



The Impact of Social and Academic Counseling Guidance on Student Learning Outcomes: The Moderating Role of Interpersonal Skills in Indonesian Islamic Senior High Schools

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ABSTRACT

Purpose: Guidance and counseling (GC), especially in its social and academic forms, has been widely acknowledged as a key approach to fostering holistic student development. This study aimed to examine differences in student learning outcomes following the implementation of social and academic counselling at different levels of interpersonal competence: high, medium, and low. **Methods:** This research utilised a quantitative method, namely a quasi-experimental design. This design incorporated the non-equivalent control group method with a two-way factorial design (2 x 3 ANOVA). The study comprised a sample of 200 students. This research encompassed a cohort of 500 students from a State Islamic Senior High School in Serang Regency, Indonesia. The sample design employed cluster random sampling. The intervention consisted of eight sessions (four academic and four social counseling sessions), each lasting 45–60 minutes, conducted twice a week over a four-week period. **Findings:** The research findings yield three key results: 1) Variations exist in student learning outcomes following Counseling Guidance (Social and Academic) $F=18.654$ and $Sig.=000$. 2) Variations in student learning outcomes exist based on high, medium, and low interpersonal skills, $F=80.655$ and $Sig.=000$. 3) The interaction exists between Counseling Guidance (Social and Academic) and the varying levels of students' interpersonal skills high, medium, and low on student learning outcomes, $F=6.451$ and $Sig.=005$. **Research implications:** This study emphasizes the need for differentiated counseling based on students' interpersonal skill levels and supports the development of integrated, evidence-based counseling practices in schools. **Originality:** The primary novelty of this study lies in examining the interaction effect between counseling guidance and students' interpersonal skill levels on learning outcomes. Unlike prior research that treats these variables independently, this study demonstrates that the effectiveness of counseling guidance varies across students with high, medium, and low interpersonal skills, offering a more nuanced and differentiated of learning.



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INTRODUCTION

Improving student learning outcomes remains a central concern in education, particularly as schools are increasingly expected to support not only cognitive achievement but also students' socio-emotional and interpersonal development. However, learning outcomes often remain inconsistent when academic performance is addressed without adequate attention to psychosocial support systems. Recent studies indicate that students' difficulties are frequently associated with limited social adjustment, emotional regulation, and interpersonal communication rather than purely cognitive constraints (Alam and Akhmadi, 2024; Ummah et al., 2025).

Guidance and counseling (GC), especially in its social and academic forms, has been widely acknowledged as a key approach to fostering holistic student development. Social guidance facilitates students' interpersonal relationships and social adaptation, while academic guidance supports learning strategies, motivation, and academic planning. Empirical evidence suggests that counseling interventions can enhance classroom engagement, social functioning, and emotional well-being, which in turn contribute to improved academic performance (Allivia et al.,

2025; Amalia and Rusman, 2025). Furthermore, counseling services contribute to emotional well-being, which in turn positively affects learning processes and academic achievement (Ummah et al., 2025). In addition, guidance programs have been identified as essential in supporting students' personal, social, and academic development simultaneously (Putri et al., 2025).

Despite these contributions, existing research remains fragmented. Studies tend to examine counseling interventions and interpersonal skills separately, with limited attention to their combined influence on student learning outcomes (Adlya and Neviyarni, 2025; Nurhasanah et al., 2025). Interpersonal skills are often conceptualized as independent attributes rather than as integral components of counseling processes (Alam and Akhmadi, 2024). As a result, there is still insufficient understanding of how these factors interact within a unified framework to influence academic achievement.

A critical analysis of the recent literature, reveals several important gaps. Current empirical evidence remains limited in capturing the simultaneous and integrated impact of social guidance, academic guidance, and interpersonal skills on student learning outcomes. Most studies tend to isolate individual variables such as social skills or specific counseling interventions without examining their combined or interactive effects, resulting in fragmented conclusions (Fatimah et al., 2025). In addition, there is still insufficient theoretical understanding of the mechanisms linking counseling guidance to learning outcomes, particularly regarding the role of interpersonal skills as potential mediating or moderating variables. Existing research largely focuses on observable outcomes while offering limited integration of cognitive, social, and emotional dimensions within a unified conceptual framework.

