

An Analysis of the Needs for Comprehensive Guidance and Counseling Services for Senior High School Students

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Abstract—The service of Guidance and Counseling (GC) at schools has not been able to help the students' development optimally because it has not been implemented as expected. This research aimed to (i) reveal the students' level of satisfaction towards the guidance and counseling services and (ii) design a model of developing guidance and counseling programs. The research method used a quantitative approach. The population was senior high school students in Sukoharjo Regency. The sampling technique used was purposive sampling. The data were collected using attitude scale questionnaire and analyzed by descriptive statistics. The results of the research show that the students' level of satisfaction towards the guidance and counseling services provided by school counselors cumulatively is 52.9% at the adequate, low, and very low levels. School counselors are advised to increase the students' satisfaction towards guidance and counseling services by developing guidance and counseling programs that are in harmony with the development of the students and that strengthen the relations among professions at the education unit of school. Such programs are called comprehensive guidance and counseling

Keywords—comprehensive guidance and counseling, senior high school

I. INTRODUCTION

Guidance and Counseling Service at schools has not been able to help develop the students optimally because it has not been implemented as expected. The problem occurs because of the negative view of the students and some related parties that sees the institution of Guidance and Counseling (GC) only handles problematic students, gives punishment scores to students who violate the school's rules, functions as the school's police, only fills empty classes, or does other things which are not related to the main tasks and functions of School counselor.

The fact is supported by Murad's research [1] which reveals that the fact that some school counselors are unable to provide appropriate services to the students and

influences the perception of the students and their parents towards school counselor in general. The satisfaction of the users of GC services is often due to the performance of unprofessional school counselors. The research found out that 38% of the students' parents have not recognized the existence of GC programs because they consider school counselors are less professional in carrying out their tasks. The research was conducted at State Senior High School IV Medan and State Senior High School II Medan and revealed that a number of teachers work unprofessionally and do not have any formal qualifications in guidance and counseling. They are subject teachers who are entrusted with the responsibility of providing guidance and counseling.

The non-optimal function of GC services at schools, as exemplified above, is due to, among other factors, the lack of understanding of the paradigm of collaboration among professions in the education unit of school. The teachers at schools, including School counselor, have not optimally carried out a comprehensive work pattern which emphasizes the collaborative and supportive relations among the involved teachers [2]. The collaboration should be done since School counselor prepares GC programs at the beginning of the academic year. In preparing GC programs, especially in conducting a needs assessment, so far, school counselors have not collaborated with related parties, namely subject teachers, the students' parents, the headmaster, and the school committee. In addition, school counselors do not carry out assessments based on the students' needs, which can be seen in the developmental tasks of the students.

According to Yusuf & Nurihsan [3], in the 21st century, there has been a paradigm shift in guidance and counseling approaches from conventional, remedial, clinical, and counselor-centered approaches to developmental and preventive ones. Developmental guidance and counseling or comprehensive guidance and counseling are educative,

developmental, and outreach. It is educative because the emphasis is on prevention and development, instead of correction or therapy, although corrective and therapeutic services are not ignored. It is developmental because the emphasis is on the optimal development of all the personal aspects of the students. The main task is to facilitate development through the technic of the developmental environment. It is outreaching because the target population of the guidance and counseling services is not limited to the problematic students, but all the students with all their life aspects in any context (problems, intervention targets, setting, method, and service duration).

According to the Indonesia Ministry of Education [4], comprehensive guidance and counseling is directed to the efforts to help students carry out developmental tasks, develop their potentials, and alleviate their problems. Developmental tasks are formulated as the competency standards that have to be achieved by students. Therefore, the approach is also called standards-based guidance and counseling.

The scope of comprehensive guidance and counseling is prevention through design and natural development. Comprehensive GC programs are designed to ensure that every student receives the program prepared by the school counselor. In conducting their tasks, the school counselor may allocate most of their time for direct services to the students, so that each of them may get maximum benefits from the services.

Gysbers & Henderson [5] states that five premises support the organization and management of comprehensive GC programs at schools. The premises are: 1) guidance and counseling is a program; 2) guidance and counseling programs are developmental and comprehensive; 3) guidance and counseling programs use team approach; 4) guidance and counseling programs are developed through a series of systematic processes from planning, design, implementation, and evaluation to sustainability; and 5) guidance and counseling programs are supported by a strong leadership.

The five premises should be a whole framework that functions as a base for developing and managing guidance and counseling programs at schools. According to Bowers & Hatch [6], guidance and counseling programs at schools should be not only comprehensive in scope but also preventive through design and developmental in purpose. Being comprehensive in nature means that guidance and counseling programs should be able to facilitate the psychological development of the students in all guidance aspects (academic, personal-social, and career). Guidance and counseling services are intended for all students without exception.

