

Correlation Between Perception to the Personal Quality of Counselor with the Utilization of School Counseling Programs among State Senior High School Student in Medan

Nani Barorah Nasution*

Universitas Negeri Medan, Indonesia

*nani.barorah@gmail.com

Abstract. The purpose of this research was intended to know the correlation between perception to the personal quality of counsellor with the utilization of school counseling programs among state senior high school student in Medan. The uses of school counseling programme still lack among state senior high school student, one of the reason is student prefer not meet the school counsellor whom they perception with negative view. The other factor is the lack of knowledge among student about the function of school counseling programs. Perception to the personal quality of counsellor is student judgement which is involved cognitive and affective from school counsellor ability, skill and competency. The utilization of school counseling programs is the uses of school counseling programs which is included basic guidance program, responsive program and individual planning program. This research uses state senior high school student in Medan. Researcher uses multi stage random cluster sampling. The cluster sampling is uses to picked the school and random sampling is uses to picked the subject of this research. The statistics analysis that is uses in this research is partial correlation which uses to find out the correlation between perception to the personal quality of school counsellor (independent variable) and the utilization of school counseling programs (dependent variable) also uses gender and age as control variable. Based on the results of statistics exam the correlation among independent and dependent variable with gender and age as variable control is $r_{xy} = 0.383$ and $p = 0.001$. That means there is positive correlation between perception to the personal quality of counsellor with the utilization of school counseling programs among state senior high school student in Medan. According to this research we can conclude that the perception to the personal quality of counselor have correlation with the utilization of school counseling programs. The most uses school counseling programs by student is responsive programs.

Keywords: personal quality, school counsellor, counseling programs

1. Introduction

Student personal growth students requires competent experts who can help students to improve their ability. Regarding to this matter, there is a need for guidance and counseling services performed by school guidance teachers who can help students [1]. The American School Counselor Association states that this school counseling program aims to assist students in acquiring and using skills that students possess in the development of academic skills, career and self awareness as well as interpersonal communication skills. The counseling Program is based on collaboration between school counselors and educators. Counsellors

work with educators, administrations and families to help students explore student skills and abilities

Dedi Supriadi [2] suggests that there are problems that can not always be solved in the setting of teaching-learning in the classroom, but rather require special services through personal consultation or guidance. This are many reason for the importance of guidance and counseling program in school, among others (1) The difference between individuals, for example, every student is not the same way. Through the guidance of counselors, they are expected to help students to learn optimally in accordance with the most effective way of learning for the students; (2) Students face a variety of personal, social, educational, and career issues; (3) Students have difficulty resolving problems that are sourced from stress due to tasks, inability to do tasks, wanting to work properly but incapacitated, lacking intellectual abilities, competition with friends, motivation to learn weak, etc.

In addition, the role of guidance and counseling from counselors is also expected to help prepare the student's condition in order to study well through counseling services provided by counselors. These types of services include guidance based services, responsive service and individual planning services [3].

From pre-research results conducted at SMAN 1 and SMAN 4 Medan, the school counseling program has gained attention from various stakeholders. This is demonstrated by the provision of special spaces for school counseling rooms. Although each room of guidance and counseling teachers in SMAN 1 is limited to cabinets only. This may be influential when students want to conduct a personal consultation that will arise anxiety by the students because it feels the confidentiality of the information or the problem disclosed. From interviews conducted by researchers with one of guidance and counseling teachers at SMAN 1 Medan, it is revealed that each of teacher has a counseling program on 6 students every day, but he also admits that sometimes the prescribed program does not always run optimally. This counseling program includes education career planning, personal problems and other school related matters. In addition to the stigma that has been still attached to the assignment of guidance and counseling teachers is to take care of clearance when students are sick and the issue of absence is still one of the most dominant tasks of a counselor or teacher of BP school. While the SMAN 4 rooms provided by the all are adequate, especially with the existence of 1 special room aimed at students who need personal guidance.

Given the importance of the role held by this counselor to sustain its duties there are two important things related to counsellor and must be owned by the counsellor of expertise and skills of counselors and the personal qualities a counselor should have to sustain his success in conducting counseling relationship (Latipun, 2005). Personal quality counselors are a very important factor in counseling. Some research results show the quality and competency of personal counselors to be the deciding factor for effective counseling achievement, in addition to the knowledge factors on behavioral dynamics and therapeutic or counseling skills [3].

