MAPPING THE STUDENT SUPPORT JOURNEY: A TOURISM-INSPIRED SERVICE BLUEPRINT CLINIC FOR GUIDANCE AND COUNSELING TEACHERS IN BANDUNG

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ABSTRACT

Integrated student support can fail when a school improves individual conversations but leaves access, referral, coordination, and follow-up fragmented. This community service program introduced a tourism-inspired service journey and blueprint approach to guidance and counseling (GC) teachers from schools across Bandung. Conducted on 18-21 August 2026, the four-day clinic used participatory mapping, touchpoint analysis, persona-based scenarios, service blueprinting, peer review, and implementation planning. Evaluation was descriptive and limited to workshop products, facilitator notes, simulations, reflections, and school action plans; verified participant totals and standardized pre-post data were unavailable. The program produced the JEJAK Student Support Blueprint: Jalan masuk (access), Eksplorasi kebutuhan (need clarification), Jembatani layanan (coordination), Aksi dukungan (support delivery), and Kaji ulang (follow-up and learning). The blueprint connected student actions with visible GC service, backstage coordination, supporting evidence, and ethical safeguards. The clinic indicated that journey mapping can reveal invisible handover gaps, unclear ownership, repeated storytelling, and weak closure. Tourism experience concepts were useful for recognizing varied routes and levels of needed guidance, but students were not treated as commercial customers. School leadership, confidential documentation, student feedback, and longitudinal evaluation are required before claims of sustained impact can be made.

Keywords: Student Support Journey, Service Blueprint, Guidance And Counseling, Tourism Experience, Community Service

1. INTRODUCTION

A student rarely experiences school support as a single conversation. The journey may begin with seeing an announcement, asking a friend, sending a message, approaching a homeroom teacher, or visiting the guidance and counseling (GC) room. It can continue through clarification, scheduling, consultation, parent communication, referral, and follow-up. Each step may be managed by a different person and supported by a different information source. When these steps are disconnected, a well-intentioned service can still feel difficult to access and hard to complete. Guidance and counseling in Indonesian primary and secondary education is intended to support students in achieving optimal development and psychological well-being. Regulation of the Minister of Education and Culture No. 111 of 2014 positions GC as an educational service with personal, social, learning, and career functions (Ministry of Education and Culture of the Republic of Indonesia, 2014). Comprehensive service therefore requires more than a counseling room. It requires clear access, responsive assistance, individual planning, collaboration, system support, and accountable referral. Indonesian scholarship similarly emphasizes that comprehensive guidance and counseling connects responsive service, career planning, and broader school support (Anggraini et al., 2021).

A recurrent organizational challenge is fragmentation. Students may not know where to enter the system, staff may provide different answers, and a referral may transfer responsibility without confirming reception. Students can be asked to repeat sensitive information to several adults because backstage coordination is weak. A case may also remain open after advice is delivered because nobody checks whether the advice could be acted upon. These are journey problems rather than isolated communication problems. They arise from the relationship between touchpoints, roles, information, records, and handovers. Service design offers tools for making such relationships visible. Customer-journey research defines experience as cumulative across stages and touchpoints rather than produced by one encounter (Lemon & Verhoef, 2016). Service blueprinting maps user actions, visible service behavior, backstage work, and supporting processes in one representation, allowing teams to identify failure points and redesign responsibilities (Bitner et al., 2008). Effective journey design also depends on consistency, contextual sensitivity, and coherent transitions across touchpoints (Kuehnl et al., 2019). In a school setting, these tools can be adapted to ask how students reach appropriate support and how the institution supports each transition.

