



The Influence of Counselling Guidance on the Changes in Student Behaviors

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ABSTRACT

Counselling guidance has been extensively researched for educational purposes to develop the students' knowledge, affective, and skills. Counsellors or counselling guidance teachers train students in achieving these three domains through teaching or training. The purpose of this study is to link counselling guidance and behavior change in students in a private high school located in South Tangerang, Indonesia majoring in social studies. A quantitative approach with a correlational design was chosen in the study. This study involved 30 students of the 11th grade. Convenience sampling is used in the participation recruitment. The results of the study, in general, show that there is a significant relationship between counselling guidance and changes in the student behaviors, such as students trying their best to answer teacher exams, submitting assignments on time, responsibilities when working together, entering class on time, obeying rules, confident in presenting their work in front of the class, willing to share their resources, sympathize and empathize without discrimination.

Keywords: Behavior change, Counselling guidance, Counselling guidance teachers, School counselling.

1. INTRODUCTION

School counsellors recognize and embrace the important parts they play in the education team through teaching and interpersonal behavior with trainees, clients, and colleagues (Dahir, 2004; Barnett & Johnson, 2015). Counsellors are trained to identify students who are at risk or with special needs, to facilitate career development, for academic counselling, and to interfere with attendance and behavior problems (Shelton & Muller-Ackerman, 2005).

Students who receive guidance and counselling services are better developed in interpersonal, study, vocational, and problem-solving skills (Tuchili & Ndhlovu, 2016). For underachievers, the impact of counselling interventions shows a significant improvement in the areas of organizational skills, time management, and motivation (Berger, 2013). Research belonging to (Peluso, Carleton, & Asmundson, 2011) on Canadian University graduate students, the results of the regression analysis showed that satisfaction with the advisory relationship and greater weekly work hours were significant predictors of depressive symptoms for students enrolled in the experimental program, and conversely depressive symptoms were not related to funding, research productivity, working hours, and

advisory relationship satisfaction for students in all other programs.

Surprisingly, the effects of counselling have not been thoroughly studied. So far, research has only presented data on counselling guidance for children with special needs, depression, and developing interpersonal, learning, vocational, and problem-solving skills. Therefore, the purpose of this study is to link counselling guidance and behavior change for students in a private high school majoring in Social Sciences located in South Tangerang, Indonesia. Middle school students are unique in many ways, especially with the increase in independence and identity development that occurs during this period (Gibbons & Hughes, 2016). Changes in student behavior on positive things can develop student awareness, self-discipline, and responsibility. Therefore, stakeholders must make policies that support learning interests that not only affect student outcomes in the cognitive domain but also in the affective and psychomotor domains (Rosfiani, Akbar, & Neolaka, 2019).

This study aims to fill the current information gap on counselling guidance in the affective field. This research can help counsellors in their efforts to develop students by using counselling guidance services. Educators and

schools are expected to benefit from the results of this study, as a reference that leads to changes in student behavior in a positive direction.

1.1. Counselling Guidance

Guidance and counselling focus more on the individual, be it problems, meanings, experiences, behaviors, or goals (Myrick, 2011). In school settings, the counsellor most trained to prevent, intervene, and restore student behavior is usually the school advisor (Stone & Dahir, 2016). Counsellors support students directly in their academic life to foster, promote and enhance interpersonal competence and academic achievement (Shaterloo & Mohammadyari, 2011). Peterson (2006) stated that the school counsellor's training program paid little attention to the characteristics associated with talent, and social and emotional development of high-ability students, and the results of his research showed that group work, deliberate focus on developmental challenges, and focus on developing expressive language associated with Social and emotional development can help school counsellors and gifted students themselves access the inner world that parents, teachers, school counsellors, and even the field of gifted education may know about a little.

Like other school contexts, counselling and guidance have essential needs in vocational high schools (Torunoğlu & Gençtanırım, n.d.). Students have various training needs, perceived strengths, and problems that hinder carrying out the role of guidance and counselling in school (Lai-Yeung, 2014).