From a methodological perspective, the literature is dominated by descriptive qualitative studies and quasi-experimental designs with relatively small sample sizes, which constrain the generalizability of findings (Allivia et al., 2025; Amalia and Rusman, 2025). Moreover, prior studies provide limited explanation of the mechanisms underlying these relationships, particularly regarding how interpersonal skills shape or condition the effectiveness of counseling guidance. In addition, empirical evidence from non-Western educational contexts remains underrepresented, despite the importance of cultural and institutional factors in shaping counseling practices (Pahlevi and Riksa, 2025).

The novelty of this research lies in several aspects. First, it integrates three critical constructs social guidance, academic guidance, and interpersonal skills into a unified analytical model. Second, it explores both direct and indirect relationships among these variables, offering a more comprehensive understanding of how psychosocial support influences academic achievement. Third, it addresses methodological limitations by employing a more robust quantitative approach capable of capturing complex interactions among variables. Finally, this study contributes to the contextual enrichment of the literature by providing empirical evidence from an educational setting that remains underrepresented in global research.

This study aimed to examine differences in student learning outcomes following the implementation of social and academic counselling at different levels of interpersonal competence: high, medium, and low. Consequently, the objective of this study was to address the subsequent enquiries: 1). Are there significant differences in student learning outcomes between social and academic counselling?. 2). Are there significant differences in student learning outcomes among students categorised based on high, medium, and low levels of interpersonal competence?. 3). Is there an interaction between social and academic counselling and the different levels of student interpersonal competence (high, medium, and low) that affects student learning outcomes?.

METHOD

This research utilised a quantitative method, namely a quasi-experimental design. This design incorporated the non-equivalent control group method with a two-way factorial design (2 x 3 ANOVA) framework. This study utilises a factorial technique to examine the impact of two distinct treatment variables, seen as factors, on the target population (Creswell & Poth, 2016). A non-equivalent control group design entails selecting a cohort of students from a defined demographic who undergo a pretest followed by a treatment intervention. Subsequent to the therapy, the subjects participate in a post-test to evaluate the treatment's effect on the group (Creswell, 2014). The study comprised a sample of 200 students. Every group comprised 100 participants. The experimental group was provided with academic counselling, while the control group received social counselling. This research encompassed a cohort of 500 students from a State Islamic Senior High School in Serang Regency, Indonesia. The sample design employed cluster random sampling.

The data collection devices comprised multiple-choice questions to evaluate student learning outcomes and a questionnaire to assess interpersonal skills. All instruments underwent pre-testing in the preceding semester. The assessed attributes of the students closely resembled those of 12th-grade social studies majors. Validity and dependability were evaluated by Pearson Product-Moment Correlation. The instrument validity test results were valid

as the estimated r value equalled or surpassed the tabulated r value for $n = 200$ and $\alpha = 0.05$. The reliability test result of the dependent instrument, 0.885, surpassed the table value of r , which is 0.138. The outcomes of the normality assessment utilising the Kolmogorov-Smirnov test for the learning outcome variable Sig.= 0.341 > 0.05. and the variable for interpersonal skills Sig.= 0.231 > 0.05. Consequently, it is established that the variables of learning outcomes and interpersonal skills originate from a population exhibiting a normal distribution. Subsequently, the homogeneity test for the variables. The homogeneity test with the Levene Test yielded a significance value. 0.131 > 0.05 for the learning outcome variable, however the interpersonal skills variable is significant. 0.231 > 0.05 Evaluations were conducted for students in both the experimental and control groups prior to the intervention (pre-test) and subsequent to the intervention (post-test). Two impartial guidance and counselling educators were designated to assess student learning results. Initially, student learning outcomes were assessed with a pre-test and post-test methodology. The pre-test was conducted before to the deployment of the academic counselling intervention to evaluate students' baseline knowledge and confirm initial group equivalence. A post-test was conducted following the intervention to assess the degree of enhancement in student learning outcomes. Both assessments were created in accordance with the curriculum and educational objectives, with standardised items intended to accurately evaluate cognitive attainment.

