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### **PERFORMANCE OF GUIDANCE COUNSELING TEACHERS ACCORDING TO STUDENT PERCEPTIONS AT SMPN 19 MEDAN**

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#### **Abstract**

This research aims to find out and analyze how description of the performance of guidance and counseling teachers according to student perceptions at SMPN 19 Medan Academic Year 2022/2023. This research uses an approach The research is descriptive qualitative. Number of sample members in this study namely, as many as 10 grade 8 students from SMP Negeri 19 Medan. Data collection can be done directly by the research subjects with observation, interviews, and documentation. Data analysis techniques with data reduction, data presentation, and drawing conclusions while techniques validity of using data triangulation. Based on research conducted by researchers, it is known that teacher performance counseling guidance according to students' perceptions at SMP Negeri 19 Medan, namely BK teachers in providing services are very helpful in overcoming student problems, the student can ask for help from the guidance and counseling teacher in overcome the problems experienced by these students. Then the guidance and counseling teacher in its performance it provides real implementation in everyday life. The results of this research show that the performance of guidance and counseling teachers in junior high schools Negeri 19 Medan has been said to be quite good at being responsible carry out their duties, their performance becomes a role model, deeply creative providing services, implementing attractive services, and their performance optimally so that student problems can be resolved well through guidance the counseling.

**Keywords:** BK teacher performance, student perceptions.

## INTRODUCTION

Education is an inseparable part of human life. In fact, the educational process is seen as a life process itself. Therefore, education and life are like two currencies, which cannot be separated from one another. Human life as a whole requires an educational process, and conversely the educational process will occur in the arena of human life. The development of civilization in human life is nothing but the result of the educational process. Educational institutions in general and schools in particular are the foundation of hope for parents, students and community members to acquire knowledge, skills, attitudes and key personality traits, as a means of career development, increasing social status and other provisions for life in today's world. hereafter.

The existence of guidance and counseling in schools is so that students do not get lost in the process of moving towards a generation that is in accordance with the mandate of the law. One way or forum to make this happen easier is guidance and counseling services for students at school. This goal is as explained by Prayitno (2004), "that guidance and counseling aims to help individuals develop themselves optimally in accordance with their stage of development and predispositions, various existing backgrounds, as well as the positive demands of their environment." There are many perceptions about counselors in schools, both negative and positive. Many already understand the role of counselors and their duties at school, but there are still those who are less precise in their perception. Misconceptions can take the form of conceptual errors, incorrect relationships between concepts, and intuitive ideas or naive views. Teacher Performance This counseling guidance can come from various parties, both from students, parents, and from the school principal.

In this case, what will be highlighted is the performance of study teachers as school counselor partners. Each teacher in the field of study has different perceptions, these perceptions can be positive or negative. According to Desmita (2009), perception is a very important aspect of human cognition, which allows us to know and understand the world around us. Without correct perception, it is impossible for humans to capture and interpret various phenomena, information or data that constantly surround them. Meanwhile, according to Mar'at (2006), perception depends on experience and what has been taught and is influenced by a person's experience. Likewise, with teachers in the field of study at school, perceptions vary from one another because there are factors that influence perception.

According to Sugiyo (2005), in general there are two factors that influence the accuracy of perception, namely situational factors and personal factors. Situational factors include verbal descriptions, proxemic clues, kinesthetic clues, facial clues, paralinguistic clues, and artifactual clues. Meanwhile, personal factors include experience, motivation, personality, intelligence, and the ability to draw conclusions. Apart from that, those who score low on the authoritarianism test tend to judge other people better and this causes their perceptions to be less objective. And those who have a high level of objectivity about themselves tend to have good insight into the behavior of others.

