

STUDENT AND TEACHER PERCEPTION ANALYSIS ON GUIDANCE AND COUNSELLING AT SMA NEGERI 10 MEDAN

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Abstract: Analysis of Teacher and Student Perception on Guidance and Counseling Service at SMA Negeri 10 Medan. This study aims to describe the Perceptions of Teachers and Students of Guidance and Counseling Services in SMA Negeri 10 Medan. The research design is descriptive survey research. The sample of this study were 50 teachers and 50 students who were selected using random sampling techniques. The instrument of data collection in this study was a questionnaire using a Likert scale which was first validated by experts, reviews and discussions. This research uses quantitative data analysis methods. Data analysis was performed using descriptive statistical measurements such as, percentage, average, standard division, and independent t-test calculated to analyze responses from students, and teachers. The results of this study indicate the perception score for guidance and counseling needs for student learning is positive. Students and teacher's perception of school guidance and counseling services is very influential on the formation of student behavior, personal problems and student empowerment and decision making is negative. The t-test results showed that there were no statistically significant differences between students and teachers on the perception scores of guidance and counseling services which meant that both teachers and students had the same perception for guidance and counseling services in their schools. Students' perceptions of the professionalism of supervisors are in the sufficient category, while teachers' perceptions are negative. Regarding the cost effectiveness of both student guidance and counseling services and teacher perceptions mean negative scores. From these results it is recommended that since students and teachers' perceptions can be affected based on sustained guidance and counseling; Education bureaus in collaboration with tertiary institutions must prepare vocational training to improve the skills of counseling and counseling officers.

Keywords: Perception, Guidance; Counseling; Teacher; Student

Abstrak: Analisis Persepsi Guru Dan Siswa terhadap Layanan Bimbingan Konseling Di Sma Negeri 10 Medan. Penelitian ini bertujuan untuk mendeskripsikan Persepsi Guru dan Siswa terhadap Layanan Bimbingan dan Konseling di SMA Negeri 10 Medan. Desain penelitian adalah penelitian survei deskriptif. Sampel penelitian ini adalah 50 guru dan 50 siswa yang dipilih dengan menggunakan teknik random sampling. Instrumen pengumpulan data penelitian ini adalah kuesioner dengan menggunakan skala Likert yang terlebih dahulu divalidasi oleh para ahli, ulasan dan diskusi. Penelitian ini menggunakan metode analisis data kuantitatif. Analisis data dilakukan dengan menggunakan pengukuran statistik deskriptif seperti, persentase, rata-rata, pembagian standar, dan t-test independen dihitung untuk menganalisis respon dari siswa, dan guru. Hasil dari penelitian ini menunjukkan skor persepsi untuk kebutuhan bimbingan dan konseling untuk siswa belajar adalah positif. Persepsi siswa dan guru terhadap bimbingan sekolah dan layanan konseling sangat berpengaruh terhadap pembentukan perilaku siswa, masalah pribadi dan siswa pemberdayaan dan pengambilan keputusan adalah negatif. Hasil uji-t menunjukkan bahwa tidak ada perbedaan yang signifikan secara statistik antara siswa dan guru terhadap skor persepsi layanan bimbingan dan konseling yang berarti bahwa baik guru maupun siswa memiliki persepsi yang sama untuk layanan bimbingan dan konseling di sekolah mereka. Persepsi siswa terhadap profesionalitas petugas pembimbing adalah dalam kategori cukup, sedangkan persepsi guru negatif. Mengenai efektivitas biaya layanan bimbingan dan konseling

kedua siswa dan persepsi guru berarti skor negatif. Dari hasil ini direkomendasikan bahwa Sejak persepsi siswa dan guru dapat terpengaruh berdasarkan bimbingan dan konseling yang bertahan; Biro pendidikan bekerja sama dengan lembaga pendidikan tinggi harus mempersiapkan pelatihan kerja untuk meningkatkan keterampilan bimbingan dan petugas konseling.