Secondly, students' interpersonal abilities were assessed using a validated questionnaire derived from a recognised instrument in educational psychology. Interpersonal skills were measured using an adapted Interpersonal Competence Questionnaire (ICQ). Scores were categorized into high, medium, and low levels based on mean and standard deviation (± 1 SD), or alternatively using percentile-based tertiles to ensure distributional robustness. The questionnaire evaluated multiple aspects of interpersonal competency, encompassing communication skills, teamwork, empathy, and social interaction. Responses were gathered utilising a Likert scale approach, facilitating quantitative examination of students' interpersonal skills levels (e.g., high, medium, low). A systematic academic counselling intervention was consistently executed over an extended duration. The intervention comprised organised counselling sessions aimed at academic guidance, problem-solving, enhancing motivation, and fostering social interactions. Implementation adhered to standardised protocols to provide uniformity among groups. The intervention consisted of eight sessions (four academic and four social counseling sessions), each lasting 45–60 minutes, conducted twice a week over a four-week period. The data gathering technique was executed in a regulated classroom setting to guarantee uniformity and reduce external influences. Ethical considerations were addressed by securing institutional approval and getting participant consent.

RESULTS

This study investigates the disparities in student learning outcomes resulting from the implementation of academic and social counselling. This study's results are delineated into three findings: (1) variations in student learning outcomes between those who received academic counselling versus social counselling, (2) disparities in learning outcomes among students with high, medium, and low interpersonal skills, and (3) the influence of the interplay between academic counselling and social counselling alongside varying levels of interpersonal skills on student learning outcomes, as evidenced by the average pre-test and post-test scores. Evaluations were undertaken before and after the intervention to assess student learning results. The results reveal substantial disparities in student learning outcomes across the two cohorts. There are notable disparities among pupils with high, medium, and low interpersonal skills. This is apparent from the disparities in average results provided by the different groups. Consequently, Tables 1 and 2 present a summary of student learning results prior to and subsequent to the implementation of academic counselling, social counselling, and the integration of interpersonal skills across the different groups.

Table 1. Descriptive Statistics of the Experimental Group Learning outcomes

Statistic	Interpersonal Skill	Pre-test	N	Post-test	N
Means	High	55.16	20	85.25	50
	Medium	50.50	30	80.60	25
	Low	45.50	50	76.20	25
Std.Deviation	High	6.178	20	10.525	50
	Medium	5.266	30	7.291	25
	Low	4.261	50	5.354	25

Table 1 presents the descriptive statistics of students' learning outcomes in the experimental group based on levels of interpersonal skills (high, medium, and low) in both pre-test and post-test phases. The findings indicate a substantial improvement in learning outcomes across all categories of interpersonal skills following the

implementation of the intervention. At the pre-test stage, students with high interpersonal skills demonstrated slightly higher mean scores ($M = 55.16, N = 20$) compared to those with medium ($M = 50.50, N = 50$) and low interpersonal skills ($M = 45.50, N = 30$), suggesting relatively comparable baseline conditions with moderate variation across groups.

Following the intervention, the post-test results reveal a pronounced increase in learning outcomes for all groups, with the highest performance observed among students with high interpersonal skills ($M = 85.25, N = 50$). This group shows the largest absolute gain, indicating that students with stronger interpersonal competencies benefited most from the instructional treatment. Similarly, students with medium interpersonal skills achieved a mean score of 80.60 ($N = 25$), while those with low interpersonal skills reached 76.20 ($N = 25$). Although all groups improved significantly, the magnitude of improvement follows a clear gradient pattern: high > medium > low interpersonal skills. In terms of variability, the standard deviation increased in the high interpersonal skill group from 6.178 to 10.525, suggesting greater dispersion in post-test performance, potentially reflecting differential responsiveness to the intervention among high-skill students. In contrast, the medium and low groups show more moderate increases in variability (5.266 to 7.291 and 4.261 to 5.354, respectively), indicating relatively more homogeneous learning gains. After the application of treatment to the experimental group, the post-test results showed a significant increase in student scores, which then caused a shift in the number of samples in the experimental group.