Many parents continue to be unaware of the role and function of the guidance counsellor. There is still a need to work on triangular relationships that bring parents, decision-makers, and joint students together (Abdellatif, 2011). Communities such as schools, parents, local communities, and government agencies are recommended to carry out the planning and implementation of efficient and appropriate school counselling programs and activities (Low, Kok, & Lee, 2013).

1.2. Behaviour Change

Behavior change is an activity carried out by teachers in leading, guiding, directing, regulating, and (if necessary, under certain conditions) dealing with student behavior that interferes with the rights of others (Rogers, 2011). Behavior change is to help the student learn to choose the right behavior and be responsible for him although strict discipline is sometimes criticized for being too authoritarian (Morgan, 2007). Furthermore, inner-city parents believe that bad behaviour in children can be changed and prevented (Busey, Kinyoun-webb, Martin-mckay & Mao, 2006). The expected end product of this student behavior change project is the

establishment of permanent social norms that lead to an increase in living standards for all people, and the maintenance of a stronger, healthier world (Fossard, 2008).

Several studies to improve the change in positive behavior have been carried out. Research conducted by McGill et al. (2018) reduced challenging behavior of adults with intellectual through the implementation of Setting Wide Positive Behavior Support (SWPBS), the result is some problematic behavior in social care settings may be prevented by SWPBS which improves the quality of support provided to individuals. The results of the descriptive research by Purwadi et al. (2022) show that aggressiveness is a problem that needs the counsellor's attention, one of which is by implementing peace guidance based on the perspective of Markesot. The peace guidance based on the philosophy of Markesot has high acceptability and effectively reduces student aggressiveness. The research study by Gencoglu, Demirtas-Zorbaz, Demircioglu, and Ekin (2019) found that guidance teachers mostly considered psychological counselling and guidance services to be necessary, especially for parent education, preventiveness, and developmental guidance. They also held the view that there should be a separate assignment for the reconstruction of psychological counselling and guidance services and the focus should be directed on especially family-related work.

While the study by Kouni and Koutsoukos (2019) shows clearly that students desire to have counselling support at their school and also need their teachers in terms of guidance and counselling skills, offering to listen and understand their problems, willing to support them in any matter that bothers them, encourage and contribute significantly to their personality development.

2. METHOD

2.1. Participants

In this study, researchers tend to choose to use a quantitative approach with a correlational design. The participants of this study were 30 grade 11 students ($N = 30$) at a private high school majoring in Social Sciences located in South Tangerang, Indonesia. The researcher uses convenience sampling, where the researcher selects participants because they want to be studied (Creswell, 2015; Kumar, 2005). Cohen et al. (2000) suggest that convenience sampling involves selecting the closest individual to be the respondent and continuing the process until the required sample size has been obtained.

2.2. Instruments

The researcher uses the data type of individual behavior observation by collecting data from the student behavior checklist. The instrument used to record

observations about changes in student behavior is a behavioral checklist. Observers noted the types of inappropriate behavior during the main event that most of the students were involved in during the interval (i.e., talking/noise, inactivity, off-task, non-compliance, verbal offenses). Finally, observers indicate who is involved in the disturbance (i.e., class, small group, individual) to assess the extent of misbehavior in the classroom. Researchers train observers in assessment procedures so that they will rate behavior consistently. The audio recording signals observers as to when they will mark their observations on the checklist sheet. After recording scores for all students, observers analyzed the differences among students in their behavioral changes.

There are 40 items on the student behavior checklist to find out data about counselling guidance and 20 items to find out data on changes in student behavior. Each statement consists of five scoring sheets, namely Always, Often, Sometimes, Rarely, never. The score sheet has a weight value of Always = 5, Often = 4, Sometimes = 3, Rarely = 2, Never = 1.

3. RESULTS AND DISCUSSION

3.1. Results

Counselling Guidance on Changes in Student Behavior

Hypothesis testing in this study uses simple linear regression with a scatter plot and correlation matrix.

3.1.1. Test the Regression Equation Hypothesis

The results of the regression equation hypothesis test are shown in table 1.