Kata kunci: Persepsi, Bimbingan; Konseling; Guru; Siswa

INTRODUCTION

Collaboration among units in schools is very important to achieve educational goals. The guidance and Counseling (GC) unit is an integral part of this team. Studies on the impact of School GC have shown positive results on student grades, reducing classroom disruption, and increasing the ability of teachers to manage classroom behavior effectively. (Karneli, 2018). High quality of guidance and counseling services can help meet students' mental health needs. It is believed that when school counselors have better counseling time, resources and structure for work, counseling intervention programs will be able to improve student academic achievement (Oktaviani, 2018).

Perception of a phenomenon has the potential to affect the practice and success of an educational program. Perception involves identifying and interpreting information to understand a problem in the environment. According to Mundia (1993), the practice of GC is affected by school environmental factors, guidance and teacher qualifications and availability of resources. Therefore guidance services need to be improved and the roles of counselors, principals, teachers and students are needed. In this connection, a study of students and teachers' perceptions of counseling guidance services needs to be conducted.

Counselors can offer expertise in many fields, including

personal, social, academic, and career, which in turn can help teachers better understand the strengths and needs of their students and foster student success (Beale, 2003). The teachers also have a big impact on the implementation of GC in schools. Teachers' perceptions about the responsibilities and roles of school counselors can affect school counselors, consult with school counselors, and can even have an impact on the overall success of students, as well as the school counseling program itself.

The perception of teachers and students can largely determine the practice and success of guidance and counseling in schools. There are ongoing challenges to implementing guidance and counseling, despite the many facts that describe its benefits. In this connection, the perceptions and interpretations of teachers and students regarding guidance and counseling services largely determine the practice and implementation of GC in schools. Teacher and student perceptions; positively and negatively, about services can be used as reflections for improvement. Ardianto (2018) studies students' perceptions of guidance and counseling in school and reveals whether students' perceptions of guidance and counseling programs are influenced by teacher age, gender or level of training in counseling skills. His findings indicate that students do not consider the age, gender or level of teacher counselor training when

seeking guidance and counseling services. However, the number of students seeking guidance and counseling is still very limited. Ashcraft, M. H. (2002) conducted research on the preparation of high school principals and the implications on their performance and found that lack of training in guidance and counseling contributed to the inability of teacher-counselor to conduct counseling guidance activities.

Teachers and students tend to have positive or negative perceptions of counseling services. This is usually caused by an understanding of the teacher and students about all counseling issues. The same thing was also expressed by Shertzer and Stone, (1981) which stated that the quality of guidance and counseling services was largely determined by the opinions of others and the decision to use the service, which in turn had an impact on improving GC services. In this context, teachers and students are expected to have very diverse attitudes and perceptions about a situation to improve GC services in schools. However, perceptions between teachers and students must be equated to be able to improve the quality of BK services.

Pratiwi (2009) conducted a study of School Counselors and Student Perceptions about the Benefits of School Counseling and Counseling Services in SMA Negeri 3 Surakarta. Her study results show that academic achievement and comfortable school environment can be affected by guidance and counseling. However, both school counselors and students rank high in the benefits of guidance and counseling including increased

learning habits, positive self-image, reduced anxiety and efficient use of time. However, the more positive reactions in student responses from different benefit ratios are positive attitudes, career exposure and increased classroom behavior.

Dharsana (2016) notes that students' wrong perceptions of GC can lead to the failure of GC program. This can affect the education process. GC can help students to develop a correct perception of their self-perception. This attitude will help students to seek help to solve the problems they face. Therefore, counseling guidance will have a positive impact on students' personal development. Therefore, in counseling guidance, students need to be given special attention so that they can make good use of this service.

Teachers and students have a tremendous impact on the use of school counseling services in terms of teacher-counselor consultation and student referrals. Therefore, understanding the roles and responsibilities of GC teachers is very important. A number of studies indicate that teachers do not always have a positive view of the role of counselors in school or they see it as a lacking position in school (Gilman & Gabriel, 2004). When school GC services do not work effectively, both teachers and students must have negative perceptions about these activities. Therefore, this study seeks to describe the perceptions of teachers and students so that GC services at SMA Negeri 10 Medan can run well.