Overall, these findings suggest that while the intervention effectively enhances learning outcomes for all students, its impact is amplified by the level of interpersonal skills. Students with higher interpersonal competence appear to engage more deeply with the learning process, resulting in superior academic performance. This pattern highlights the critical role of interpersonal skills as a facilitating factor in maximizing the effectiveness of instructional interventions.

Table 2. Descriptive Statistics of the Control Group Learning Outcomes

Statistic	Interpersonal Skill	Pre-test	N	Post-test	N
Means	High	55.00	20	70.32	25
	Medium	50.50	30	60.37	45
	Low	40.80	50	50.20	30
Std.Deviation	High	5.455	20	4.075	25
	Medium	5.875	30	5.245	45
	Low	5.255	50	5.273	30

Table 2 presents the descriptive statistics of students' learning outcomes in the control group based on levels of interpersonal skills (high, medium, and low) across pre-test and post-test measurements. At the pre-test stage, students with high interpersonal skills achieved a mean score of 55.00 ($N = 20$), followed by medium ($M = 50.50, N = 30$) and low interpersonal skills ($M = 40.80, N = 50$). This pattern indicates an initial gradient in learning outcomes aligned with interpersonal skill levels, where students with stronger interpersonal competencies demonstrate relatively higher baseline performance.

Following the instructional process, the post-test results show moderate improvements across all groups. Students with high interpersonal skills reached a mean score of 70.32 ($N = 25$), while those with medium interpersonal skills achieved 60.37 ($N = 45$), and students with low interpersonal skills obtained 50.20 ($N = 30$). Although all groups experienced gains, the magnitude of improvement appears limited compared to typical intervention-based outcomes, suggesting that the instructional approach in the control group produced incremental rather than transformative learning effects. In terms of variability, the standard deviation for the high interpersonal skill group decreased from 5.455 to 4.075, indicating greater consistency in students' performance after the learning process. Similarly, the medium group shows a slight reduction in variability (5.875 to 5.245), while the low group remains relatively stable (5.255 to 5.273), suggesting that the learning process did not substantially alter the distribution of scores within this group. The same as in the experimental group, after the application of treatment to the control group, which then causes a shift in the number of samples in the control group so that the samples before and after the test change.

Importantly, the pattern of results reveals that interpersonal skills continue to differentiate learning outcomes even in the absence of a targeted intervention. Students with higher interpersonal skills consistently outperform those with medium and low levels, both before and after instruction. However, unlike the experimental group, the control group does not exhibit substantial performance gains, indicating that conventional instructional approaches may be insufficient to fully leverage students' interpersonal capacities for enhanced learning.

A comparative analysis of Table 1 (experimental group) and Table 2 (control group) reveals a clear and consistent superiority of the experimental condition across all levels of interpersonal skills. First, although both groups demonstrated relatively comparable baseline performance in the pre-test phase, particularly in the high and mid-

interpersonal skill categories, the differences became substantial in the post-test results. The experimental group demonstrated significant learning gains across all levels of interpersonal skills. For example, students with high interpersonal skills in the experimental group achieved an average score of 90.25, significantly superior to their peers in the control group (70.32). A similar pattern was observed in the mid-group (80.60 vs. 60.37) and low-group (76.20 vs. 50.20), demonstrating a consistent superiority of the experimental intervention.

Second, the magnitude of the improvements (learning gains) further highlights the superiority of the experimental group. The experimental group demonstrated significantly greater improvements across all categories, indicating that the intervention not only gradually improved performance but also produced transformative learning effects. In contrast, the control group demonstrated only moderate improvements, suggesting that social counseling was less effective in improving learning outcomes. Third, the findings indicate that the experimental group not only improved overall performance but also strengthened the role of interpersonal skills. Although both groups maintained a performance gradient (high > medium > low), the experimental group showed clearer differentiation at higher achievement levels, indicating that the intervention effectively leveraged students' interpersonal competencies to maximize learning outcomes. In contrast, in the control group, interpersonal skills served more as a static differentiator than a dynamic learning enhancer.

