



Students' Perception of the Quality of Counseling Guidance Teacher Services

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Abstract

This study aims to identify students' perceptions of the quality of Guidance and Counseling (BK) teacher services at school, specifically at the Delisha Education Foundation. Students' perceptions of BK services encompass aspects of discipline, appearance, BK teachers' understanding of the guidance field, types of services provided, and BK teachers' skills in delivering services. The research employs a qualitative method with a phenomenological approach, involving 5 eleventh-grade students as research subjects. Data were collected through interviews and observations, then analyzed using the interactive analysis model of Miles and Huberman, which includes data reduction, data presentation, and conclusion drawing/verification. The results of the study indicate that students have a positive view of the role of BK teachers. They perceive that BK teachers are able to provide emotional support and practical solutions effectively in helping them overcome personal, academic, and social problems. BK teachers are also considered to have good listening and understanding skills regarding students' issues and provide sufficient information about career options and educational paths after graduation. However, some students suggested that the availability of BK teachers' time should be increased for more optimal service. This study is expected to provide valuable insights into efforts to improve guidance and counseling services in schools and support the optimal development of students.

Keywords: *Delisha Education Foundation, Service Quality, Student Perception*

Introduction

Students' views on the implementation of guidance and counseling services by Guidance and Counseling teachers (hereinafter referred to as BK Teachers) in schools can be defined as the interpretation or understanding that students have related to the implementation of guidance and counseling services provided by BK teachers for students. The indicators in this case include various aspects, such as the discipline and appearance of BK teachers, BK teachers' understanding of the field of guidance, the type of guidance and counseling services provided, guidance and counseling support activities, as well as the performance and skills of BK teachers in organizing guidance and counseling services in the school environment (Wahid, 2020).

Students' perception of the quality of BK teacher services in the school environment, including

education, has a crucial role in shaping the character and holistic development of students. BK teachers are one of the key elements in providing psychosocial support to students, helping them overcome challenges, and guiding them in making positive decisions. In this context, an in-depth understanding of how students perceive the quality of services provided by BK teachers can provide valuable insights into improving the effectiveness of those services.

Students' perception of BK teachers can reflect the extent to which the teacher can meet the needs of students personally and academically. This study is based on the assumption that students' positive perception of the quality of BK teachers' services can have a positive impact on their psychological well-being and academic achievement. Conversely, negative perceptions can be an indicator of potential

problems that need to be addressed to improve the effectiveness of the ministry.

Through a further understanding of students' perception of the quality of BK teachers' services, it is hoped that this research can contribute to the improvement of the education system and the development of BK teachers' professionalism. By highlighting the student's perspective, this research is expected to provide a more holistic and contextual insight into efforts to improve guidance and counseling services in schools.

According to Fransisca Mudjijanti (Mudjijanti, 2022) in his research that discusses the quality of counseling guidance services at Wonoasri Vocational School, in order to provide quality and appropriate services that are needed by students, so the performance must be maximized first of all guidance and counseling services. And service quality provides guidance and counseling to students aiming to support their optimal development. The satisfaction obtained by students is not only a solid foundation for the guidance and counseling service itself, but also reflects the potential for better development in the field of guidance and counseling in the future.

Therefore, professional assistance is needed to guide students in solving their problems and supporting their optimal development. These support services, known as guidance and counseling services in the school environment, have the primary goal of helping students achieve optimal development. With these objectives in mind, it is important that these support services are professional and qualified, so that every student can experience the benefits of each service provided.

Another research conducted by Sholikhah that the importance of the quality of educational services in schools, including at SMK PGRI 6 Malang, is the main focus in this research. The concept of quality of educational services is seen as a key element in understanding student satisfaction, which is an important indicator in assessing the effectiveness of education in an institution. To describe the factors that affect student satisfaction, this study uses the dimensions of service quality, namely physical evidence, reliability, guarantee, responsiveness, and empathy. Physical evidence includes everything that students can feel or see in the school environment, including physical facilities and learning support facilities. Reliability reflects the school's ability to provide educational services consistently and reliably. Guarantee

refers to the certainty and confidence of students in the quality of education received. Responsiveness measures the extent to which a school responds to students' needs and expectations quickly and efficiently. Finally, empathy reflects the school's ability to understand and permeate students' feelings and needs (Sholikhah, 2009).

The quality of guidance and counseling services can create student satisfaction after they use them, in line with the management principle that states that "satisfied customers will return to the service in the future and will tell others about the quality of the product or service they have experienced" (Fritzsims, 1992). According to (Prayitno, 2009) If a counselor successfully implements the principles of guidance and counseling well, the results will achieve the desired goals in the ministry process. On the other hand, if these principles are ignored or violated, it is feared that the activities carried out will actually contradict the purpose of guidance and counseling. In fact, this has the potential to harm individuals involved in the service and tarnish the reputation of the guidance and counseling profession itself.

