

The Relationship Between Students' Perceptions of Guidance and Counseling Teachers and Their Interest in Counseling

Imam Wahyu Wijaya¹, Wiffy zalina Putri²

Guidance and Counseling, PGRI University Semarang, Indonesia¹; Islamic Science University Malaysia²

[Email¹ imamwijaya979@gmail.com](mailto:imamwijaya979@gmail.com)

Article History:

Received: 21/10/2025

Revised: 27/10/2025

Accepted: 30/10/2025

Published: 15/11/2025

Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara persepsi siswa terhadap guru Bimbingan dan Konseling (BK) dengan minat mereka untuk mengikuti layanan konseling. Penelitian menggunakan pendekatan kuantitatif dengan jenis penelitian korelasional. Populasi penelitian adalah seluruh siswa SMA Negeri 2 Kendal yang berjumlah 1.148 siswa, dengan sampel penelitian sebanyak 260 responden. Instrumen penelitian dikembangkan melalui penyusunan kisi-kisi, penyusunan butir instrumen, uji coba, serta revisi terhadap item yang tidak valid. Data dianalisis menggunakan statistik deskriptif dan korelasi product moment. Hasil analisis deskriptif menunjukkan bahwa minat konseling berada pada kategori tinggi ($M = 63,7$; $SD = 8,73$), demikian pula persepsi siswa terhadap guru BK ($M = 74,7$; $SD = 9,68$). Hasil uji korelasi menunjukkan adanya hubungan yang signifikan dan kuat antara persepsi siswa terhadap guru BK dan minat berkonseling ($r = 0,771$; $p < 0,05$). Dengan demikian, dapat disimpulkan bahwa semakin positif persepsi siswa terhadap guru BK, semakin tinggi minat mereka untuk mengikuti layanan konseling.

Kata Kunci: persepsi siswa, minat berkonseling, guru bimbingan dan konseling

How to cite:

Wijaya, I. W., & Putri, W. zalina. (2025). The Relationship Between Students' Perceptions of Guidance and Counseling Teachers and Their Interest in Counseling. *Journal of Psychology and Education Counseling (JPEC)*, 1(2).

<https://doi.org/10.64624/jpec.v1i2.75>

Abstract

This study aims to examine the relationship between students' perceptions of guidance and counseling (GC) teachers and their interest in participating in counseling services. The research employed a quantitative approach with a correlational design. The population consisted of 1,148 students of SMA Negeri 2 Kendal, from which 260 students were selected as the research sample. The research instrument was developed through several stages: constructing the instrument blueprint, designing the items, conducting a try-out, and revising invalid items. Data were analyzed using descriptive statistics and Pearson's product-moment correlation. The descriptive results indicate that students' counseling interest is categorized as high ($M = 63.7$; $SD = 8.73$), as is their perception of GC teachers ($M = 74.7$; $SD = 9.68$). The correlation analysis shows a strong and significant relationship between students' perceptions of GC teachers and their counseling interest ($r = 0.771$; $p < 0.05$). These findings suggest that the more positive students' perceptions are of their GC teachers, the higher their interest in engaging in counseling services.

Keywords: student perception, interest in counseling, guidance and counseling teacher



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. © Year, Author(s).

INTRODUCTION

Guidance and counseling services in schools constitute a continuous assistance process offered to students, with the aim of supporting them in achieving independence in self-understanding and the ability to direct themselves in line with the demands of their school, family, and community environments. As an integral component of the educational system in Indonesia, such services are expected not only to help students manage personal, social, academic, and career-related issues, but also to foster adaptive behaviour and holistic development. Accordingly, the delivery of guidance and counseling services becomes a collective responsibility among all school personnel: the principal, teachers, counselors (the guidance and counseling teacher or “GC teacher”), and supervisors.

Students’ interest in utilizing these guidance and counseling services can be conceptualised as a form of behavioural intention influenced by a variety of psychological and situational factors. One factor that has received considerable attention is students’ perceptions of the GC teacher and the service itself. In the literature, perception is defined as an individual’s process of interpreting stimuli from the environment via sensory experience, cognition, and emotion and construing them into a meaningful understanding of self and surroundings (Purwanti et al., 2013). According to Sukardi (2002), a key condition for effective counselling processes is the student’s awareness that assistance can help them achieve specific goals, meaning that they feel capable of applying what they learn.