Fourth, from a distributional perspective, the experimental group demonstrated a greater expansion of performance, particularly in the high interpersonal skills category, as reflected in the increase in standard deviations. This suggests that the intervention enabled high-achieving students to reach very high levels of achievement, while still supporting improvement among the medium and low groups. In contrast, the control group showed relatively stable or reduced variability, indicating more uniform but limited learning progress. Overall, these findings provide strong evidence that the intervention in the experimental group was significantly more effective than the intervention in the control group in improving learning outcomes. More importantly, the results indicate that the intervention's effectiveness was systematically enhanced by interpersonal skills, highlighting the synergistic relationship between academic counseling and interpersonal skills.

Table 3. Test of ANOVA 2 ways

Dependent Variable: Learning Outcomes					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	17143.389a	5	4529.750	175.253	.000
Intercept	154417.544	1	154317.553	6556.105	.000
Counseling Guidance	538.988	1	538.988	18.654	.000
Interpersonal Skill	2992.988	2	1875.894	80.655	.000
Counseling Guidance* Interpersonal Skill	126.625	2	67.367	6.451	.005
Error	2602.805	194	41.944		
Total	485540.005	200			
Corrected Total	20316.004	199			

a. R Squared = .782 (Adjusted R Squared = .729)

The results of the two-way ANOVA reveal a statistically robust and theoretically meaningful model explaining students' learning outcomes. The corrected model is highly significant ($F(5, 194) = 175.253, p < .001$), indicating that the combined effects of counseling guidance and interpersonal skills account for a substantial proportion of variance in learning outcomes. The model demonstrates strong explanatory power, with $R^2 = 0.782$ (Adjusted $R^2 = 0.729$), suggesting that approximately 78.2% of the variance in students' learning outcomes is explained by the model. This level of explained variance is considered exceptionally high in educational research, reflecting a highly effective experimental design and strong predictive variables.

The analysis shows that counseling guidance has a statistically significant effect on learning outcomes ($F(1, 194) = 18.654, p < .001$). This finding indicates that students who received structured counseling interventions achieved significantly better learning outcomes compared to those who did not. From a theoretical perspective, this result supports frameworks such as Self-Determination Theory (SDT), where counseling enhances students' autonomy, competence, and motivation, thereby improving academic performance. However, when compared to other variables in the model, the relatively smaller sum of squares ($SS = 538.988$) suggests that counseling guidance, while significant, acts more as a facilitating factor rather than the primary determinant of learning outcomes.

The effect of interpersonal skills is highly significant ($F(2, 194) = 80.655, p < .001$), with a substantially larger contribution to variance ($SS = 2992.988$) compared to counseling guidance. This indicates that interpersonal skills are a dominant predictor of learning outcomes. This finding can be explained through social constructivist theory (Vygotsky), which emphasizes that learning occurs through social interaction and collaboration. Students with higher interpersonal skills are more capable of engaging in meaningful dialogue, collaborative learning, and knowledge construction, leading to superior learning outcomes. Additionally, from a cognitive engagement perspective, interpersonal skills facilitate deeper processing, interaction, and feedback, all of which contribute to improved academic performance.

Importantly, the interaction between counseling guidance and interpersonal skills is statistically significant ($F(2, 194) = 6.451, p = .005$), indicating that the effectiveness of counseling is conditional upon students' interpersonal skill levels. This interaction effect demonstrates that counseling guidance does not produce uniform outcomes across all students; rather, its impact is amplified among students with higher interpersonal skills. In this case, interpersonal skills function as a moderating variable, shaping how effectively students respond to counseling interventions. Students with higher interpersonal competence are more likely to engage actively in counseling processes, and internalize guidance resulting in enhanced learning outcomes.

The relatively low error variance ($MS = 41.944$) indicates that the unexplained variance in the model is minimal, further supporting the reliability and precision of the findings. This suggests that the selected independent variables successfully capture the key determinants of learning outcomes within this study. The findings demonstrate that learning outcomes are not determined by a single factor but by the dynamic interaction between instructional support and learner characteristics. While counseling guidance provides structured support that enhances learning, interpersonal skills play a more substantial role in determining the extent to which students can benefit from such interventions. The results indicate that interpersonal skills serve as a critical amplifier of counseling effectiveness, transforming counseling guidance from a supportive intervention into a highly impactful mechanism for improving learning outcomes when aligned with students' social competencies.