According to students' perceptions, the performance of guidance and counseling teachers can vary depending on their experience and interactions with the teacher. The following are several factors that can influence students' perceptions of the performance of guidance and counseling teachers:

1. Professional competence: Students tend to respect guidance and counseling teachers who have adequate knowledge, skills and expertise in their field.
2. Teachers who are able to provide useful suggestions and solutions to students' problems can improve their perception of the teacher's performance.
3. Empathy and understanding: Students feel valued and heard when the guidance and counseling teacher shows empathy and understanding of their problems and feelings. Teachers who can create good relationships with students and understand their perspectives tend to be rated positively.
4. Confidentiality and trust: It is important for guidance and counseling teachers to maintain the confidentiality of students' personal information and build trust. Students need to feel comfortable sharing their problems and feelings of trust with the teacher to benefit from counseling guidance.
5. Creativity and innovation: Students may appreciate guidance counselors who are able to present information or make suggestions in interesting and innovative ways. A creative approach can make the counseling process more interesting and effective for students.

In this study, researchers conducted interviews at SMPN 19 Medan, according to students, who only provided information services using advice or lecture methods, so students were less interested or felt bored, therefore researchers were interested in studying the extent of the performance of guidance and counseling teachers. Researchers

also conducted interviews with students so they could find out the performance of guidance and counseling teachers at SMPN 19 Medan.

## **METHOD**

In this study, researchers used a qualitative descriptive approach. Qualitative descriptive (QD) is the term used in qualitative research for a study that is descriptive. This type of research is generally used in social phenomenology. One of these social studies is related to guidance and counseling research. Qualitative descriptive (QD) is focused on answering research questions related to the questions of who, what, where and how an event or experience occurs until finally it is studied in depth to find patterns that emerge in the event. In summary, it can be explained that qualitative descriptive (QD) is a research method that operates on a simple qualitative approach with an inductive flow. This inductive flow means that qualitative descriptive research (QD) begins with an explanatory process or event from which finally a generalization can be drawn which is a conclusion from the process or event (Yuliani, Wiwin. 2018).

Qualitative descriptive (QD) associated with guidance and counseling lies in the essence of guidance and counseling itself. The essence of guidance and counseling is defined as the process of facilitating students' development in their social environment. The process of student development runs naturally. This natural interaction process is studied in the realm of qualitative descriptive research. Where qualitative descriptive research is defined as research that examines natural social action events emphasizing the way people interpret and understand their experiences to understand social reality so that individuals are able to solve their own problems.

Purposive sampling is a non-random sampling method where researchers ensure the citation of illustrations through a method of determining special identities that suit the research objectives so that they are expected to be able to respond to research cases. For example, you want to do research on the quality of food, so that the source of the information is someone who is an expert in the field of food. If you are carrying out research on politics, the illustration will be someone who is an expert in the field of politics. This illustration is more suitable for qualitative research or research that does not carry out generalizations (Lenaini, I. 2021). Research focus, scientific considerations, limited time, energy and resources, so there is no possibility for a large number of samples. In this research, researchers conducted research on people who were directly

related to the research, such as: School Principals, Students registered as 1 Class informants. Research determines the performance of school Guidance Counseling Teachers according to the views of study teachers at SMP 19 Medan.

## **RESULTS AND DISCUSSION**

### Performance of Guidance and Guidance Teachers at SMPN 19 Medan for the 2022/2023 Academic Year

The performance of the guidance and counseling teacher is a description of the results of the work carried out by the guidance and counseling teacher in relation to the tasks they carry out and their responsibilities and is one of the factors that becomes a benchmark for the success of implementing guidance and counseling in schools. Performance as a result of the guidance and counseling teacher's work is reflected in how to plan, implement, assess and follow up on guidance and counseling services whose intensity is based on the work ethic and professional discipline of the guidance and counseling teacher in the guidance and counseling service process.

Apart from being determined by the work ethic and professional discipline of the guidance counselor, the performance of a guidance counselor is also influenced by external factors such as the atmosphere/climate of the school organization, the principal's perception (perception, understanding, leadership and coaching), the teacher's perception of the field of study, and the perception of the teacher. students as targets for guidance and counseling services. The principal as a leader is responsible for all educational activities, administration, development of other educational staff, and utilization and maintenance of facilities and infrastructure. Teachers as colleagues are colleagues who work together to advance student development (Khansa, 2015). Meanwhile, students are the parties who benefit from the activities carried out by guidance and counseling teachers (Busmayaril, 2016).