This research was conducted because counseling guidance services at SMA Negeri 10 Medan have not been able to run optimally.

This is evidenced by the increase in problems experienced by students both in terms of academics and personalities who have not found the expected solution, so this condition is very influential on student motivation and learning achievement. From the results of the initial survey conducted by researchers, most students and teachers do not yet know the benefits of counseling guidance to improve student academic achievement.

The general objective of this research is to describe the perceptions of teachers and students towards guidance and counseling services at SMA Negeri 10 Medan. While the specific objectives of this study are:

1. to analyze teacher and student perceptions of counseling guidance services in Medan 10 High School 2019/2020 school year
2. to analyze the relationship between teacher and student perceptions of counseling guidance services at SMA Negeri 10 Medan in the academic year 2019/2020.

The findings of this study are expected to help the school and the government to improve guidance and counseling services at SMA Negeri 10 Medan. The results of this study will help schools to test the relevance of schools and guidance and counseling services, foster teacher and student confidence in school guidance and counseling. The research was conducted at SMA Negeri 10 Medan in 2019/2020 academic year. The responses from teachers and students in the school can be representative of the responses of the school. This study

focuses on students and teachers' perceptions of the need for guidance and benefits of counseling services, as well as the type of service availability at SMA Negeri 10 Medan.

METHOD

The quantitative research used survey research design. The data source of this research is the opinion of the participants (David and Sutton., 2004) which aims to describe the actual phenomenon (Cohen et al., 2000). This study serves to determine the benefits and types of school counseling and guidance services obtained from information submitted by a sample of teachers and students from a variety of backgrounds, training, age, and experience.

The research samples were derived from teachers and students in SMA Negeri 10 Medan, with the total of 50 teachers and 50 students drawn by using the quota sampling technique. The reason for the selection of teachers as a sample of this study is because of the teacher's direct involvement to refer students to get guidance and counseling services. Their perception is considered important because this can affect positively or negatively on the provision of guidance and counseling services in schools. The reason for choosing students as samples in this study was because students were the beneficiaries of the counseling guidance service.

The instruments were designed in such a way that it can produce diverse answers to questions. This study uses teacher and student questionnaires, which are measured using a Likert scale. The reliability of the instrument was

determined through a retest procedure with 15 teachers and 30 students. The Pearson correlation test results were 0.85 for the teacher questionnaire and 0.83 for the student questionnaire which reflected that the instrument was feasible to use. The instruments were distributed to students and teachers. In filling out the questionnaire, participants were asked to read or follow instructions carefully before responding to each question. Next,

the two types of questionnaire were analyzed using quantitative data analysis methods. Data analysis was performed using descriptive statistical measurements such as, percentages, averages, standard divisions, and independent -test calculated to analyze the responses of students, and teachers. The participants were also informed that the information provided would only be used for research purposes and not given to third parties.

FINDINGS

The results of this study are described in the table below.

Table 1. Demography Data of Students

Students of SMA 10 Medan	Students	Number	Percentage
Sex	Male	20	40
	Female	30	60
	Total	50	100
Age	13-15	5	10
	16-18	30	60
	19 or more	15	30
	total	50	100
BC Utility	Seek	20	40
	Not Seek	30	60
	Total	50	100
Frequency of Visit	Never	20	40
	Once	20	40
	Twice	5	10
	3 times	3	5
	4 times	2	5
	5 or more	0	0
	Total	51	100

Table 1 shows that the number of students is 50 (50%) consisting of 20 male students and 30 female students. The majority of participants in SMA Negeri 10 students are aged between 16 and 18 years and a minority of them are between 13 and 15 years old. Among all participating students, only 21 students sought counseling services while 29 did not visit the school's counseling and guidance center. Among the students who visited the counseling center were 23 students and those who only visited once, 31 students and 19 or more students 19 times.