Moreover, GC teachers are considered significant agents in shaping students’ interest in counselling. For example, Venty (2013) emphasises that the counselor (GC teacher) is a dominant factor in formal education aimed at developing the whole person. In schools, the GC teacher not only supports classroom instruction by teachers but also functions preventively and responsively in addressing personal and academic problems of students.

Despite the acknowledged importance of perception and GC-teacher role, several gaps remain in the current body of research. First, while many studies document student perceptions and interest in guidance and counseling services, few explicitly examine the direct relationship between students’ perceptions of the GC teacher’s role (including competence, accessibility, trustworthiness, consultation style) and their interest in using counselling services within specific school contexts. For instance, a recent study by Putri et al. (2023) found a significant positive correlation between students’ perceptions of the professional competence of counselors and their attitudes toward using guidance and counseling services ($r \approx 0.556$, $p < .05$). However, that study focused on attitudes rather than behavioural interest, and was conducted in a particular rural-school setting in Indonesia, limiting generalisability (Putri et al., 2023). Second, measurement instruments used in many studies have not always been validated rigorously for multidimensional constructs of perception (cognitive, affective, behavioural) or tailored to the Indonesian cultural and educational context; the need for robust psychometric tools is emphasised in recent work (Indryani, 2025). Third, contextual factors – such as school resources, GC teacher workload, relational dynamics, stigma associated with counselling (e.g., GC teacher as “school police”), and cultural beliefs about counselling – may moderate or mediate the relationship between perception and interest, yet remain under-explored.

Because of these gaps, there is an urgent need for empirical studies that: (a) examine the interplay between students’ perceptions of GC teachers and their interest in counselling service utilisation; (b) employ validated measurement instruments sensitive to the dimensions of perception in the local context; and (c) consider contextual and moderating variables that might influence the relationship. Such research not only advances theoretical understanding in educational psychology and school counselling, but also has practical implications for improving the design, delivery, and uptake of guidance and counselling services in schools.

Therefore, this study is motivated to provide empirical evidence on how students’ perceptions of their GC teachers influence their interest in participating in counselling services in

the school environment. By doing so, the findings are expected to contribute to the development of more responsive guidance and counselling programming: enhancing the quality of GC teacher–student interaction, reducing negative perceptions or stigma, mapping student needs more accurately, and informing school policy and institutional supports that foster greater service utilisation and ultimately student well-being.

METODE

This study employed a correlational research design. Correlational research is intended to determine the relationship between one variable and other related variables, expressed through the correlation coefficient and its statistical significance (Sugiyono, 2016). It is important to note that correlation does not imply causation; the presence of association between variables does not necessarily indicate a cause–effect relationship. A positive correlation suggests that higher values in one variable are associated with higher values in another, whereas a negative correlation indicates that higher values in one variable correspond to lower values in another (Sugiyono, 2016). This design was selected because the aim of the present study was to investigate the relationship between students' perceptions of guidance and counseling (GC) teachers (Variable X) and their interest in seeking counseling services (Variable Y).

The population of this study consisted of 1,148 students enrolled at SMA Negeri 2 Kendal. To obtain a representative sample, the study employed proportionate stratified random sampling, ensuring that each grade level contributed participants proportionally to its size in the population. A total of 260 students were selected as the sample, which is considered adequate for correlational analysis in quantitative research.

Two instruments were used in this study: a perception scale measuring students' evaluations of GC teachers and an interest scale assessing students' willingness to engage in counseling services. The development of the instruments followed several systematic steps, including constructing indicators and blueprints derived from theoretical frameworks, creating Likert-scale items, conducting a try-out with respondents outside the main sample, and revising or removing items based on psychometric evaluation.

Validity testing was conducted using Pearson's product–moment correlation to determine whether each item demonstrated an acceptable level of correlation with the total score. Items with correlation values below the critical threshold were considered invalid and subsequently revised or eliminated. Instrument reliability was assessed through Cronbach's alpha coefficient, with values above 0.70 indicating sufficient internal consistency for research purposes.

Data collection was conducted using structured questionnaires distributed directly to students in the school environment. Participants were asked to respond honestly based on their personal experiences and perceptions regarding GC teachers and counseling services.

Data analysis consisted of both descriptive and inferential statistical procedures. Descriptive analysis was used to summarize the mean, minimum, maximum, and standard deviation for each research variable. Inferential analysis employed Pearson's product–moment correlation to examine the strength and significance of the relationship between students' perceptions of GC teachers and their interest in counseling, with the significance level set at $\alpha = 0.05$. All statistical computations were performed using SPSS version 25 to ensure accuracy and reliability of the analysis.

