

## The Relationship Between Student Perceptions of Guidance and Counseling Services

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**Abstract:** Guidance and counseling services are activities carried out through direct or face-to-face eye contact to help individuals who are experiencing problems so that these individuals can understand themselves and their environment, choose and make decisions, and can be responsible for the various problems themselves. . Related to this competency, guidance and counseling teachers or counselors manage programs including compiling programs, implementing programs, and evaluating guidance and counseling programs to help students develop optimally according to student needs. This research was conducted at SMA Negeri 1 Bandar Khalipah, Serdang Bedagai Regency. The method used in this research is correlational descriptive quantitative research. The data were sourced from the students who were the research samples, namely at each level a sample of 120 students was taken at SMA Negeri 1 Bandar Khalipah, Serdang Bedagai Regency. As for how to collect data using a Likert scale instrument. The steps taken in data analysis are data description and hypothesis testing. Based on the test results, it can be seen that there is a significant relationship between perception and attitude, this is evidenced by the sig coefficient = 0.000 <0.05 and the Pearson correlation coefficient = 0.556. So the results of the study indicate that there is a significant positive relationship between views about the professional competence of counselors with the aim of providing student guidance and counseling services.

**Keywords:** Counseling Guidance; Guidance and Counseling Teacher Professional Competence; Student Perceptions.

### Introduction

Growth and learning go hand in hand and cannot be done separately. The goal of development is to cultivate talented workers and expand productive enterprises. Whenever the two events are connected and occur simultaneously. Developing high-quality human capital is essential and inseparable from the educational process, and the goals of each country's education system should reflect this (Takdir and Fitriasih 2023). Educating the life of the nation and realizing complete Indonesian citizens who are pious and religious, have good morals and are capable, healthy spiritually and physically and confidently are the two main principles of the Indonesian education system (Abbas, Marhamah, and Rifa'i 2021).

According to Althof and Berkowitz\* (2006) that schools must focus on developing students' moral character, ethical principles, emotional maturity, and intellectual skills. The terms "education" and "teaching" are often used interchangeably, but they refer to the same thing. These three processes need to be synchronized with each other to ensure that they contribute to the growth of students and the well-being of their community.

Direct or face-to-face eye contact is used in the guidance and counseling process in order to provide assistance to people with problems when learning about themselves and their environment, forming meaningful choices and gaining responsibility for themselves for their situation. Based on the information of Mufidah and Nursalim (2008) that "a guidance and counseling activity is considered a service if the activity is carried out with direct eye contact with the target of the service (counselee), and directly discusses certain difficulties or interests felt by the target of the service". Managing guidance and counseling programs is an important skill for every educator or counselor in this field to have. As part of this competence, instructors and counselors in the field of guidance and counseling are responsible for overseeing the entire process of creating, implementing, assessing participants for a guidance and counseling system designed to meet the unique needs of their students.

Student motivation to utilize individual counseling services can also be influenced by the level of professional competence of the counselor. The counselor's honesty and sense of responsibility in carrying out his professional obligations is an indicator of his ability as a professional. To be an effective counselor, one must be able to maintain client confidentiality. Counselors have a code of ethics according to their level of professionalism. If school counselors are competent in their field, they will earn the respect of their student clients. So, children choose guidance counselors as a place to vent and solve problems.

Many children continue to see guidance counselors as the equivalent of school safety. Because many schools still view counselors as orderly officers, disciplinary problems often involve counselors, as point out, many people still believe that the primary responsibility of school counselors is to enforce rules and keep students safe (Prayitno and Amti 2004). Maybe they think that those who enter the counseling room have problems. As a result, they generally have a pessimistic view of guidance and counseling.

Based on the results of observations at SMA Negeri 1 Bandar Khalipah, Serdang Bedagai Regency, student perceptions were particularly positive and negative. The perception that students are students who have problems, and students see and hear if the counseling teacher will give punishment, reprimand and do not judge fairly and frighten students. However, not a few have the view that guidance and counseling teachers have a friendly, pleasant attitude and can share solutions to the problems they face.

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## **Method**

In this study, we used a correlational descriptive quantitative approach to assess the relationship between two or more factors. Students at SMA Negeri 1 Bandar Khalipah in Serdang Bedagai District provided data for this study. The research sample to be used is 25% or more than 120 children sampled in each class. This was done to calculate the correlation between students' perceptions of the professional competence of counselors and students' attitudes towards utilizing guidance and counseling services at school.

The data collection technique uses a questionnaire technique with a closed questionnaire type. The instrument used is a scale of students' perceptions of guidance and counseling and a scale of attitudes of students following counseling. The data analysis technique used is the Pearson product moment correlation technique with the help of the SPSS program. In this study, assumption tests were also carried out, namely the normality test, linearity test and hypothesis testing.