Tourism provides an additional experiential lens because travel journeys are shaped by anticipation, arrival, orientation, participation, interpretation, and memory. Recent studies by Pinontoan et al. (2025a, 2025b, 2025c) show that tourism experiences differ in autonomy, engagement, emotional meaning, reflection, and skill-based participation. These studies do not justify classifying students as tourists. They do, however, caution against a one-route-fits-all service assumption. Some students can navigate information independently, some need guided orientation, and others need a carefully coordinated pathway because the issue is sensitive, urgent, or multi-actor. The adaptation must retain ethical boundaries. Students are rights-bearing participants in education, not customers whose satisfaction overrides professional judgment. School counselors must protect dignity, equitable access, informed participation, confidentiality, developmental appropriateness, and safety. The ASCA Ethical Standards emphasize culturally responsive support, collaboration, appropriate boundaries, confidentiality, and referral when needs exceed the professional scope of school counseling (American School Counselor Association, 2022). Thus, the service journey in this program was designed around welfare and access, not commercial loyalty or sales conversion.

The target community comprised GC teachers from schools across Bandung. The clinic's practical challenge was how to make an integrated service understandable from the student perspective while also clarifying backstage ownership. The intervention therefore moved beyond presentation-based training. Participants were invited to map a student path, identify moments of uncertainty, connect visible interactions with internal work, test the map through scenarios, and formulate a school-level prototype. The program had three objectives. First, it aimed to strengthen GC teachers' ability to analyze student support as an end-to-end journey. Second, it aimed to produce a service blueprint that connected student actions, visible service, backstage coordination, evidence, and safeguards. Third, it aimed to support feasible implementation through ownership rules, minimum records, and feedback indicators. The primary output was the JEJAK Student Support Blueprint, organized into five stages: Jalan masuk, Eksplorasi kebutuhan, Jembatani layanan, Aksi dukungan, and Kaji ulang.

2. METHOD

The activity used a participatory service-design clinic within a community service framework. It was conducted face to face in Bandung from 18 to 21 August 2026. The learning sequence followed experiential learning: participants connected concepts to prior cases, produced a visual representation, tested it through action, reflected on the result, and revised the design (Morris, 2020). Short conceptual inputs were followed by mapping, discussion, simulation, peer critique, and application planning. Participants were GC teachers representing schools in Bandung. A numerical participant profile is not reported because the verified attendance total and demographic breakdown were not provided for this manuscript. No identifiable student record was collected. Scenario materials represented routine and responsive categories, including further-study information, academic difficulty, career uncertainty, peer conflict, emotional distress, parent coordination, complaint handling, and referral to another school unit or external professional.

The clinic used six techniques: journey reconstruction, touchpoint inventory, pain-point analysis, persona-based scenarios, service blueprinting, and prototype review. Journey reconstruction began with what a student does rather than what the institution provides. Touchpoint inventory identified face-to-face, telephone, messaging, classroom, parent, and referral contacts. Pain-point analysis examined waiting, unclear language, repeated explanation, conflicting information, privacy risk, ownership gaps, and weak closure. The service blueprint then linked visible interactions with backstage action and support evidence. Evaluation was formative and descriptive. Evidence included facilitator notes, journey maps, completed blueprint sheets, scenario simulations, peer comments, reflections, and implementation plans. Outputs were reviewed for five criteria: student-centered sequence, clarity of ownership, continuity of handover, ethical safeguards, and feasibility. No standardized pre-test or post-test was administered, and no post-program student outcome data were available. Findings therefore describe the immediate design output and learning demonstrated during the clinic, not causal effectiveness.

Table 1. Four-Day Service Blueprint Clinic And Expected Evidence

Date	Design focus	Participant activity	Workshop evidence
18 August 2026	Student journey discovery	Reconstruct entry routes, touchpoints, emotions, questions, and barriers	Current-state journey map
19 August 2026	Tourism experience and service design	Compare levels of autonomy and guidance; analyze touchpoint consistency	Design principles and scenario set
20 August 2026	Frontstage-backstage blueprinting	Assign visible actions, backstage owners, handovers, records, and safeguards	Draft JEJAK blueprint

Date	Design focus	Participant activity	Workshop evidence
21 August 2026	Prototype test and transfer	Run scenarios, review failure points, revise the blueprint, and plan school use	Validated prototype and action plan

