behavioral change and preventing the escalation of risky behaviors among adolescents.

Handling of SMKN 3 Banjarmasin Students Who Have Been Involved

The results of the study show that the handling of SMKN 3 Banjarmasin students who have been involved in online gambling is carried out through integrated steps by BK teachers and school principals. Wardah, S.Pd., M.Pd. as a BK teacher explained that the individual counseling approach is the main step to understand the background and motivation of students involved in online gambling. He stated,

> *"We try not to punish them directly, but listen to their stories first. After that, they were directed to stop and return to focusing on school."* (Interview with Wardah, 2026).

Observations at school's support this, it can be seen that BK teachers often hold counseling sessions in the BK room for students who are summoned due to reports of involvement. Meanwhile, H. Muhammad Ali Muksin, S.Pd., MM as the principal emphasized that the school not only provides guidance, but also prepares firm actions if students' behavior has been repeated. He said,

> *"We prioritize coaching through BK teachers, but if the violation has been repeated, of course there are sanctions according to school rules, for example in the form of warning letters and summons of parents."* (Interview with Ali, 2026).

Based on the results of observations, the principal seemed to be actively coordinating with BK teachers in each case, including presenting parents to be involved in solving problems. Family involvement is considered very important because homeschooling has a great influence on students' habits. Through intensive communication between the school and parents, BK teachers can provide follow-up recommendations, such as supervising the use of gadgets at home or restricting access to certain applications. This effort shows that the handling of students who have been involved in online gambling does not only stop at school, but also expands the role of family as the main partner in supporting behavior change.

The strategy pursued is two-track, namely a persuasive approach through counseling and motivation, and a repressive approach through the application of school discipline. The persuasive approach is manifested in the form of routine counseling, learning motivation, and counseling regarding the adverse impact of online gambling on students' future. Meanwhile, a repressive approach is applied through the provision of educational sanctions, ranging from reprimands, warning letters, to summoning parents if violations continue to be repeated. The combination of these measures is not intended to punish stiffly, but rather as an effort to build student awareness that online gambling behavior has real consequences.

The results of the study show that these handling efforts have had a positive impact, although they have not completely eliminated the habits of the students involved. Some students began to show changes, such as a decrease in intensity in talking about online gambling games during break hours or increased attention in study activities. This emphasizes that the seriousness of the school through the synergy of BK teachers, principals, and parents is an important factor in suppressing the negative impact of student involvement in online gambling, as well as building a school environment that is more conducive to character building.

BK Service Management in the Prevention and Handling of Student Involvement in Online Gambling at SMKN 3 Banjarmasin

Based on the results of the interview, Wardah, S.Pd., M.Pd. as a BK teacher explained that the BK service program at SMKN 3 Banjarmasin has included the issue of online gambling as one of the main focuses. He stated,

> *"We have placed online gambling cases in the annual work program, because the number of students involved is quite large. The efforts made range from individual counseling, group counseling, to counseling in the classroom."* (Interview with Wardah, 2026).

The results of the observation show that the planning is indeed implemented, as can be seen from routine counseling activities and assistance to students suspected of being involved in online gambling. The interview with the principal, H. Muhammad Ali Muksin, S.Pd., MM., showed full support for the implementation of BK services. He emphasized,

"BK teachers cannot work alone. We make sure there is coordination with homeroom teachers, subject teachers, and even parents when there are students who are proven to play online gambling." (Interview with Ali, 2026)

Observations support this, it appears that there is regular communication between BK teachers and school principals in handling students who are indicated to be involved. Several school meetings are also used to discuss joint strategies in preventing this issue from developing further. Evaluation of BK services is carried out periodically by involving school principals and BK teachers. Wardah explained,

"Every student we assist has a record of his development, and we convey this report in a meeting. If anyone needs special attention, we usually recommend calling parents." (Interview with Wardah, 2026)

Observations show that counseling reports are indeed documented, and follow-up in the form of summoning parents is carried out for students who are still repeating violations. This shows that the management of BK services at SMKN 3 Banjarmasin is carried out in a planned manner, carried out with the support of various parties, and evaluated regularly to prevent and handle student involvement in online gambling.

The following is a summary of the research findings.