Table 4. Using Tukey Test
Multiple Comparisons

Dependent Variable: Learning Outcomes

Tukey HSD

(I) Interpersonal Skill	(J) Interpersonal Skill	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
High	Moderate	12.61*	1.373	.000	11.82	18.50
	Low	35.19*	1.395	.000	32.19	38.19
Moderate	High	-12.61*	1.373	.000	-16.50	-15.92
	Low	25.48*	1.198	.000	18.57	25.00
Low	High	-35.19*	1.395	.000	-35.19	-36.29
	Moderate	-25.48*	1.198	.000	-24.50	-18.87

Based on observed means.

The error term is Mean Square (Error) = 41,944.

*. The mean difference is significant at the .05 level.

Table 4 presents the results of the Tukey HSD post hoc test examining pairwise differences in students' learning outcomes across levels of interpersonal skills (high, moderate, and low). The analysis reveals that all pairwise comparisons are statistically significant ($p < .001$), indicating that each level of interpersonal skill produces distinct and non-overlapping effects on learning outcomes. This confirms that interpersonal skill is not only a significant predictor (as shown in the ANOVA results) but also a differentiating factor with substantial practical impact.

Students with high interpersonal skills significantly outperform those with moderate interpersonal skills, with a mean difference of 12.61 ($SE = 1.373, p < .001, 95\% CI [11.82, 18.50]$). This indicates a meaningful performance gap, suggesting that incremental improvements in interpersonal competence translate into measurable gains in learning outcomes. The difference between high and low interpersonal skill groups is particularly pronounced, with a mean difference of 35.19 ($SE = 1.395, p < .001, 95\% CI [32.19, 38.19]$). This substantial gap highlights the critical role of interpersonal skills in maximizing learning effectiveness, as students with high interpersonal competence achieve dramatically superior outcomes compared to their low-skill counterparts.

Students with moderate interpersonal skills also significantly outperform those with low interpersonal skills, with a mean difference of 25.48 ($SE = 1.198, p < .001, 95\% CI [18.57, 25.00]$). This finding reinforces a graded or

hierarchical effect, where improvements in interpersonal skills are consistently associated with higher learning outcomes. The negative mean differences in reverse comparisons (e.g., moderate vs. high, low vs. high) confirm the directional consistency of these results. The narrow confidence intervals and relatively small standard errors indicate high precision and reliability of the estimates, supported by the low error term Mean Square Error (MSE = 41.944). This pattern provides strong post hoc evidence that interpersonal skills exert a systematic and progressively increasing influence on student learning outcomes. The magnitude of differences particularly between high and low groups suggests that interpersonal competence is not merely a supplementary factor but a core determinant of academic success. The subsequent graph delineates the marginal benefits of social and academic counselling, together with students' interpersonal abilities, on learning outcomes, as illustrated in Figure 1.