3. RESULTS AND DISCUSSION

From isolated contact to an end-to-end support journey

The first contribution of the clinic was a change in the unit of analysis. Participants were asked not only whether a teacher responded well, but whether the student could move from awareness to appropriate support without avoidable confusion or exposure. This revealed that service quality can break between competent individuals. A homeroom teacher may make an appropriate referral, yet the student may not know where to go. A GC teacher may identify the right external service, yet the handover may not be received. A follow-up message may be intended, yet no owner or review date may be recorded. Journey mapping also distinguished access from availability. A service can exist while remaining practically inaccessible because its channel, timing, confidentiality, or purpose is unclear. Students may choose indirect routes when they fear stigma or do not know whether a concern is appropriate for GC. Designing entry therefore requires visible information, several safe channels, and a clear explanation of what the service can and cannot do. The student perspective makes these access conditions visible before the first counseling conversation occurs.

The cited tourism research strengthened this analysis by showing that meaningful experiences are shaped by differing degrees of autonomy, participation, reflection, and guidance (Pinontoan et al., 2025a, 2025b, 2025c). In the clinic, this idea was translated into route sensitivity rather than student labeling. A self-directed information seeker may need a verified resource and optional consultation. A student with an ambiguous concern may need guided exploration. A student facing multiple risks may need an actively coordinated pathway. The service adapts its level of guidance while maintaining equal dignity and access. This interpretation aligns with service-experience research that treats experience as subjective, contextual, and co-created across interactions (Becker & Jaakkola, 2020; Jaakkola et al., 2015). Students contribute knowledge of their situation, choices, and readiness, while school professionals contribute structure, ethical judgment, information, and connections. A blueprint supports this co-production by clarifying where the student acts, where the GC teacher acts visibly, and where institutional work must occur behind the interaction.

The JEJAK Student Support Service Blueprint

The main product was the JEJAK blueprint. JEJAK means trace or path in Indonesian and emphasizes that every service leaves a sequence that can be followed, reviewed, and improved. The five stages are Jalan masuk (access), Eksplorasi kebutuhan (clarify the need), Jembatani layanan (coordinate the pathway), Aksi dukungan (deliver and monitor support), and Kaji ulang (follow up, close, and learn). Figure 1 shows four connected lanes: the student path, visible GC service, backstage coordination, and evidence with safeguards.

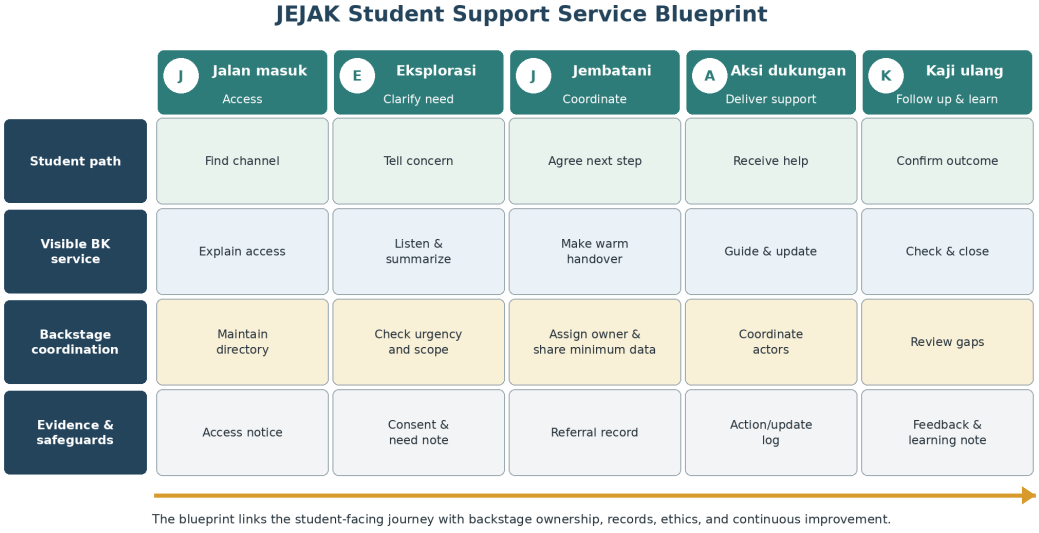

Figure 1. JEJAK Student Support Service Blueprint

Entrance concerns how a student discovers and enters support. The visible service explains channels, service times, privacy options, urgent pathways, and the kinds of needs that may be discussed. Backstage work maintains a current contact directory and message source. Evidence may include a student-friendly access notice and channel audit. This