HASIL DAN PEMBAHASAN

The data obtained were analyzed using descriptive analysis. This analysis aims to provide an overview of the variables of counseling interest and students' perceptions of guidance and counseling (GC) teachers among students at SMA Negeri 2 Kendal. Descriptive analysis is intended to examine respondents' answers in general. Descriptive statistics present a summary of the data, which can be observed through the mean, minimum value, maximum value, and standard deviation. The results of the descriptive analysis are presented in the following table:

Tabel 3.1
Descriptive Results of Counseling Interest and Student Perception

Variabel	N	Minimum	Maximum	Mean	Std. Deviation
Counseling Interest	260	37.00	90.00	63.7192	8.73737
Student Perception	260	47.00	96.00	74.7615	9.68245

Based on Table 4.5, the descriptive analysis shows that students' counseling interest falls within the high category, with a score of ($M = 63.7$; $SD = 8.73737$). Similarly, students' perceptions of guidance and counseling (GC) teachers are also categorized as high, with a score of ($M = 74.7$; $SD = 9.68245$). These results indicate that, for both variables, the mean values are higher than the standard deviation, suggesting that the mean represents the data distribution well. For a more detailed description, the percentage distribution of scores is presented in the following figure:

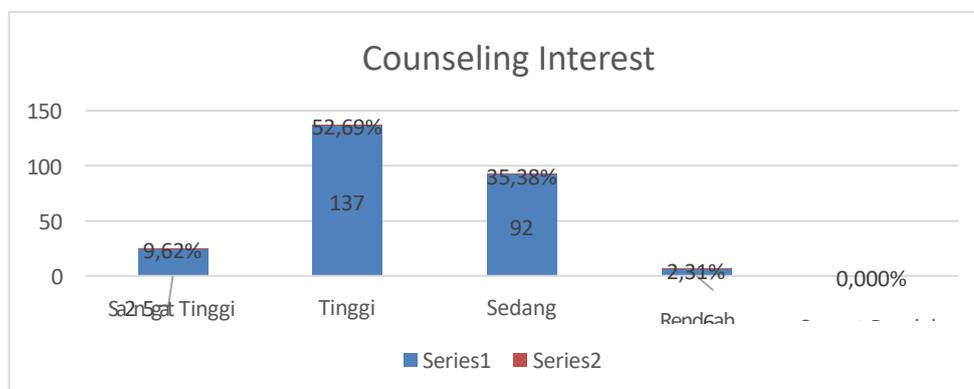


Figure 1. Counseling Interest

Berdasarkan dari gambar diatas bisa dilihat bahwa presentase terbanyak yang didapat adalah pada kriteria tinggi kemudian disusul dengan sedang dan sangat tinggi. Presentase yang paling kecil didapat pada kriteria sangat rendah yaitu 0% atau tidak ada. Selanjutnya akan ditampilkan data presentase persepsi siswa dengan keterangan sebagai berikut :

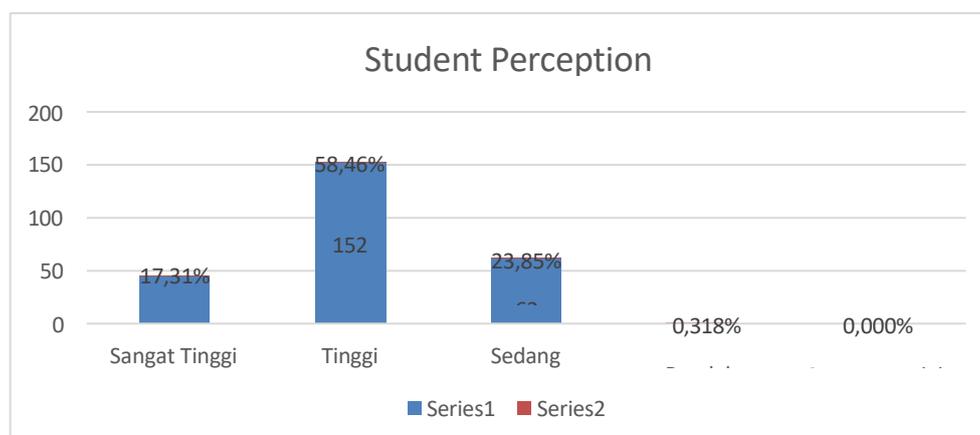


Figure 2. Student Perception

A similar pattern is observed for the perception variable, where the highest percentage is in the high category, followed by medium and very high categories. The lowest percentage also lies in the very low category (0%). These findings indicate that the percentage distribution aligns

with the overall mean scores, both of which fall into the high category.