Cavanagh states that aspects of the counsellor's personal qualities are psychological health, holistic consciousness, self-understanding, competence, trustworthiness, honesty, strength, being warm, active responsiveness, patient, and sensitivity [3]. From the above phenomenon, it can be conclude that the counseling program has not been optimally implemented in high school, which is one of the reasons because students are reluctant to approach teachers who are perceived negative personal quality by students and lack of understanding of students in the importance of the role of BK and school counselors. In this study will be seen the relationship between students ' perception of personal quality of counselors with the utilization of school counseling services on students.

From the background that has been shown above will be seen how to influence the perception of personal quality counsellor with the use of counseling programs in the students of the SMAN in Medan. National high school elections in the city of Medan were made a population in this research because in general, every public school in the city of Medan has a school counselor and has counseling services.

School Counseling Utilization

Counseling is usually known as counseling, which is a cloud that is intended to provide illumination, information, or advice to other parties. The term counseling as a word match counselling can be widely accepted, but in this discussion, counseling is not intended in this sense. Counseling as a branch of knowledge and practice of providing assistance to individuals essentially has a specific understanding in line with the concept developed in its scope and profession [4].

Nurihsan [3] suggests that comprehensive guidance and counseling programs can be classified into four types of services, the first basic guidance service is a support service for students through class activities or outside the classes presented systematically, in order to help students develop their potential optimally. Both responsive services are a support service for students with immediate needs or problems requiring immediate assistance, the three individual planning services can be interpreted as a support service to all students in order to make and execute their future planning, based on an understanding of their strengths and weaknesses. The four system support services are components of service and management activities that indirectly provide assistance to students or facilitate the smooth development of students

Perception of Personal Quality counselors

The counselor's personal quality is a crucial factor in counseling. Some research results demonstrate the personal quality of counselors being the deciding factor for effective counseling achievement, in addition to knowledge factors on behavioral dynamics and therapeutic skills or counseling [5]. Cavanagh suggests that the personal quality of counselors is characterized by some of the following characteristics that include psychological health, holistic awareness, self-understanding, competence, trustworthiness, honesty, strength, being warm, active responsiveness, patient, and sensitivity [5].

Interacting in a school environment, every student can rarely behave and act neutral or objectively to any object. Students tend to provide assessments based on feelings of pleasure or dissatisfaction, satisfaction or discontentedly. The assessment is natural, as each individual is equipped with that capacity. Therefore, the guidance and counsellor programs need to understand this, as they can help understand the traits of students. A happy or displeased reaction is an emotional reaction after someone has perceived a specific nature, where the reaction is first colored with the beliefs in question. If the experience and perception of students to the quality of the school counselor is good and the belief that guidance and counseling will provide beneficial results, then students have a tendency to continue to utilize the counseling program [6].

2. Research Method

The research variables used in this study are perceptions of the personal quality of counselors (independent variable), utilization of school counseling programs (dependent

variable) and age as well as gender (control variable). The population in this study is a high school (SMAN) student in the city of Medan. The selection of schools that used to research and students who are the subject of research is using multi stage random cluster sampling technique. Based on Langridge [7] those technique are combines between sampling stage, sampling clusters and random sampling. Stage sampling divides the sampling process into several stages, then inside each stage is assigned a cluster and lastly selects the subject randomly from the whole population.

The population in this study was high school students who were in the city of Medan. Then the technique of cluster sampling of 22 sub-districts in the city of Medan. From 22 districts, only 14 sub-districts have high school of state. From the 14 sub-districts, there were elected four sub-districts namely Medan Polonia, West Medan, Medan Kota and Medan tembung. After the technique of cluster sampling, a random sampling was performed to select the four schools to be samples of the research. From the selected random sampling 4 Senior High School, namely SMAN 1, SMAN 4, SMAN 10 and SMAN 11. SMAN 1 is in the region of Medan Polonia, SMAN 4 is located in the West Medan region, SMAN 10 is in the region of Medan Kota and SMAN 11 is located in Medan area. Instrument used in this research are scale perception of Pesonal quality counsellor based on the theory of Cavanagh [5]) and the utilization scale of school counseling Program based on Nurihsan [3]. In this study used the calculation of ANOVA, using age and gender as control variables.