Table 1. Key Research Findings

Theme / Focus	Key Findings	Empirical Evidence (Data Source)	Theoretical Interpretation
Student Involvement in Online Gambling	Online gambling has become a behavioral issue among vocational high school students. Many students initially try gambling out of curiosity and later develop habitual behavior influenced by peers.	Interviews with BK teachers and students show the frequent use of gambling applications such as Higgs Domino, online poker, and slot games. Students often use their pocket money to purchase digital chips or credits.	This phenomenon can be explained through **Operant Conditioning Theory (Skinner)**, where repeated rewards reinforce addictive behavior.
Impact on Academic Behavior	Online gambling negatively affects students' learning motivation, discipline, and concentration during classroom activities.	Teachers reported declining student focus, incomplete assignments, and reduced academic engagement among students involved in gambling.	This finding aligns with studies on **behavioral addiction that influences academic motivation and learning performance**.
Peer Influence and Digital Exposure	Peer groups and digital accessibility play an important role in encouraging students to participate in online gambling activities.	Interviews indicated that many students are introduced to gambling platforms through friends and often discuss strategies or exchange chips within peer groups.	This can be interpreted using **Social Learning Theory**, which emphasizes imitation and observational learning among adolescents.
Environmental Factors	Easy access to smartphones and internet connectivity, combined with limited parental supervision, contributes to the persistence of gambling behavior among students.	Students access gambling platforms through mobile phones and social media with minimal monitoring from parents.	This finding can be understood through **Bronfenbrenner's Ecological Systems Theory**, which highlights the interaction between individual, family, school, and digital

			environments.
Behavioral Reinforcement Cycle	Students experience excitement when winning and curiosity after losing, which encourages them to continue gambling.	Interviews revealed emotional responses such as excitement after winning and a desire to recover losses after losing.	This pattern reflects the **reward–punishment reinforcement cycle** commonly found in addictive behaviors.
Role of Guidance and Counseling (BK)	Guidance and counseling services play an important role in preventing and addressing students' involvement in online gambling.	BK teachers implement counseling sessions, monitoring, and preventive educational programs related to digital ethics and responsible technology use.	This supports the role of **school counseling interventions in managing student behavioral problems**.

The table presents the main research findings related to students' involvement in online gambling and its implications for their academic and behavioral development. The findings indicate that online gambling among vocational high school students generally begins with curiosity and peer influence, which is then reinforced through digital accessibility and repeated experiences of reward. Empirical data from interviews with teachers and students reveal that the use of gambling applications has gradually developed into a habitual activity that affects students' concentration, learning motivation, and classroom engagement.

Furthermore, the table highlights the role of environmental and social factors in sustaining this behavior, including peer interaction, smartphone accessibility, and limited parental supervision. These conditions create a reinforcement cycle in which students continue gambling due to emotional responses such as excitement after winning and the desire to recover losses after losing. In response to this issue, guidance and counseling services at schools play an important role in implementing preventive and corrective interventions aimed at reducing gambling behavior and promoting responsible digital practices among students.

Discussion

The study findings indicate that students' involvement in online gambling at SMKN 3 Banjarmasin is influenced by three interrelated factors: peer environment, habitual use of digital devices, and repeated curiosity. This aligns with Bandura's social learning theory, which explains that behavior develops through observation and imitation of one's social environment (Amsari et al., 2024). Students who see peers obtaining pleasure or profit from online gambling are more likely to imitate these behaviors (Newall, 2025; Savolainen et al., 2022). Observations showed that online gambling has become a frequent topic of discussion among students, reinforcing the modeling effect.

This habit is getting stronger due to the influence of peer groups that have a big role in shaping adolescent behavior. Research by Hanifah & Raharjo (2018) confirms that peer groups are often the main reference in adolescent decision-making, even exceeding the influence of parents or teachers. At SMKN 3 Banjarmasin, students tend to follow the trends in their environment, so that when online gambling is considered an "exciting" activity or provides profit opportunities, student involvement increases collectively. This shows that engagement is not only individual, but has become a growing social phenomenon among students (Boccoli et al., 2023; Sá, 2023).

Easy access to the internet and gaming apps gives students a great opportunity to try out various online gambling platforms. According to Mayradevi & Tobing (2024), the ease of digital access and the availability of game-based applications with virtual betting features are the main triggers for the increase in gambling behavior among teenagers. This condition is reflected in the results of observations at SMKN 3 Banjarmasin which show that students play applications such as Higgs Domino, online slots, and virtual card games during breaks and secretly in class.

Repeated curiosity also strengthens students' tendency to continue to engage in online gambling. This factor is in accordance with the theory of behavioral addiction which states that addictive behavior can arise from a combination of curiosity, momentary satisfaction, and the desire to repeat positive experiences that have been felt (Rahmawati & Nurjannah, 2024). In the case of SMKN 3 Banjarmasin students, the experience of getting a small win in the game is a motivation to play again, even though it is at risk of losing money. This situation has the potential to disrupt study concentration, reduce academic achievement, and trigger discipline problems.