Being preventive through design means that basically, the aim of guidance and counseling programs should be preventive in nature. Efforts for prevention and anticipation as early as possible (preventive education) should become the leading spirit underlying the guidance curriculum provided at schools. With this preventive method, it is hoped that students will be able to sort the right actions and attitudes and support their psychological development to an ideal and positive direction.

Being developmental in nature means that the programs designed by the school counselor are aimed at fulfilling the students' needs according to their developmental stages. The model of comprehensive guidance and counseling in Indonesia has been developed based on the model of National ASCA (American School Counselor Association). The ASCA model has been modified according to the educational process and the culture in Indonesia. The ASCA model has been adopted with the following considerations: 1) it is a model that has a reliable theoretical and practical base; 2) it is a response to various related researches that have been conducted by ASCA; 3) it is the result of the improvement and development of guidance and counseling models that have previously been developed; and 4) The National ASCA model is used as the guidance federally, in states, and at schools for designing, developing, implementing and evaluating guidance and counseling programs at schools which are comprehensive, developmental, and systematic.

The components of comprehensive GC services developed by ASCA and adopted for Indonesia are stated in the Regulation of the Minister of Education Number 111, Year 2014, article 6 section 1, as mentioned in the Operational Guidance for the Implementation of Guidance and Counseling at Senior High Schools [7]. The components, in general, can be explained as follows:

a) Guidance curriculum: Guidance curriculum can be defined as the process of helping all counselees through the activities of preparing structured experiences classically or in groups, which are designed and implemented systematically and aimed at developing the ability to do effective self-adaptation according to developmental stages and tasks. All these points are made as to the standards of independence competency.

b) Individual planning: Individual planning is assistance provided to counselees so that they will be able to formulate and conduct systematic activities related to their future planning based on an understanding of their strengths and weaknesses, as well as the opportunities available in their environment. A deep understanding of the counselee, a correct interpretation of the assessment results, and the supply of accurate information which matches the opportunities and potentials which the students have and which is related to their talents and special needs are required by counselees to make a correct decision in their efforts to develop their potentials optimally.

c) Responsive services: Responsive services are provided to help counselees who have a problem and need immediate help so that they will not be obstructed in doing their developmental tasks. Strategies in responsive services include individual counseling, group counseling, consultation, collaboration, home visits, and case referrals.

d) System support: The three program components (guidance curriculum, individual planning, and responsive services), as has been explained above, are provided to the students directly. Whereas system support comprises services and management, working procedure, infrastructure (for instance, information and communication technology), the development of the professional competencies of counselors or School counselor, and sustainable counseling,

which all indirectly facilitate the development of the students and supports the effectiveness and efficiency of the conduct of guidance and counseling services.

Richardson [8] from the Alabama State Department of Education, based on his research, reveals that comprehensive guidance and counseling programs have some strengths. The first strength is that the programs provide substantial benefits to every student to help them fulfill their intellectual, emotional, social, and psychological needs. The second strength is that the programs are designed sequentially and cover activities that help students obtain competency to understand themselves and others, identify educational targets, and carry out career planning at elementary school, junior high school, and senior high school. The third strength is that the programs are held at every school by certified school counselors, being supported by all the teachers, administrators, students, and students' parents.

This research aims to measure the level of satisfaction of students with GC services. In the field, the level of satisfaction of students towards GC services has been unsatisfactory. The data shows that the programs implemented so far have not shown as expected.

II. METHODS

The method of this research used a quantitative approach. The research subjects were 416 senior high school students in Sukoharjo Regency. The sampling technique used purposive sampling [9]. The samples for this research are students of class XII and XI because they already joined classical guidance programs in class X. The technique for data collection is the attitude scale questionnaire. The technique for data analysis was descriptive statistics.

To test the validity, a construct validity test has been done with a factor analysis. The data analysis obtained loading values between 0.40-0.60. Thus, the instrument can be considered to represent the factors formed [10].

As the reliability test, the coefficient of Cronbach Alpha > 0.90 , was obtained. Thus, it can be concluded that the instrument is reliable [11]. After item discrimination indices are counted, it is found that there is one item that has a discrimination index of less than 0.30 ($r_{ix} > 0.30$), i.e., item number 30 with $r_{ix} = 0.265$. Therefore, the item is not used. From the data analysis, the results of the eigenvalues amount are 71.8%. Instruments that have eigenvalues $> 70\%$ are said to be feasible because the instrument can explain 70% of the measured variance of the construct. Eigenvalues are influenced by the magnitude of the loading factor of each item that forms a factor, while reliability is also influenced by the magnitude of the loading factor of each item that forms the construct [12]. The validity test through factor analysis and reliability test shows that out of the 35 items, the number of items that can be used to measure the level of the students' satisfaction towards guidance and counseling services provided by school counselor is 17.