3. Results

From the calculation result of the value of age correlation coefficient $r_{xy} = 0.383$ with value $p = 0.001$. Thus, the hypothesis used in this research proved, namely the more positive perception of students to the personal quality of counselors then the higher the utilization of school counseling Services. Based on the results of the perception scale of Personal quality counsellor which is filled by the subject obtained an average value of 142 and standard deviation of 23.7, so that the perception can be made to the quality of personal counselor based on the standard number Z (Z-Score), which is a student who has a positive perception of personal quality counselor of 29.8%, neutral of 67.9% .

Based on the results of the Counselling service utilization scale filled by the subject obtained an average value of 78 and standard deviation of 13, so it can be categorization utilization of counseling services based on standard number Z (Z-Score) which is the students who utilize high counseling services by 25%, is 72.6 and low 2.4%.

Based on the type of school counseling services that most commonly used, the mean value of calculations is on the responsive service of 39,989, a guidance base service of 31,262, an individual planning service of 16,547 and a system support service of 9.573. From these results it is known that the basic responsive service is the most frequently utilized service by students, followed by a basic service of guidance then individual planning services and the last system support service

4. Discussion and Recommendation

The main result of this research shows that the hypothesis of research on the presence of positive influences between students ' perception of the personal quality of counselors with the utilization of school counseling on SMAN students is proven. Where the more positive the student's perception of the personal quality of counselors then the higher the utilization of

school counseling services, conversely if the more negative the student's perception of the personal quality of counselors then the lower the utilization of counseling services

The age and gender control variables of students do not have a strong enough influence on student perception of the personal quality of counselors with the utilization of school counseling services. This is in accordance with the principles of Counseling Guidance Program, which is the guidance intended by all individuals. This principle means that counseling guidance is given to all individuals, both unproblematic and who have problems.

Students' assessment or perception of personal qualities owned by this counselor will be one of the important aspects for students to consult with a school counselor or a BP teacher. The perception of a certain object is heavily influenced by experience. This is among other acquired individuals through the treatment of others against him [8]. If BP teachers or school counselors demonstrate good personal qualities in students then students will have a tendency to give good perception to BP teachers.

In addition, individual perception is also influenced by past experiences [9]. Students who have interacted with previous school counselors, when he gets a positive impression of the person of the school counsellor will likely be positively perceived the role of the school counselor. However, if a school counselor gives a negative and hostile impression, the student will negatively affect the school counselor and may not even be willing to deal with counseling and guidance teachers.

The emotional atmosphere faced by the subject will also affect the perception of the individual when faced with something [10]. When students consult a school counselor at a time of distress or when a student encounters a complicated problem, the student will have a tendency of negative perception or less interested in the guidance done by the school counselor. Likewise, conversely, when students are in good emotional state then the perception that arises will be a positive counseling process.

Tutoring services can also be utilized by the students to obtain information to be able to learn more about themselves, provide information and choose appropriate courses, develop goals in their lives based on ideals and drafting with academic problems, connect with others, the implementation of future plans [11]. One of the students of Fr, 17 years old argues that with a new system where BP teachers enter 1 time for 1 week enough to give positive input for the students. This is because when entering the teacher class BP provides materials relating to the students' personal, such as how to improve confidence and adapt. In addition, BP teachers also sometimes discuss plans that students will do after graduation from school and advise to plan what students want for their future.

The value of the mean gained from the counseling service calculation is on the responsive service of 39,989, the basic service of guidance of 31,262 and the individual planning service of 16,547. From these results it is known that the basic responsive service is the most frequently utilized service by students, followed by a basic service of guidance and the last individual planning service. Responsive service becomes a service often utilized by students because it is a help service for students who have a need or problem that needs immediate help [5]. This reason causes responsive service to be one of the types of services most often utilized by students when faced with a problem and generally students utilize school counseling services when faced with an issue.

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