The role of BK teachers in preventing student involvement in online gambling can be seen through strategies that emphasize educational aspects and character strengthening (Afrida & Syahputra, 2024). Classical counseling is a forum for students to obtain comprehensive information about the negative impact of online gambling on academic, psychological, and social aspects (Alanoglu et al., 2025; Du et al., 2024). The information conveyed collectively promotes a shared awareness that the practice not only harms individuals, but also creates a risk to the friendly environment at school (Apologia et al., 2024; Sunardianta et al., 2024; Vebrianto et al., 2025). This approach shows how counseling counseling functions as a preventive means to instill the value of responsibility and self-control.

The individual counseling services provided by BK teachers act as a personal assistance effort for students who are indicated to be starting to try online gambling. This form of service emphasizes understanding of the student's behavioral background and finding solutions that suit each individual's condition. BK teachers try to create open relationships so that students feel comfortable expressing their experiences and pressures. This is in accordance with the opinion of Ifnaldi (2022) who states that counseling guidance services not only function to overcome problems, but also prevent deviant behavior by providing proper understanding and direction. Interviews with BK teachers corroborate this theory, because the services provided not only touch the general realm through counseling, but are also directed individually to at-risk students.

Intensive counseling provided to students serves as a forum to identify the root of the problem as well as provide direction in changing mindsets and behaviors. BK teachers strive to create supportive interactions so that students do not feel judged, but are encouraged to be aware of the consequences of their actions. This counseling process shows the application of the principles of BK service management as stated by Sumarto et al. (2023), namely the need for a structured system so that services do not stop at the handling stage, but also reach follow-up. Continuous evaluation ascertains whether students are truly undergoing changes or still need intensive mentoring.

Coordination with homeroom teachers and summoning parents emphasized that case handling could not be done partially. Family involvement provides reinforcement in terms of social control and emotional support that is impossible to fully provide by the school (Sari et al., 2024). The principal emphasized that cooperation with parents is the key to the success of the intervention, because the behavior of students at home will greatly affect the sustainability of the recovery process (Desmiati et al., 2023; Musslifah et al., 2025; Zamroni & Barnoto, 2024). Field observations show that the strict implementation of school discipline, combined with a persuasive approach, has succeeded in fostering awareness in some students about the long-term impact of online gambling on their future.

Research by Maulana & Sukma (2024) confirms that group counseling is an effective means to help students overcome online gaming addiction through joint discussions, sharing experiences, and providing mutual support. The findings are in line with practices at SMKN 3 Banjarmasin, where counseling is used as the main strategy in preventing and handling student involvement in online gambling. The space for reflection provided through counseling enables students to evaluate their behavior, while motivational encouragement from BK teachers fosters awareness of learning responsibilities. This process shows a similarity in intervention patterns that emphasizes the importance of strengthening internal motivation to change deviant behavior.

The results of Fakhri et al.'s (2024) research also show the significance of parental involvement in accelerating changes in the behavior of students who fall into negative habits. This condition is reflected in SMKN 3 Banjarmasin, where parents are called to discuss and find solutions with the school. However, the findings at SMKN 3 Banjarmasin expand this approach through a managerial aspect that involves layered coordination, not only between BK teachers and parents, but also with principals and subject teachers.

The results of this study support previous findings, but give a special focus on the integration of managerial and operational aspects of BK in vocational schools. Unlike studies that only highlight the psychological or behavioral dimensions, this study shows how structured BC management can strengthen prevention and intervention strategies. However, these results are contextual because they come from one school with a limited number of informants, so generalizations need to be done carefully. This study also did not quantitatively measure behavioral change, so the effectiveness of the intervention is indicative.

CONCLUSION

This study revealed a surprising finding: the management of guidance and counseling (BK) services at SMKN 3 Banjarmasin plays a strategically significant role in preventing and addressing students' involvement in online gambling. This outcome was not fully predictable beforehand, as the actual effectiveness of BK interventions only became apparent through structured preventive and intervention strategies, including individual and group counseling, classroom guidance, and collaboration with teachers and parents. Nonetheless, peer influence and digital exposure remain persistent challenges that are difficult to overcome completely.

The study contributes to the academic field by emphasizing the importance of integrating managerial and operational functions within BK services, while offering a new perspective on preventive approaches to high-risk behaviors in vocational high schools. This research extends prior literature, which often focuses on the individual role of counselors, by highlighting multi-level coordination and ongoing evaluation as critical factors for intervention success.

The study is limited by a small number of informants and reliance solely on qualitative data, restricting the generalizability of its findings. Additionally, it focuses on a single vocational high school, leaving contextual variations such as educational level, location, age, and gender underexplored. These limitations highlight the need for future research involving larger and more diverse samples, as well as longitudinal or mixed-method designs, to generate a more comprehensive understanding of sustainable strategies to reduce online gambling among students and to inform more effective educational policies.

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