stage reduces dependence on informal knowledge and prevents the GC room from becoming accessible only to students who already understand the institution. Exploration of needs converts an initial request into a shared understanding of the concern, urgency, context, and desired support. The student tells the issue at a developmentally appropriate pace, while the teacher listens, summarizes, explains confidentiality and its limits, and checks immediate risk. Backstage, the teacher distinguishes matters within GC scope from those needing collaboration or referral. The minimum evidence is a concise, confidential note rather than an unnecessarily detailed narrative.

Bridge service transforms referrals from a direction into a coordinated transition. The visible service explains why another actor is involved, what information will be shared, and what the student can expect. Backstage, an owner is assigned, the receiving party is contacted, and only necessary information is transferred. This warm-handover principle prevents the student from becoming the sole carrier of institutional information and reduces repeated disclosure of sensitive details. Support actions cover the delivery and monitoring of the agreed response. The service may include counseling, information, learning support, career planning, parent collaboration, or external referral. The GC teacher provides updates when action depends on another actor and checks that the student can carry out the next step. Backstage coordination keeps roles and timing visible. A brief action and update log records responsibility without turning the process into excessive administration.

Review closes the service loop and turns experience into organizational learning. The teacher checks whether support was reached, whether the student understands the results, and whether other barriers remain. Closure should be explicit rather than assumed. Anonymized reviews can identify repeated access questions, delayed handovers, or contradictory messages that require system correction. This stage links individual care with continuous service improvement.

Table 2. Journey pain points and blueprint redesign decisions

Observed journey risk	Likely student experience	Blueprint redesign
Unclear entry channel	Hesitation, delay, or reliance on friends	Publish several safe channels, purposes, times, and urgent options
Repeated storytelling	Fatigue, embarrassment, and privacy concern	Use consent-based summaries and minimum-necessary handover information
Referral without receiver	Feeling rejected or sent away	Name the receiving actor, confirm acceptance, and assign a handover owner
Different messages across staff	Confusion and reduced trust	Maintain one verified information source and an update owner
No explicit follow-up	Uncertainty about whether the case is complete	Record the next action and review date; confirm closure with the student

Frontstage-backstage alignment and ethical safeguards

The blueprint made organizational ownership visible. Frontstage quality depends on backstage readiness: an accurate answer requires a maintained source, a referral requires a receiving relationship, and follow-up requires a record and owner. This is the practical value of blueprinting described by Bitner et al. (2008). It visualizes dynamic service relationships and exposes failure points that remain hidden when a team discusses only individual behavior. In the Bandung clinic, the framework supported discussion across routine information, responsive counseling, parent coordination, and referral scenarios. The line between frontstage and backstage also supported confidentiality. Not every actor needs the full story. The blueprint asks what the student needs to know, what the receiving person needs to act, what must be recorded, and who is authorized to access it. This reflects the ethical requirement to protect student information while collaborating for welfare (American School Counselor Association, 2022). A service blueprint is therefore not merely an efficiency chart; it is also a map of ethical information boundaries.

Participants used scenarios to test whether a prototype remained workable under variation. A career-information scenario tested self-service access and optional guidance. A peer-conflict scenario tested privacy and clarification. An emotional-distress scenario tested risk recognition and external referral. A parent-complaint scenario tested message consistency and ownership. The purpose was not to script identical responses, but to verify that every route had an entry, an owner, a safe handover, and a defined closure condition. The approach also corrected a possible misuse of hospitality. Tourism and service literature can encourage attention to convenience, emotion, and continuity, but educational decisions cannot be governed by satisfaction alone. A student may dislike a necessary safeguarding action, and a counselor may need to maintain boundaries or involve others. The blueprint therefore uses tourism as an experience-design lens while subordinating it to educational purpose, professional scope, equity, confidentiality, and nonmaleficence.