From the table, it is known: a = constant number of unstandardized coefficients which is worth 42.909. This number is a constant number which means that if there is no counselling guidance, then the consistent value of student behavior change is 42.909. While b = number of

Table 1. Test the regression equation hypothesis

Model		Coefficients ^a			T	Sig.
		Unstandardized Coefficients		Standardized Coefficients Beta		
		b	Std. Error			
1	(Constant)	42.909	15.566		2.757	.010
	Counselling Guidance	.484	.187	.439	2.588	.015

a. Dependent Variable: Behavior Change

regression coefficients which are worth 0.484. This figure means that for every 1% addition to the level of counselling guidance, the change in student behavior will increase by 0.484. Because the value of the regression coefficient is positive (+), it can be said that counselling guidance has a positive effect on changes in the student behaviors. So, the regression equation is $Y = 42.909 + 0.484 X$.

3.1.2. Significant Hypothesis Test

Furthermore, the regression coefficient test was carried out, to find out whether it was significant or not, by comparing the significance value (sig) with a probability of 0.05. The data in table 1 shows that the significance value (sig) is 0.015. It can be concluded that the value of sig $0.015 < 0.05$ probability, so H_0 is rejected, and H_a is accepted, which means that there is an influence of counselling guidance on changes in the student behaviors.

3.1.3. Test The Coefficient of Determination Hypothesis in Linear Regression Analysis

Furthermore, the coefficient of determination test (R Square) or often symbolized by R^2 is carried out. This coefficient of determination can be used to predict how much influence counselling guidance has on changes in the student behaviors.

Table 2 shows the correlation coefficient (rxy) with a value of 0.439, consulted on the r-table with $n = 30$ at a

Table 2. Test the coefficient of determination hypothesis

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.439 ^a	.193	.164	10.898

a. Predictors: (Constant), Counselling Guidance
b. Dependent Variable: Behavior Change

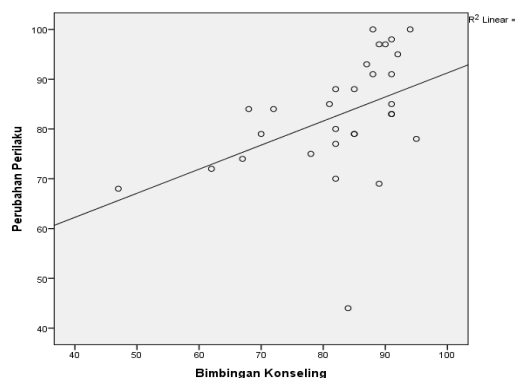


Figure 1 Scatter plot visualization.

Table 3. Correlation (matrix)

Correlations			
		Counseling Guidance	Behavior Change
Counseling Guidance	Pearson Correlation	1	.439*
	Sig. (2-tailed)		.015
	N	30	30
Behavior Change	Pearson Correlation	.439*	1
	Sig. (2-tailed)	.015	
	N	30	30

*. This correlation is significant because it exists at the 0.05 level (2-tailed).

significant level of 5%, then the value of the r-table is 0.361. This shows that the value of the r-count is greater than the r-table ($0.439 > 0.361$). Furthermore, it is concluded that H_a is accepted, and H_o is rejected.

The scatter plot diagram in Figure 1 shows a positive pattern, where the higher the Y value, the higher the X value. Here's how to recalculate rxy to find the determinant coefficient (R2):

$$R^2 = 0.439^2 = 0.193$$

We mean the value of the determinant coefficient (R2) is 19.3%. This figure means that the counselling guidance has an effect on changes in student behavior by 19.3%, there is a moderate/sufficient level of influence between the counselling guidance variable and the student behavior change variable.

Table 3 explains that the significance value is $0.015 < 0.05$, which states that there is a significant relationship between counselling guidance and behavior change.

3.2. Discussion

The discussion of the results begins with the research objective, which is to link counselling guidance to changes in the behavior of private high school students majoring in social studies located in South Tangerang, Indonesia. The results of this study indicate that there is a relationship between counselling guidance on changes in the student behaviors. These results are in line with those of previous studies (Tjalla & Sudrajat, 2020) which state that the variables of the function of prevention, advocacy, and adjudication have a positive effect on the development of students' psychosocial conditions, while the variables of the function of advocacy, distribution, and adjustment have a positive effect on development. independence condition. These two variables are able to become intermediary variables in influencing student competence. The expected competence in this study is the change in the student behaviors.