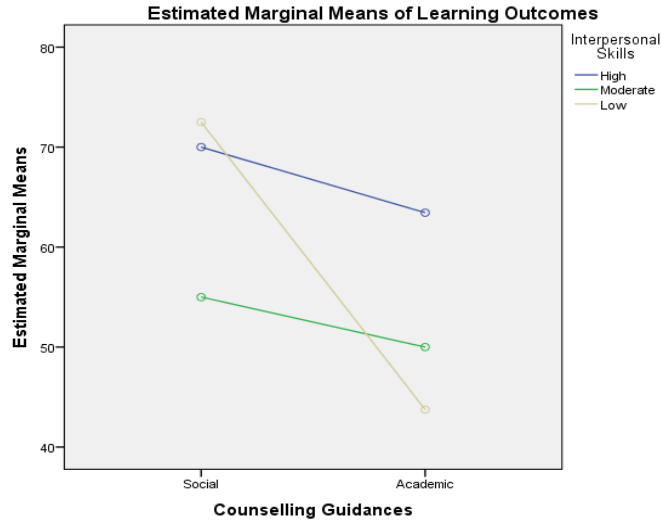


Figure 1. Estimated Marginal Means

The marginal mean estimates in the subsequent graph illustrate an interaction graph featuring three lines interconnected by supplementary lines. The adoption of counselling guidance influences student learning outcomes by enhancing students' interpersonal skills. This illustrates the interaction between counselling guidance and students' interpersonal skills about learning results. The three lines, colour-coded to denote high (blue), medium (green), and low (yellow) interpersonal abilities, illustrate a notable trend. The experimental group had consistently greater student learning outcomes across all levels of interpersonal skills compared to the control group, suggesting that academic counselling was more effective than social counselling. Moreover, individuals possessing superior interpersonal skills demonstrated enhanced learning outcomes in both cohorts. In contrast, individuals with deficient interpersonal skills exhibited a decline in learning outcomes. This indicates that students' interpersonal skills substantially affect learning outcomes, and that learners with diminished abilities may have greater challenges in achieving favourable results. The graph illustrates the relationship between counselling guidance and interpersonal skills for student learning outcomes.

DISCUSSION

The research findings yield three key results: 1) Variations exist in student learning outcomes following Counseling Guidance (Social and Academic). 2) Variations in student learning outcomes exist on high, medium, and low interpersonal skills. 3) The interaction exists between Counseling Guidance (Social and Academic) and the varying levels of students' interpersonal skills high, medium, and low on student learning outcomes. The first findings of this study indicate variations in student learning outcomes through Counseling Guidance (Social and Academic). Preliminary research results indicate variations in student learning outcomes following intervention with Counseling Guidance (Social and Academic). The findings of this study align with previous research (ALHussaini & Jamshaid, 2022; Bhutto et al., 2023a, 2023b; Dilag, 2022; Godfrey, 2022; Hrisyov & Kostadinov, 2022; Ibrahim et al., 2021; Ineza & Ndagijimana, 2025; Khadka et al., 2025; Lee et al., 2025; Pravesti et al., 2020; Yulianti et al., 2024), empirical evidence indicates that counseling interventions enhance student engagement, motivation, and behavioral adjustment. Moreover, extensive counseling programs have demonstrated their impact on both academic performance and the moral and social development of pupils, highlighting the comprehensive nature of educational achievement.

Recent studies constantly emphasize the essential function of guidance and counseling in influencing students' academic and socio-emotional development. A thorough analysis of these investigations uncovers multiple unresolved difficulties that require additional inquiry. Current research predominantly considers guidance and counseling and interpersonal skills as distinct entities, with insufficient focus on their synergistic and interactive impacts on student learning outcomes. Moreover, although prior research confirms the significance of interpersonal skills, it offers insufficient elucidation of the mechanisms by which these abilities affect academic performance, especially concerning counseling interventions. This indicates an absence of comprehensive theoretical models that connect cognitive, social, and emotional dimensions within a cohesive framework.

Methodologically, the majority of research depends on basic descriptive or quantitative methods, which constrain their capacity to elucidate the intricate interactions among variables. Advanced analytical methods, including structural equation modeling, are still underutilized, and longitudinal studies assessing the enduring effects of counseling and interpersonal development are few. Moreover, contextual variations especially in educational environments within developing or non-Western nations are little addressed, despite their possible impact on counseling methodologies and student learning results. This study presents a novel contribution by offering an integrated model that concurrently analyzes the impact of social advice, academic guidance, and interpersonal skills on student learning outcomes. This study aims to enhance understanding of the impact of counseling interventions on academic success across educational contexts by incorporating interpersonal skills as a potential mediating variable and utilizing a more rigorous quantitative methodology.