Table 2. Demography Data of Teachers

Teachers of SMA 10 Medan	Teacher	Number	Percentage
Sex	Male	15	30
	Female	35	70
	Total	50	100
Age	25-35	10	20
	36-45	25	50
	46-60	15	30
	total	50	100
Education	College	10	20
	Undergraduate	35	70
	Graduate	5	10
	total	50	100

The table above shows that 15 teacher respondents were males (30.%) were males and 35 teacher respondents were female teachers(29.6%). The age of teachers participants were in the range of 25-35 (10 respondents or 20%), 36-45, 29 (25 respondents or 25%), and 46-60 (15 respondents or 15%) with the total of 50 respondents. It showed that majority of teachers participants were found at age range of 35-45 years of age. Dealing with educational background, majority of teachers participants hold undergraduate degree consisting of 35 participants (70%), followed by those holding college degree 10 participants or 20%, and 5 graduate degree diploma holders or 10%.

Table 3. Teacher and Student Perceptions of Counseling Guidance Services

No	Statements	Students			Teachers		
		N	M	SD	N	M	SD
1	GC is urgently needed	50	3.40	1.24	50	4.10	1.04
2	GC supports student learning	50	4.01	1.22	50	4.17	1.22
3	GC officers need trainings	50	2.99	1.37	50	2.06	0.96
4	GC must have trainings	50	3.54	1.39	50	4.61	0.72
5	GC services are effective	50	2.90	1.38	50	2.96	1.62
6	Counselling is based on Needs	50	2.23	1.37	50	2.24	1.12
7	GC services cover career, personal problems, student utility and decision maker	50	2.26	1.40	50	1.98	1.40

Table 3 shows that the perception scores of the mean scores of students and teachers regarding the needs of guidance and counseling services were ($M = 3.4$ with $SD = 1.24$) and ($M = 3.29$ with $SD = 1.28$). The table above shows that teachers and students have positive perceptions of the guidance and counseling needs in their school. This implies that students and teachers' perceptions about the need for guidance and counseling services are important. Quality school counseling

services can help address students' mental health needs. It is believed that when school counselors have better counseling time, resources and structure for work, counseling intervention programs can improve student academic achievement (Andayani, et al, 2014). For the question of whether guidance and counseling improve student learning, students and teacher students agree because guidance and counseling services can improve student learning. This was observed as the average

perception of students is $M = 4.01$ with $SD = 1.22$) and teachers ($M = 4.17$ with $SD = 1.22$).

From the data, it is known that students and teachers agree that the existence of guidelines and counseling is important to improve student learning. The findings are related to people's views (Putri, et al, 2016). The aim of guidance and counseling services is to provide proactive and preventive skills and learning opportunities for students that ensure that all students can do so to achieve school success through academic, career, and personal / social development. Also according to Sarmin, (2017) said that if school counselors have better time, resources, and counseling space counseling intervention programs that can improve student academic achievement can run optimally.

To question whether an untrained counselor can maintain the continuity of counseling; Average scores indicate that students' perceptions of untrained individuals are in the range of average grades while teachers' perceptions are negative. The average perception of student scores was ($M = 2.99$ with $SD = 1.37$) and the average perception score of teachers was ($M = 2.065$ with $SD = 0.99$). Differences in perception mean student and teacher scores may be due to awareness and understanding of differences in problems. Heriyanti (2013) illustrates that the lack of training in guidance and counseling contributes to the teacher-counselor's inability and is less favorable to the successful implementation of the program. On the other hand students and teachers' perceptions of the question whether guidance and counseling officers should be professionally trained show positive scores on student rankings ($M = 3.54$ with $SD = 1.39$) and teachers ($M = 4.61$ with $SD = 0,72$). This shows that students and teachers feel that guidance and counseling service officers must be professionally trained. Kusmaryani (2010) supports that, guidance and counseling services

underline the fact that other people's opinions and decisions might have a positive impact on the guidance and counseling service program. When school guidance and counseling services are not run effectively, both teachers and students will give negative perceptions about the service.