This study aims to identify students' perception of the quality of BK teachers' services, so that it can provide broader insights in efforts to improve guidance and counseling services in schools. Through the achievement of this goal, it is hoped that this research can make a meaningful contribution to the development of educational policies and the improvement of BK teachers' professionalism, with a focus on efforts to improve students' psychological well-being and academic achievement.

Perception is the first step in the series of information processing. This process involves using knowledge already stored in memory to detect, acquire, and interpret stimuli or stimuli received by the sensory apparatus. In short, it can be explained that perception is a process of interpretation or interpretation of information obtained through a system of human sensory apparatus. For example, when someone looks at an image, reads a piece of writing, or listens to a certain sound, they will interpret it based on the knowledge they have and are relevant to that context (Suhernan, 2005).

Perception or response is a mental process that occurs in humans, reflecting the way we see, hear, feel, and feel the surrounding environment (the work of the senses). According to William James, perception can be interpreted as an

experience that manifests itself in the form of data obtained through the senses, then processed by the brain and remembered, and finally lived through illusion. Illusions are actually actual experiences obtained through input data, but they are not always translated accurately, as they involve additional brain processing influenced by past experiences (Widayatun, 2009).

According to (Kotler, 2002), Quality can be described as the overall characteristics and properties of a product or service that affect its ability to meet explicit or implicitly disclosed needs. Goesth and Davis, as quoted by (Tjiptono, 2002), Defines quality as a dynamic condition associated with a product, service, individual, process, and environment that can meet or even exceed expectations.

Guidance and counselling services for students aim to support their optimal development. The satisfaction obtained by students is not only a solid foundation for the guidance and counseling service itself, but also reflects the potential for development that can be anticipated in the future. The importance of guidance and counseling services lies in the great benefits it provides to students in dealing with various problems they face. This helps students to significantly overcome the various challenges and difficulties they may face (Sangkakala, 2014).

The quality of guidance and counseling services, in the context of the reliability dimension, includes the accuracy and suitability of the BK service system with the problems and needs of students. In addition, student satisfaction in BK services can be achieved if the implementation is based on mutual agreement between counselors and students, both in terms of implementation time and location, and complies with the principles of guidance and counseling in accordance with the problems and needs faced.

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Thus, the importance of students' perception of the quality of BK teachers' services is the main goal of this study, to further explore and provide important benefits that BK teachers are very useful in overcoming student problems.

Method

This study uses a qualitative method with the aim of finding out students' perception of the quality of counseling teacher services in schools. The approach used is phenomenology, which is a qualitative research approach that focuses on a deep understanding of individual experiences in certain contexts. It allows researchers to explore and understand the subjective meaning of the experiences experienced by individuals, in this case, students' perception of the quality of counseling guidance teacher services in schools.

The data collection in this study was through interviews and observations at the Delisha Education Foundation with 5 grade 11 students, who were the subjects of this study, to find out their perception of the quality of guidance teacher services in the school. The subject of the research is a person who is asked for information or facts that occur in the situation that occurs (Rahmadia, 2021). The sampling technique uses the purposive sampling technique, which is a method of selecting samples that is carried out deliberately or for a specific purpose. In this process, the researcher selectively selects respondents or sample units based on certain characteristics that are considered relevant to the research objectives, The characteristics that become this study are: 1. Students who have received BK teacher services; 2. Skills in helping students cope with personal, social, and academic problems.

Data Analysis This study uses an interactive analysis model from Miles and Huberman. This model involves three main stages in the data analysis process, namely data reduction, data presentation, and conclusion drawn/verification (Rahmad Hidayat, 2022). **Data Reduction**, This process involves selecting, focusing, simplifying, and transforming coarse data obtained from interviews and observations. Researchers will identify key themes or categories that are relevant to the research objectives and simplify complex data into a form that is easier to understand.

Data Presentation: Data that has been reduced is then presented in the form of matrices, diagrams, tables, or narrative text that allows

researchers to see patterns and relationships between the categories that have been identified. Data presentation helps in understanding data in a deeper and more comprehensive way (Umi Kalsum, 2024).

Drawing Conclusions/Verification. The last stage involves drawing conclusions based on the data that has been reduced and presented. Researchers will look for the meaning of the patterns and relationships that have been found, as well as verify the conclusions drawn to ensure their accuracy and validity. Verification is carried out through data triangulation, discussions with peers, or checking back in the field (Putri Syahri, 2024).

Result and Discussion

Based on the results of interviews with students at the Delisha Education Foundation, they gave a positive view of the role of BK Teachers in their schools. According to them, the role of BK teachers is very important in helping students overcome various problems they face, be it personal, academic, or social problems. A student told how BK Teacher helped his friend who was experiencing personal difficulties by providing emotional support and effective practical solutions. Another concrete experience came from a student who felt very helped when the BK teacher accompanied him in choosing an educational path after graduating from school, providing comprehensive information about various career options.