The results of this research also show that school principals as graduate users have high hopes for the performance of guidance and counseling teachers starting from the planning stage, implementation stage, and evaluation and follow-up stages. This hope is supported by the answers to the questions given, namely:

1. Guidance and counseling teachers are often burdened with other tasks, for example disciplining students who break the rules, summoning parents whose children

have problems to be reprimanded, controlling each class so that it is not noisy, and recapping students' grades. This is because the guidance and counseling teacher does not carry out the program that was prepared at the beginning of the year.

2. Guidance and Guidance Teachers are expected to help with students' difficulties, whether related to personal matters or difficulties in each field of study, so as not to burden the field of study teachers who have to complete the material so that students can reach the KKM for each field of study.

3. Counseling teachers must be able to use any time during school hours and anywhere in the school environment to provide counseling for students, so that there is no need for a special guidance and counseling room and other facilities.

4. Guidance teachers must always be ready to fill their time with guidance and counseling services (information, classical guidance, group guidance, group counseling) when the study teacher is not available to give lessons. Apart from the principal, other school personnel, namely teachers, also have perceptions about the performance of guidance and counseling teachers, which also influences the implementation of their duties.

In this regard, a person's performance is determined by clarity of task (work that is responsible), clarity of time to complete the task, and clarity of expected results. This is closely related to competence (Astuti, P, 2018). In addition, organizational factors, such as leadership style, expectations and demands within the organization play a major role in influencing employee performance. Expectations and demands that are too high could be caused by school personnel, including leaders and teachers, who do not yet understand what the guidance and guidance sector should do in schools. This is in line with the research results of Babbista et al (Babbista, O., Ernawati., 2020) which revealed that the performance of guidance and counseling teachers is not satisfactory and should not be. There are still BK teachers who are not good at carrying out their duties because they are still weak:

1. Understand guidance concepts comprehensively.
2. Develop a guidance and counseling program.
3. Implement BK techniques.
4. Ability to collaborate with school leaders and subject teachers.
5. Manage BK.
6. Evaluate the guidance and counseling program (process and results).
7. Follow up on evaluation results to improve or develop the program.

## **Performance of Guidance and Guidance Teachers According to Student Perceptions at SMPN 19 Medan**

From the results of interviews with 10 students, some of the students were of the opinion that guidance and counseling teachers always provide good performance, and always carry out their duties well and never neglect to solve student problems and provide services to the end, by working together with the class teacher, subject teachers. others as well as parents of students. This is in accordance with the competency standards for BK teachers in National Education Ministerial Decree No. 27 of 2009 concerning Counselor Qualification Standards which states that social competence is implementing collaboration between professions. Understand the role of other professions and utilize them for the success of BK services.

According to the students, the guidance and counseling teacher in his performance provides real implementation and is in accordance with daily life, for example: The guidance and counseling teacher comes to school on time, and prioritizes the values of faith as the guidance and counseling teacher invites students to regularly carry out religious services such as praying five times a day, etc. This is as stated in Permendiknas No.27 of 2009 concerning Counselor Qualification Standards, which states that the Personality Competency Standards that must be implemented by guidance and counseling teachers are faith and devotion to God Almighty, Consistent in carrying out religious life and tolerant towards followers of other religions, noble character and noble character.

According to student B.R (Initial), in my opinion "BK teachers need to be creative in providing services to build an atmosphere in the classroom with good communication and interesting material by discussing problems that occur in the school environment and outside the school."

The results of the interview can be concluded that guidance and counseling teachers need to provide creative services so that the atmosphere in the classroom is not monotonous and boring and students can understand the problems they are experiencing.