Regarding the effectiveness of guidance and counseling services the average student perception score was negative ($M = 2.91$ with $SD = 1.38$). Likewise, the mean score of teachers' perceptions towards the effectiveness of average guidance and counseling services ($M = 3.25$ with $SD = 1.26$). The average grades of students and teachers indicate that the effectiveness of their school guidance and counseling is below average. This finding is related to the description of Purwath (2018) which states that in Indonesia high school settings there are problems associated with non-professionalization of counselors, low counselor / student ratios and lack of recognition from school administrators on guidance and counseling services.

The mean scores of students and teachers for guidance and counseling services provided based on needs assessment were ($M = 2.23$ with $SD = 1.37$) for students and ($M = 2.24$ with $SD = 1.1.2$). This perception score shows that school guidance and counseling services do not function based on needs assessment. To be able to increase student success, training program counselors require a transformation of preparation and practice (Paisley & Hayes., 2003). The average value of students and teachers' perception of guidance and counseling services is given to students' future careers, personal problems and student empowerment and decision making, the average value is ($M = 2.26$ with $SD = 1.40$) students and teachers are ($M = 1.98$ with $SD = 1.40$). Both mean scores of teacher and student perceptions are negative. This shows that guidance and counseling services in schools are not running effectively to guide students'

future careers, students' personal problems, empower students' decision making.

Current research is similar to Sumarwiyah et al. (2015) which states that Guidance & Counseling Services are underutilized by students in schools. The essence of incorporating guidance and counseling into the school system is to eliminate students' ignorance about their choice of career prospects and personality adjustment. School counselors should be able to assist

students in guiding decision making and planned opportunities for students in future career plans. In this case, GC officers must also make comprehensive guidelines and counseling programs discussing the needs of all students by facilitating their academic, career development, and personal / social development, as well as helping to create a positive and safe learning climate at school, and also help students feel connected with school and at least one caring adult.

Table 4. T-test results on Student and Teacher Perception

		N	Mean	St. D				MD	
Perception	Student	50		5.464	-	498	0.92	-	.009
	Teacher	50	28.750	4.714	-	194		1.51531	.005
					2.653			1.51531	
					2852				

Table 4 shows that the scores of students' perception of guidance and counseling services was 27,234 (SD = 5,464), while the value of teacher's perception was 28,750 (SD = 4,714). The average score of perception difference is -1,515. This means that there is no significant difference between the scores obtained by students and teachers' scores at the significance level of 0.05 (DF = 193, t = 0.092). The results showed that there were no statistically significant differences between scores obtained by students and teachers for counseling guidance services. This shows that both teachers and students have the same perception of guidance and counseling services at SMA Negeri 10 Medan.

CONCLUSION

From the findings of this study it was revealed that both students and teacher respondents generally strongly supported the existence of guidelines and

counseling services in schools. This suggests that there is a direct need for this service in SMA Negeri 10 Medan and that service must be continuously improved. Independent t-test results of teacher and student perceptions indicate that this service produces positive perceptions even though the services provided by counseling guidance at this school are still very limited.

The research also revealed that the majority of students and teachers have positive perceptions about the need for guidance and counseling services to support the teaching and learning process of students in school, but students and teachers' perceptions of the school environment, student guidance and counseling environment, career development, personal problems and student empowerment and decision making still shows a negative perception. This implies that even if students and teachers believe guidance and counseling is important for student learning; the guidance

and counseling center should be able to work in accordance with the needs of students. So, most components of the guidance and counseling program at SMA Negeri 10 Medan have not been able to run optimally. While the perceptions of students and teachers can be influenced based on the performance of the guidance and counseling unit at school. It is expected that this counseling guidance unit can work closely with higher education institutions related to counseling guidance services to get training and improve the skills of counseling guidance officers in schools.

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