## Results and Discussion

The results of the study from a sample of 120 students of SMA Negeri 1 Bandar Khalipah in Serdang Bedagai District indicate that there is a significant positive relationship between views about the professional competence of counselors for the purpose of providing students with guidance and counseling services. The correlation value indicates that the relationship is included in the strong relationship category, which means that students' attitudes toward guidance and counseling services increase in direct proportion to the extent to which they have a good perception of the counselor's professional competence.

The findings from this study are in line with Arfasa (2018) research entitled *Student and Teacher Views of Guidance and Counseling Services in South West Ethiopia Middle Schools*. The views of students and educators on the importance of advice and counseling for student learning are generally good, as are the overall scores for this survey. The results of this investigation agree with this hypothesis. Both students and educators have dim views of guidance and counseling programs in educational institutions that emphasize activities for career development, student self-awareness, and student autonomy. According to research by Zahara et al. (2017) and Mohammad-Hasani et al. (2016), 43% of students are interested in using guidance and counseling services because of their positive views of their counselors. Khairunnisa's research (2020) shows that there is a strong correlation between students' attitudes about counseling and their willingness to participate in one-on-one therapy. Scientific studies provide the basis for this conclusion. A study by Utomo and Wasino (2020) found that students' perceptions of their own academic potential accounted for 54.4% of the overall contribution in determining whether students wanted to continue their education or not. Therefore, it is necessary to increase the desire of students to be able to take part in guidance counseling services in educational institutions in order to increase students' willingness to take part in guidance and counseling services, especially through increasing student opinions about the competence of counselors.

As long as children are involved in the educational process at school, they will have a good opinion of the counselor's professional competence based on how they evaluate the counselor or how the counselor is viewed by students. Evaluations can focus on social elements, a person's personality, or a specific skill area. As a result, those who wish to work as school counselors need to have all four types of skills: educational skills, personality skills, professional skills, and social skills. Apart from using these skills in a work environment, such as providing pleasant services to students; have a high tolerance for students of other religions; getting along with students; etc. Improving students' attitudes towards counseling guidance services will be more effective if these attitudes are improved through increasing positive perceptions of the counselor's professional competence. This is because positive perceptions of the professional competence of counselors are more likely to be held by students.

The relationship between students' attitudes towards guidance and counseling services has the result that there is a strong positive correlation between students' opinions regarding guidance and counseling services and their actual use. As the results show, this is the case. Students' positive views on counseling guidance services increase directly proportional to the extent to which they have a good impression of the counselor's professional abilities, as shown by the high correlation value.

Individual expressions and reactions to things are known as their attitudes, and attitudes may be both positive and negative. The student's view, which is manifested as knowledge about something and then followed by an active behavioral reaction to it, is one way in which student attitudes can be shown to be represented through the student's point of view. Personal tutoring is

a field that focuses on increasing student interaction with other people in their lives, especially in the context of the school and community environment. This improvement can be in the form of problem solving for students or improving their own abilities in areas such as self-adjustment, student behavior, self-confidence, and independent decision making. In the face of anything that comes their way. Personal guidance services are provided on an ongoing basis in schools, and these services are controlled through guidance and counseling materials within schools. The purpose of these services is to be able to develop students' talents and abilities in all aspects of life.

The results of this study can be interpreted that students' attitudes about obtaining personal guidance services at school are an active reaction and perspective that students have towards receiving personal guidance services carried out at school. Students' views on the implementation of individual guidance services, responses and views of students after receiving services and students' feelings in participating in the process of personal guidance services are all included in student attitudes.

Mutua, Kaaria, and Wamalwa (2018) found that students' attitudes toward guidance and counseling influenced their ability to seek services, which could affect guidance and counseling performance in public high schools. Guidance and Counseling Teachers are educators who are responsible for implementing Guidance and Counseling services in their respective school environments. One of the services that can be offered by a counselor or guidance and counseling instructor is individual counseling.

Individual counseling, as defined by Juntika (2005), is a learning process that occurs through the formation of a unique personal relationship between the counselor and client during the interview. The unique relationship that exists between a counselor and his counselee cannot be compared to the normal human relationships that occur in everyday life. According to Sofyan (2007), the characteristics of a meaningful counseling relationship are as follows: a meaningful counseling relationship, meaning that it takes place in an atmosphere of familiarity between the counselor and the counselee; it refers to developing and solving problems; and there is a commitment between the two parties (counselor and counselee). These characteristics are found in the relationship that exists between the counselor and the counselee. In addition, there must be openness, sincerity, openness, and awareness of each other (counselor and counselee). Since everyone benefits from it differently, respecting each other is very important. Counselors need to have qualities such as entertaining, comforting, and encouraging, and being able to remove pretense, so that in the end they become someone who can be trusted.