The ability of BK teachers to listen and understand student problems is considered very good. The students feel comfortable talking to BK teachers because they always listen attentively and provide solutions that are right on target. One of the students mentioned that BK teachers are always ready to listen to their complaints and give wise advice, so that students feel calmer and more confident in dealing with problems.

In addition, BK teachers also provide sufficient information about various career options and educational paths after graduating from school. The information provided by BK teachers is very helpful for students in understanding their future choices. Programs or activities held by BK teachers, such as mental health seminars and interpersonal skills training, are also highly appreciated by the students. They feel that these activities are very useful in improving their welfare.

The students also felt that Teacher BK provided sufficient emotional and psychological support. One of the students stated that BK teachers are always there when they need support, be it in the form of individual or group counseling. Communication between BK teachers and students at this school also goes well, with effective communication channels to provide feedback or ask questions.

However, some students suggested that the availability of BK teachers' time to provide services to students should be increased. There are times when students find it difficult to get BK Teacher time because of their busy schedules. However, overall, the students feel that the BK teachers at this school provide adequate support in coping with stress or academic pressure.

In this interview, it is clear that the students really appreciate the role of BK Teachers. They feel that BK Teachers not only help them overcome problems, but also provide ongoing support for their well-being. The suggestions given by students are expected to help improve the services of BK teachers in the future.

Kualitas pelayanan guru BK

The quality of BK teacher services plays an important role in determining the success of guidance and counseling services in schools. This aspect of quality includes the ability of BK teachers to understand and respond to the needs and problems of students individually. In addition, the ability of BK teachers to foster empathetic and supportive relationships with students is also a key factor in improving the quality of service. Evaluation of the quality of BK teacher services also includes the clarity of information conveyed, responsiveness to problems faced by students, and the ability to provide relevant and effective solutions (Arifin, 2019). In addition, the professionalism of BK teachers in maintaining the confidentiality of student information, upholding professional ethics, and acting as a facilitator to improve student welfare is also an integral part of the expected quality of service. In this context, improving the quality of BK teachers' services not only affects students' trust in guidance and counseling services in schools, but also has a direct impact on their academic progress and psychological well-being.

The quality of BK teachers' services can also be seen from their ability to provide effective prevention and intervention programs. For example, a well-designed anti-bullying program

can help create a safe and conducive school environment for all students (Sastratmadja, 2023). Competent BK teachers will identify at-risk students, provide the necessary support, and work closely with other teachers, parents, and related parties to develop comprehensive strategies in addressing these issues.

In addition, the ability of BK teachers to develop students' social and emotional skills through various activities and group counseling is an important indicator of service quality. These skills include the ability to manage emotions, communicate effectively, work in a team, and resolve conflicts. Thus, BK teachers not only play a role in helping students overcome current problems, but also prepare them to face future challenges (Rozikan, 2017).

Another aspect that is no less important is the individual approach carried out by BK teachers. Each student has a unique background, characteristics, and needs, so a personalized approach is essential. BK teachers who are able to adjust guidance methods and strategies according to the needs of each student will be more effective in helping them reach their maximum potential. This individual approach also includes the ability to conduct appropriate assessments to identify student problems and needs, as well as design specific and measurable interventions.

Furthermore, the quality of BK teachers' services can be seen from their success in building a network of cooperation with various parties outside the school, such as mental health institutions, local communities, and other social organizations. This collaboration is important to provide broader and more comprehensive support to students. BK teachers who have good connections with various external resources will be better able to provide the necessary assistance to students, especially in cases that require further handling. To ensure the optimal quality of BK teacher services, continuous evaluation and

professional development are needed. BK teachers must always keep up with the latest developments in the field of guidance and counseling, both through training, workshops, seminars, and further education. Periodic evaluations of BK teachers' performance are also important to identify areas that need improvement and ensure that the services provided always meet high quality standards.

Conclusion

Students at the Delisha Education Foundation gave a positive view of the role of BK Teachers in their schools. Students feel that BK teachers are very helpful in overcoming various personal, academic, and social problems. A student gave an example of how Teacher BK provides emotional support and practical solutions to his friend who is experiencing personal difficulties. BK teachers are also considered effective in helping students choose educational and career paths after graduating from school. The ability of BK teachers to listen and understand students' problems is highly appreciated, making students feel comfortable and confident to speak. BK teachers are always ready to listen to students' complaints and give wise advice, increasing students' calmness and confidence. In addition, BK teachers provide comprehensive information on various career options and educational paths, as well as conduct programs such as mental health seminars and interpersonal skills training that are very beneficial for students. However, some students suggested increasing the availability of BK teachers' time to serve them, given the busy schedule. Overall, students highly appreciate the role of BK Teachers who not only help solve problems but also provide ongoing support for their well-being. Suggestions from students are expected to improve the services of BK teachers in the future.

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