The second research finding shows differences in student learning outcomes with high, medium, and low interpersonal skills. This research finding aligns with previous research (Abas et al., 2019; Abid et al., 2022; Acevedo & Lazar, 2021; Cooper et al., 2025; Fifani et al., 2025; Hutagaol et al., 2020; Moradi et al., 2018; Novia & Wello, 2022; Schwartz et al., 2025; Skinner et al., 2016; Sukarna, 2021), prior research consistently indicates that student learning outcomes are influenced by interpersonal competencies. In parallel, interpersonal relationships and supportive learning environments play a crucial role in fostering student learning outcomes. However, existing studies remain fragmented, highlighting the need for integrative models that capture the complex interplay among these dimensions. The significance of social skills and interpersonal relationships in fostering a constructive learning environment, which ultimately influences student engagement and academic success (Acevedo & Lazar, 2021; Schwartz et al., 2025). Emphasised that collaborative and interpersonal learning methodologies might markedly enhance educational outcomes (Cooper et al., 2025).

The interaction between counseling guidance (social and academic) and interpersonal competence on student learning outcomes is the final research topic. Research findings show that there is a significant interaction impact between counseling guidance (social and academic) and interpersonal competence on student learning outcomes. Despite growing recognition of the importance of counseling guidance and interpersonal skills in shaping student learning outcomes, the literature remains limited in explaining how these variables interact across different levels of interpersonal competence. Existing studies predominantly examine the direct effects of social and academic guidance or treat interpersonal skills as a uniform construct, overlooking the heterogeneity among students with high, medium, and low interpersonal abilities.

Furthermore, there is a lack of empirical evidence addressing whether the effectiveness of counseling guidance varies depending on students' interpersonal skill levels, suggesting an underexplored interaction effect between these variables. This gap indicates insufficient understanding of differentiated impacts, where counseling interventions may not produce uniform outcomes across diverse student profiles. In addition, prior research rarely incorporates stratified or interaction-based analytical approaches to capture these variations, limiting the ability to develop targeted and adaptive counseling strategies. Therefore, a more nuanced investigation is needed to examine how counseling guidance interacts with varying levels of interpersonal skills in influencing student learning outcomes, thus providing a more precise and context-sensitive understanding of educational interventions. This study provides important implications for both theory and practice. Theoretically, it advances an integrated understanding of how social and academic guidance, together with interpersonal skills, jointly influence student learning outcomes. Practically, the findings highlight the need for schools to strengthen counseling programs by emphasizing interpersonal skill development and providing structured academic and social guidance.

CONCLUSION

This research validates three primary conclusions: There are discrepancies in student learning results subsequent to Counselling Guidance (Social and Academic). Variations in student learning outcomes are contingent upon high, medium, and low levels of interpersonal skills. The interaction between Counselling Guidance (Social and

Academic) and the diverse levels of students' interpersonal skills high, medium, and low affects student learning results. The interaction findings suggest the need for differentiated counseling programs based on students' interpersonal skill levels. Students with low interpersonal skills require intensive support through structured training in communication and social interaction, while those at moderate levels benefit from collaborative learning-based counseling. Students with high interpersonal skills can be engaged in peer mentoring roles to reinforce their competencies. Schools should integrate academic and social counseling into classroom activities and ensure the availability of trained counselors and systematic monitoring.

Future research should employ longitudinal designs to examine long-term effects and extend analysis across diverse educational contexts, including different school levels and types. Further studies are encouraged to incorporate moderating variables such as self-regulation, motivation, and socio-economic background, as well as adopt mixed-method approaches to better capture the complexity of counseling interventions in educational settings.

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Dudy Imanuddin Effendi led the overall manuscript development and coordination of the writing process. Lilis Lela Sandy and Ikram Riski contributed to data interpretation, literature review, and manuscript drafting. Sitti Saleha binti Samsuddin and Dg Fauziah binti Datu Ibrahim supported the critical revision of important intellectual content and refinement of the academic argument. Wannadwah Binte Ja'afar contributed to proofreading, editing, and final manuscript preparation. All authors reviewed, revised, and approved the final version of the manuscript and agree to be accountable for all aspects of the work.

AI DISCLOSURE STATEMENT

The AI tools did not contribute to the research design, data collection, data analysis, or interpretation of the results. All intellectual content, ideas, and conclusions presented in this work are entirely the responsibility of the authors. The authors have carefully reviewed and verified the accuracy and integrity of the manuscript.

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