Table 3. Minimum indicators for a school JEJAK pilot

Indicator domain	Practical indicator	Evidence source
Access	Students can identify at least one safe channel and the purpose of GC service	Short awareness check and channel-use log
Understanding	Students can state the agreed next step and responsible contact	Teach-back note or brief exit question
Coordination	Referrals have a named sender, receiver, reason, and acceptance status	Confidential referral register
Continuity	Open cases have a next action, owner, and review date	Follow-up checklist
Experience and ethics	Students report dignity, clarity, privacy, and participation in decisions	Anonymous feedback with safeguarding review
System learning	Recurring journey failures are reviewed and assigned for correction	Monthly anonymized improvement note

Implementation strategy, limitations, and sustainability

A feasible pilot can begin with one high-frequency journey, such as career and further-study information, and one responsive journey, such as referral for emotional support. A small school team maps the current route, tests JEJAK, assigns owners, and reviews student feedback. The prototype should be revised before expansion. Service design guidance favors iterative visualization and testing because the first map usually reflects institutional assumptions more strongly than the user's lived path (Stickdorn et al., 2018). Leadership support is necessary for backstage reliability. School leaders can authorize a verified information source, designate referral contacts, protect confidential spaces, define urgent escalation, and allocate time for review. Implementation should avoid creating unlimited availability or excessive records for GC teachers. Minimum documentation should support continuity and safety while respecting privacy and workload. Digital tools may support access and tracking only when their confidentiality and access controls are appropriate.

The present report has important limitations. Verified attendance and demographic data were not available, so representativeness cannot be assessed. Evaluation did not include a standardized pre-test, post-test, comparison group, or independent observation after participants returned to school. The reported outputs consist of maps, scenarios, workshop discussion, prototype elements, reflections, and implementation plans. Claims are therefore limited to design feasibility and immediate professional learning. Future evaluation should examine both process and student outcomes. A three-month pilot could measure access awareness, acknowledgment time, handover completion, unresolved cases, student understanding of next steps, perceived dignity, and confidentiality concerns. Qualitative interviews could identify routes not anticipated by the blueprint. Schools should compare intended and actual journeys and revise touchpoints in collaboration with students. This would move the model from a workshop product toward an evidence-informed institutional practice.

The broader contribution of JEJAK is to connect experiential sensitivity with organizational accountability. Tourism research contributes attention to different modes of participation and meaning; journey research contributes the sequence of touchpoints; service blueprinting contributes frontstage-backstage visibility; and counseling ethics defines the purpose and limits of action. Together, these elements offer GC teachers a practical way to see not only the conversation, but the complete route through which a student seeks and receives support.

4. CONCLUSION

The community service program conducted in Bandung on 18-21 August 2026 introduced a third, system-oriented approach to integrated student service. Rather than focusing primarily on hospitality behavior or communication phrases, it trained GC teachers to map the complete student support journey and connect visible interactions with backstage responsibilities. The main output was the JEJAK Student Support Blueprint: Entry, Explore needs, Bridge services, Support actions, and Review. The workshop framework showed how journey and blueprint tools can reveal unclear access, repeated storytelling, unreceived referrals, inconsistent messages, missing ownership, and weak closure. The cited tourism studies by Pinontoan et al. (2025a, 2025b, 2025c) informed the recognition that routes differ in autonomy, engagement, and needed guidance, while service-design and counseling sources supplied the organizational and ethical structure. The model should be understood as a feasible prototype, not a validated impact intervention. School pilots, confidential documentation, leadership support, student participation, and longitudinal evaluation are required to establish effectiveness and sustainability.

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