III. RESULT AND DISCUSSION

Result

In this research, the students' satisfaction is categorized into five levels, namely, very high, high, adequate, low, very

low. The calculation of the satisfaction shows the following results.

Table 1. The Senior High School Students' Level of Satisfaction Towards Guidance and Counseling Services

Interval	Level of Satisfaction	Number of Answers	Percentage
17-26	Very Low	22	5.29 %
27-36	Low	58	13.94 %
37-46	Adequate	140	33.65 %
47-56	High	141	33.89 %
57 <	Very High	55	13.22 %
	Total	416	100 %

Based on the above data, it can be concluded that the senior high school students' level of satisfaction cumulatively is 52.9%, at the adequate, low, and very low levels. To clarify the results of data analysis, the following histogram is provided.

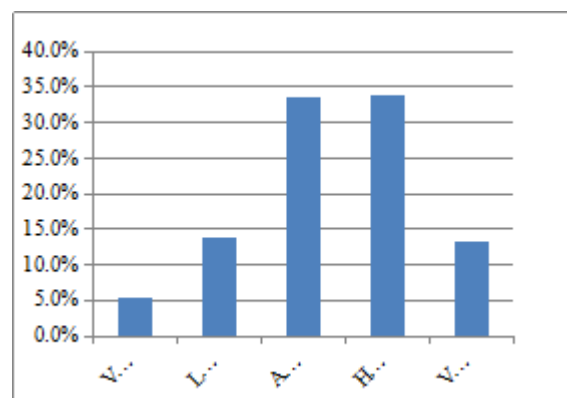


Fig. 1. The senior high school students' level of satisfaction towards guidance and counseling services

Discussion

Satisfaction is defined as a condition in which a user's wishes, hopes, and needs are fulfilled. A service is considered as being satisfactory if the service can fulfill the user's needs and hopes. Furthermore, Armstrong & Kotler [13] explain what customers' satisfaction is:

"Customer satisfaction is the extent to which a product's perceived performance matches a buyer's expectations."

Considering the above definition, it can be explained that the customer's satisfaction is to what extent the performance of a product matches his/her expectation. The customer's satisfaction depends on his/her perception of the performance of a product in relation to his/her expectation. If the product's performance is far from the customer's expectation, he/she will not be satisfied. If the product's performance is in harmony with the customer's expectation, he/she will be happy. If the performance exceeds the customer's expectation, he/she will be delighted. According to Armstrong, most of the related researches shows that if the customer's level of satisfaction is higher, the customer's loyalty will be higher, which in turn will contribute to the company's higher performance. The satisfied customer will not only make a repeat purchase but also be willing to become a marketing partner by sharing his/her excellent experience with others.

Based on the explanation above, it can be analogized that in the provision of guidance and counseling (GC) services at schools, the product is the service provided by the school counselor to the students. The customers are the students. In the provision of GC services, if the performance matches the students' expectations, they will be satisfied. Whereas, if the performance does not fulfill the students' expectations, they will be disappointed; it can be said that the services are inadequate, and possibly the students will not want to use them anymore. To make the students satisfied with the services, GC services have to be appropriately managed in order to produce high-quality services. This way, the students will be interested in the services and feel respected as a customer served or using the services. It can be said that the students' satisfaction is influenced very much by the quality of the services provided by the school counselor.

Many studies prove that the quality of services influences the customers' satisfaction very much. Some of such studies are the ones conducted by Ohliati & Abbas [14]; Pham, Limbu, Bui, Nguyen, and Pham [15]; Handayani, Wibowo, Florentinus & Rifai [16]; Beydoğan, & Beydoğan [17]; Mtebe & Raphael [18]; Asaduzzaman, Hossain & Rahman [19]; Hafeez & Muhammad [20]; Douglas, Douglas & Barnes [21].

Based on the definition and analog stated above, it can be concluded that satisfaction indicators in GC services cover the following things: the performance of the product/service matches the students' expectations, willingness to use the services again, willingness to recommend the services to others (marketing partner), being faithful for a long time. If students are satisfied with GC services because the services meet their expectations, they will come again to GC when they need it and share with other students about the excellent GC services. For a long time, they will not move to another party to get similar services. The satisfaction towards counseling service has something to do with the confirmation or disconfirmation of an expectation. They based their research on the disconfirmation paradigm, which states that satisfaction is related to the size and direction of the disconfirmation experience related to the initial expectation.

The results of data analysis show that the senior high school students' level of satisfaction towards GC services cumulatively is 52.9% at the adequate, low, and very low levels. Such levels of satisfaction may be due to the unqualified or low-quality performance of the services. This situation occurs because the implementation of GC services still encounters serious obstacles. As Rahman [2] states, there is still a negative image among the students and some other related parties that GC only handles problematic students and gives scores for the violation of the school rules committed by the students. According to Rahman, more ironically, students' negative behavior and mischief are often considered as the result of the non-optimal function of GC at schools.