The results of the study indicate that the value of the regression equation is positive (+), thus the results of this study highlight that counselling guidance has a positive effect on changes in student behavior. So, the regression equation is $Y = 42.909 + 0.484 X$. The results of this study will now be compared to the findings of previous work, namely the Salameh (2019) study which showed that there was a statistically significant difference in reducing the level of negative behavior in the experimental group associated with the counselling program. The results also showed that the experimental group had a statistically significant difference in the minimum permissible level of negative behavior, where the mean for negative behavior was 87.08, a decrease of 22.92. The Salameh study (2019) recommends that group counselling programs be used and circulated because of their positive results in modifying behavior. Further studies by Salgong and Ngumi (2016) revealed that guidance and counselling have improved discipline and academic achievement. There is ample evidence that the lack of guidance and counselling to students causes indiscipline in schools. However, a lack of legal and policy frameworks, a lack of trained counsellor teachers, and too much workload for teachers makes it difficult for guidance and counselling to be successful in promoting student discipline.

Data from correlation matrix = $0.015 < 0.05$, where there is a significant correlation between counselling guidance and changes in student behavior. These results confirm the association between the counsellor's egalitarian attitude, getting rid of cultural prejudices, and getting multicultural counselling competence (MCC) students reported having high counselling self-efficacy (CSE) in the Bakioğlu and Türküm's study (2020).

Our results show that the significance value is $0.015 < 0.05$. In other words, there is a significant relationship between counselling guidance and changes in student behavior such as students trying their best to answer tests from the teacher, being on time to collect assignments, having a sense of responsibility when working together, entering class on time, obeying rules, daring to appear doing questions in front of the class, willing to share with friends, sympathy, and empathy without discrimination. This result is consistent with a previous study (Oh, Hahs-Vaughn & Hagedorn, 2019) which reported that students who received counselling (e.g., courses, practicums, internships) were more successful.

Counselling guidance has a moderate/sufficient effect on changes in student behavior, which is 19.3%. This means that counselling guidance can also help students choose the right and responsible behavior for themselves. Therefore, the findings of Yousefabad, Borhani and Piri (2013) show that the effect of group counselling on cognitive-behavioral-emotional factors has succeeded in reducing high school students' anxiety levels, namely

anxiety or loss of self-confidence, as well as negative behavior in students.

These results agree with the findings of others which highlighted the strong need for new resources, including advances in teacher training and advocacy in guidance and counselling, underscoring that future programs should promote counselling models that will appeal to school and government leaders with a return on investment through academic success and a wider range of students.

The magnitude of the influence of counselling guidance on changes in student behavior is 19.3%. While the rest (100% - 19.3% = 80.7%) is influenced by other variables outside this regression model, which we did not examine such as family, school, and environmental variables.

Family is the main element that can influence changes in children's behavior, where parents are expected to supervise and monitor every activity their child does at home. A school is a place where a child gets learning in which he needs help from educators or his peers so that schools are expected to facilitate students in terms of guidance and counselling services for expected student behavior. Environment, contribute to student behavior. A positive or negative environment can affect student behavior. It is important for parents to place their children in a good environment that supports positive behavior.

4. CONCLUSION

This study set out to examine the relationship between counselling guidance on changes in student behavior and this study has found that generally there is a significant relationship between counselling guidance and changes in student behavior. The results also highlight that counselling has a positive effect on changes in student behavior, such as students trying their best to answer the teacher's test, being on time to collect assignments, responsibilities when working together, entering class on time, obeying rules, daring to appear working on questions in front of the class, willing to share with friends, sympathy, and empathy without discrimination.

Counselling guidance has a moderate/sufficient effect on changes in student behavior, where counselling guidance can help students choose the right behavior and be responsible for themselves. The magnitude of the influence of counselling guidance on changes in student behavior is 19.3%. While the remaining 80.7% is influenced by other variables outside this regression model, which we did not examine such as family, school, and environmental variables. Further investigation regarding guidance and counselling and changes in student behavior is strongly recommended. A number of possible future studies using the same experimental or correlational setup are apparent. It would be interesting

to assess the correlation between family, school, and the environment on changes in student behavior.

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