According to Student R.G (Initial), "Council teachers always give advice and direction for children who will continue to the next level" The results of the interview showed that BK teachers always solve problems experienced by students and provide advice and direction for students at SMPN 19 Medan.

According to students, the performance of guidance and counseling teachers in providing services is very helpful in overcoming student problems. "When students cannot

solve their problems, students usually ask for help from the guidance and counseling teacher," said initial student R.A. This means that the more positive the student's perception of the guidance and counseling teacher's performance, the more optimal results will be and the greater the student's interest in implementing guidance and counseling services.

According to Student Z.A (Initial), "The guidance and counseling teacher is always responsible for his duties in resolving student problems, so if the problem is not resolved, the guidance and counseling teacher also calls the student's parents to work together to find a way out of the student's problem."

According to Student A.G (Initials) "BK teachers teach to always appreciate and respect each other so that BK teachers never differentiate between Muslims and non-Muslims."

The results of this interview can be concluded that as guidance and counseling teachers we always respect and respect each other without making any distinctions.

However, some students said that the guidance and counseling teachers at SMP Negeri 19 Medan still had deficiencies in providing guidance and counseling services. "However, the BK teachers have tried according to their abilities to develop skills and provide services so that they can run optimally." Said student T.Y(Initial).

According to S.A (Initials) "BK teachers always act responsibly in their work, and not only carry out their duties, but BK teachers also work together and help other teachers when there are problems that occur in the school environment or outside the school."

According to F.T "There are still many students who are still not open enough with guidance and counseling teachers because they are afraid, or confused when they want to talk to the guidance and counseling teacher."

According to R.D "BK teachers at least have a positive influence on students so that they become role models for them"

According to S.P "There are still many children who often break the rules at school, in the future guidance and counseling teachers will act more firmly about this"

For this reason, it can be concluded that according to students the performance of guidance and counseling teachers at school is quite good, and guidance and counseling teachers have a positive side in carrying out their performance at school. For this reason, guidance and counseling teachers still continue to optimize their responsibilities and



concern for students, and provide good services that are easy for students to understand so that students can solve their problems, and guidance and counseling teachers hope that students will be more open to the guidance and counseling teachers.

Through an interview process with the guidance and counseling teacher at SMP Negeri 19 Medan, Mrs. Samsiah, said, "Many students are still awkward about being more open in talking about their problems, so guidance and counseling teachers still don't understand what is causing these students' problems. This is proven by interviews with students, PD said, "he sometimes feels afraid to tell his problems to the guidance and counseling teacher because he finds it difficult to speak or still feels awkward." "Even so, guidance and counseling teachers always work professionally and are responsible for their obligations, and don't forget to always instill the values of faith in religion in accordance with the beliefs and convictions of each student," said Mrs. Samsiah.

The factors behind students' perceptions of the performance of guidance and counseling teachers are:

#### 1. Individual Factors

This individual factor is very important in generating student perceptions because in carrying out their duties the guidance and counseling teacher will direct their teaching abilities and skills in providing services to students.

#### 2. Psychological Factors

Psychological factors are very attached to guidance and counseling teachers in their performance. A friendly, diligent, painstaking, pleasant attitude and good performance are forms of students' perceptions of guidance and counseling teachers.

#### 3. External Factors

External factors that influence perceptions are the implementation of services and providing interesting material so that BK teachers can be seen as having good skills in terms of communication.

### **Student Perceptions of the Performance of the Guidance Teachers Given Students Go Through an Interview Process**

#### 1. Responsible in carrying out their duties

According to the students, the guidance and counseling teacher always gives his best performance, always carries out his duties well, never neglects his responsibilities, is alert in dealing with student problems and provides services to completion by working together

with the homeroom teacher, other subject teachers and the students' parents. This is in accordance with the competency standards for BK teachers in National Education Minister Regulation No. 27 of 2009 concerning Counselor Qualification Standards, which state that social competency is implementing collaboration between professions. Understand the role of other professions and utilize them for the success of BK services.