The study conducted by Murad [1] supports the results of Rahman's research. Murad reveals that many users of counseling services relate their dissatisfaction to the unprofessional performance of School counselor. Murad

found out that 38% of the students' parents have not recognized the significance of GC programs because they think that school counselors are less professional when conducting their tasks.

The facts above also occur in the US. As observed by Gysbers & Henderson [5] in 2000, most of the school counselors in the US spent their time more on and wasted their time for unprofessional tasks and obligations. The research conducted by ASCA (American School Counselor Association) shows that most of the school counselors spend between 1% and 88% of their working time for unethical activities that do not have any direct relevance to guidance and counseling services [22]. The unethical activities here, according to ASCA, include managing students' registration and the schedule of new students (registering and scheduling), handling discipline problems encountered by students, enforcing too strictly the use of school uniforms, doing clerical and administrative tasks, and even replacing subject teachers, teaching subjects outside GC services.

Considering the facts and data above, School counselor need a solution to improve their professionalism and applying various recent services model [23], so that the students' satisfaction towards GC services can be improved. The school counselors should be able to understand the students' characteristics and needs. One appropriate treatment to fulfill the students' needs is making a relevant program [23]. Guidance and counseling activities at schools should be conducted in an organized and planned program. Guidance and counseling programs can be carried out effectively if they are based on real needs and the objective condition of the students' development. According to Ridwan, meaningful guidance and counseling is the one providing full benefits to the subjects. Therefore, guidance and counseling should be based on the subject's needs. This fact has some implications for the preparation of GC service programs. The research by Kartadinata et al. (1996-1999) shows that guidance and counseling programs at schools will effectively run if they are based on real needs and the objective development of the students [3].

The preparation of GC programs should not only be based on the students' needs related to their self-development, knowledge development, or the development of other aspects but also support the achievement of the school's vision and mission. The school should take a look at this result and broaden the access of meaningful GC service influencing students' study life, and effective in shaping students' attitudes towards studies [25]. Although they are untrained or lack of supportive rules in the school, counselors were appointed to take the responsibilities in sensitizing students on the needs for effective GC services. Although these were untrained counselors, their efforts brought remarkable development in guidance and counseling [26].

To improve the satisfaction in case of preparation of GC service, the counsellor should carry out surveys before the execution of a program to detect any problems that arise occasionally. Appropriate action should be taken to fix any shortcomings of each program [27]. Problems can be detected at an early level and can be addressed immediately.

According to the Indonesia Ministry of Education, nowadays, there has been a paradigm shift in guidance and counseling approaches from the approaches that are traditional, remedial, clinical, and counselor-centered to the ones that are developmental and preventive. The approaches of developmental guidance and counseling and comprehensive guidance and counseling are based on the efforts to achieve the targets of developmental tasks, help the students develop their potentials, and alleviate their problems. Developmental tasks are formulated as the competency standards that must be achieved by the students. Because of this, this approach is also called standards-based guidance and counseling. When implemented, the approach of developmental guidance and counseling will combine approaches that are clinical, remedial, and preventive [24].

The strength of comprehensive guidance and counseling (GC) is also stated by Richardson [8] from the Alabama State Department of Education. Based on his research, he concluded that comprehensive GC programs provide significant benefits to students, which may help them meet their intellectual, emotional, social, and psychological needs. The programs are designed sequentially and cover activities to help students fulfill their needs. Specifically, the programs help students obtain the competency to understand themselves and others, identify educational purposes, and plan career at elementary school, junior high school, and senior high school. Comprehensive GC programs are carried out at every school by certified school counselors, being supported by all the teachers, administrators, students, and students' parents. Considering the explanation above, School counselor are advised to prepare comprehensive GC programs that are suitable for the developmental tasks of the students and that emphasize the relations among professions at the education unit of school and promote the publicity of the programs to inform students about purpose and benefit the program, so that the students' satisfaction towards GC services can be improved.

IV. CONCLUSION

It is concluded that the senior high school students' level of satisfaction towards GC services cumulatively is 52.9% at the adequate, low, and very low levels. In other words, the performance of the services is less than expected. The satisfaction at the adequate, low, and very low levels is possibly due to the unqualified or low-quality services. The low quality may occur because of the non-optimal function of GC at schools and the unprofessional performance of School counselor. When preparing GC programs, they do not consider the students' needs and the objective condition of the students' development. Furthermore, the prepared programs do not support the achievement of the school's vision and mission. Based on the conclusion, school counselors are suggested to prepare comprehensive GC programs that are suitable for the developmental tasks of the students and that emphasize the relations among the professions at the education unit of school, so that the students' satisfaction towards GC services and the performance of School counselor can be improved.

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