Before students (counselees) can choose to develop a unique relationship with a counselor as described above and engage in individual therapy, they must first complete group counseling. The students are trying to collect some information about the counselor so that the individual counseling procedure can be continued in an efficient manner in the future. According to Altricher et al. (2005), people rarely initiate action without first being based on activities related to seeing, thinking, and experiencing because these processes provide reasons for action. Just like in this study, students think that counseling counselors only help students who have problems, so when they enter the counseling room, they think of themselves as students who have problems. Students of SMA Negeri 1 Bandar Khalipah located in Serdang Bedagai Regency are also seen not completing individual counseling sessions if they have not been called by the counseling instructor. This implies that the way students perceive a counseling instructor has an effect on the likelihood that these students will engage in individual counseling. This is in accordance with what was explained by Effendi (2016), that a person's behavior is the result of his appearance. The explanation above leads us to the conclusion that perception is very influential and causes the

behavior of students to come to the counseling room with their beliefs placed on the counseling instructor. This conclusion can be reached based on the previous explanation.

The readiness of a person to cooperate with others in the hope that all parties will contribute to the advancement of the common good is an example of trust (reciprocity). Hal itu diungkapkan (Barokah 2017) bahwa harus ada persepsi dalam integritas. It stated that integrity was given the highest value because "without a perception of people's moral character and the basic honesty of others, the other dimensions of trustworthiness are meaningless." Integrity is given the highest marks because of this quote. It is possible to argue, based on the ideas presented above, that before students can believe in individual counseling care, there must first be honesty on the part of the counselor teaching them. Honesty and completeness are important components of integrity. Students at SMA Negeri 1 Bandar Khalipah in Serdang Bedagai District consider their counselors to be trusted as a whole, therefore the school believes they will receive direct input from their instructors. Robins argues that honesty and telling the truth are important components of integrity (Simarmata 2015). What they claim is consistent with these results. When a student has an opinion about how well their guidance and counseling instructor is doing, that opinion can tarnish the guidance and counseling teacher's reputation. This has already been mentioned. According to Barnawi, teacher performance is the extent to which instructors are able to carry out educational tasks within the scope of their responsibilities and authorities within a certain period of time in order to achieve educational goals (Sumadisastro, Badarussyamsi, and Rosadi 2021).

Individual counseling services are considered as part of guidance and counseling teacher performance when the theory presented above is considered. This can be seen specifically in the implementation which is considered to be carried out directly because it is carried out face to face between the two parties (counselor and counselee) without intermediaries. Thus, the notion that individual counseling practices may be beneficial can be created as a result of how counseling instructors are viewed by students. Therefore, it can be interpreted that the level of students' confidence in their own ability to provide individual counseling is proportional to their perception of how well their teacher performs as a counselor; conversely, the level of students' belief in their own ability to provide individual counseling was proportional to their perception of how poorly their teacher performed as a counselor.

Tujuan menyeluruh studi ini adalah untuk memastikan bagaimana perspektif dan sikap siswa tentang bimbingan dan konseling memengaruhi kecenderungan mereka untuk memanfaatkan layanan tersebut. Tidak mungkin untuk memprediksi mengapa setiap anak mencari layanan konseling sekolah, tetapi kita dapat mengatakan bahwa motivasi mereka akan beragam seperti siswa itu sendiri. Meskipun sudah ada layanan bimbingan dan konseling di sekolah, masih ada beberapa siswa yang memilih untuk mengabaikannya. Pengalaman buruk siswa dengan BK, khususnya layanan yang tidak sesuai dengan harapan siswa, berkontribusi pada kurangnya minat siswa terhadap layanan bimbingan dan konseling. Faktor lainnya adalah siswa tidak mengetahui ketersediaan layanan bimbingan dan konseling. Siswa memiliki kesan yang kurang baik terhadap Burger King karena mereka melihat instruktur Burger King berperan sebagai polisi sekolah. Pengaruh pengalaman buruk siswa tersebut berdampak pada pergeseran keyakinan dasar siswa tentang BK. Karena salah satu dasar teori gestalt adalah orang mengatur sensasi yang mereka alami dari lingkungannya menjadi persepsi yang bermakna, dan pernyataan ini dipertimbangkan saat melihat teori. Jadi, mahasiswa memiliki kesan yang baik terhadap layanan konseling yang ditawarkan oleh konselor; namun demikian, karena siswa memiliki interaksi yang tidak menyenangkan dengan konselor di masa lalu, mereka cenderung tidak tertarik untuk memanfaatkan konseling.

## Conclusions and Suggestions

Based on the results of the research and discussion that the researchers have carried out in this study, it can be seen that there is a significant relationship between perceptions and attitudes. Students' opinions regarding the professional abilities of counselors and student behavior in counseling guidance services have a strong, positive, and significant relationship at SMA Negeri 1 Bandar Khalipah, Serdang Bedagai Regency. Because students have a good impression of the counselor and a favorable view of guidance and counseling services, there is a positive correlation between the two. The intensity of counseling services, which are mostly carried out at specific times and the services offered are relevant to the goals, both contribute to the fact that students have a middle-level view of the performance of counseling instructors. Because students were not always completely honest, the confidence level in providing individual therapy was intermediate. This indicates that there are still certain requirements that have not been fully met.

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