## 2. His performance is a role model

According to students, the guidance and counseling teacher's performance is very good because it provides real implementation that is appropriate in their daily lives. For example, in their performance, the guidance and counseling teacher arrives on time to school, and prioritizes the values of faith and its implementation. The guidance and counseling teacher invites students to regularly carry out religious services such as pray five times a day. This is as stated in Permendiknas No.27 of 2009 concerning Counselor Qualification Standards, which states that the Personality Competency Standards that must be implemented by guidance and counseling teachers are faith and devotion to God Almighty. Showing a personality that is faithful and devoted to God Almighty, consistent in carrying out religious life and tolerant towards followers of other religions, has noble morals and noble character.

## 3. Be creative in providing services

According to creative guidance counselors, in terms of providing services using interesting methods, they can build an atmosphere in the classroom with good communication skills. This is in accordance with the Competency Standards for Counseling Teachers as stated in National Education Ministerial Decree No. 27 of 2009 concerning Counselor Qualification Standards, which states that competency Professional guidance and counseling teachers must master the theory and practice of guidance and counseling, one of which is by applying approaches/models/types of services and supporting activities for guidance and counseling.

## 4. Implementation of Attractive Services

According to students, the implementation of counseling activity services is interesting because the material provided is interesting by highlighting material in accordance with what is happening in the school environment or students' daily lives. The

services provided include classical services, group counseling services, information services, group guidance services and individual counseling services.

## 5. Optimal Performance

According to students, the performance of the guidance counselor is optimal and the services provided are very helpful, because of their painstaking performance, students feel relieved after following the services provided by the guidance counselor.

When the problem cannot be solved by the student, the student asks for help from the guidance and counseling teacher for the services provided by the guidance and counseling teacher. When students cannot overcome problems, students ask for help from the guidance and counseling teacher.

## **Students' Perceptions of Guidance and Guidance Teachers' Duties in Implementation**

Guidance and Counseling Services in Schools Guidance and counseling programs in schools are created in such a way that the implementation of guidance and counseling is neatly structured and planned. The implementer of the guidance and counseling program is of course a guidance and counseling teacher who already works as a counselor at the school. According to Endah and Sugiyono (in Sulistrama, 2020: 51) explain that the context of a guidance and counseling teacher's duties is in the service area which aims to develop potential and make students independent in making decisions and choices to create a life that is productive, prosperous and cares about the public benefit. Excited to volunteer to come to the guidance and counseling room to consult with the guidance and counseling teacher at school.

## **CONCLUSION**

Based on research using qualitative methods using observation, interviews and documentation techniques that researchers conducted regarding the performance of guidance and counseling teachers from the perspective of students at SMP Negeri 2 Medan in the 2020/2023 academic year, the following conclusions can be drawn:

1. The results of this research are that guidance and counseling teachers in their performance are responsible and help solve student problems completely. His performance can be used as a role model, such as: dressing neatly, arriving on time, praying in congregation, etc. As well as being creative in providing classical

- services, individual services, group guidance services and their role in helping overcome student problems.
2. According to students, the performance of the guidance counselor in providing services is very helpful in overcoming student problems, so students can ask the guidance counselor for help in overcoming these problems.
  3. The factors behind the birth of this perception are internal and external factors. Internal factors are based on a friendly, pleasant, painstaking and competent personality and show professionalism as a guidance and counseling teacher.
  4. Students' perceptions of the performance of guidance and counseling teachers, including: a). Responsible in carrying out their duties, b). His performance is a role model, c). Creative in providing services, d). Implementation of attractive Services e).Optimal performance.
  5. The role of guidance and counseling in schools is also influential in overcoming student problems. Even though there are students who are still less open in conveying their problems, at least guidance and counseling teachers can build good relationships between counselors and clients and always maintain confidentiality and clients should be open so that problems arise. The guidance and counseling teacher can find out what is being faced so that he can find a way out of the problems faced by the student.

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