To determine the relationship between counseling interest and students' perceptions of GC teachers at SMA Negeri 2 Kendal, a correlational quantitative analysis was conducted. The hypothesis testing between the independent and dependent variables was performed using Pearson's product-moment correlation. The results of the analysis, processed using SPSS version 25, are displayed in the table below:

Table 3.2 Pearson Product-Moment Correlation

X	Pearson Correlation	1	.771**
	Sig. (2-tailed)		.000
	N	260	260
Y	Pearson Correlation	.771**	1
	Sig. (2-tailed)	.000	
	N	260	260

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the significance value shown in the output table, the Sig. value between counseling interest (X) and students' perceptions of GC teachers (Y) is $0.000 < 0.05$, indicating a statistically significant relationship between the two variables.

Based on the obtained correlation coefficient ($r = 0.771$), the results indicate a strong positive relationship between students' counseling interest and their perceptions of guidance and counseling (GC) teachers. This finding supports the acceptance of the alternative hypothesis (H_a), which states that "there is a relationship between counseling interest and students' perceptions of GC teachers at SMA Negeri 2 Kendal," while the null hypothesis (H_o) is rejected. The strength of this correlation demonstrates that as students' perceptions of their GC teachers become more positive, their interest in participating in counseling services also increases.

These results align with the theoretical explanation presented by Hoffman et al. (2015), who argue that positive perception reflects an individual's favourable evaluation toward an object or information, which corresponds to desired expectations or established norms. Conversely, negative perception emerges when an individual experiences dissatisfaction, lack of knowledge, or limited personal experience regarding the object being perceived. In this context, students who perceive GC teachers as approachable, competent, and supportive are more likely to develop positive feelings toward counseling services, resulting in increased participation.

The findings also correspond with the study by Korompot et al. (2020), which identifies various internal factors such as attention, observation, response, imagination, memory, thinking, talent, and motivation and external factors such as learning media, peer relationships, teacher support, and school activities as significant determinants of students' interest in school-related activities. Within this framework, the GC teacher serves as an important external factor influencing students' willingness to engage in counseling. Thus, the strong correlation found in this study reinforces the view that teacher-related variables play a central role in shaping students' counseling behaviour.

Furthermore, the results are consistent with the findings of Khotimah et al. (2019), who reported that both internal factors (including perception and motivation) and external factors (such as counselor personality, peer influence, and teacher support) affect students' interest in individual counseling services. Their study emphasizes that perception is the most influential internal factor, which is reflected in the present research, where perception demonstrated a strong association with students' counseling interest.

The relationship identified in this study can be further understood through the components of individual counseling, which involve the counselor or GC teacher, the counselee (student), the counseling process, and supporting facilities such as the counseling room. Students' interest in participating in counseling may develop when they initially hold positive perceptions of the GC teacher, feel comfortable with the counseling process, and view the counseling

environment as conducive. Additionally, students' prior experiences either personal or from peers who have attended counselling may reinforce their motivation to seek counseling services.

Students' perceptions of GC teachers' performance reflect their cognitive and evaluative judgments based on observation and thought processes. Glading (2012) emphasizes that the national ASCA model recommends that school counselors allocate at least 80% of their time to direct contact with students. This recommendation highlights the importance of meaningful interaction between counselors and students, as inappropriate or non-counseling administrative duties can detract from counselors' primary responsibilities and affect students' perceptions negatively. The present study's findings support this theoretical standpoint, indicating that increased counselor engagement may contribute to more positive perceptions and, consequently, greater student interest in counseling.

Overall, the strong correlation found in this study demonstrates that perception is not merely a descriptive attribute but a psychologically significant factor that shapes students' behavioral tendencies toward counseling services. The findings provide empirical evidence that aligns with theoretical expectations and previous research, reinforcing the argument that improving students' perceptions of GC teachers is essential for enhancing the effectiveness and utilization of counseling services in schools.

SIMPULAN

Based on the findings of this study regarding students' counseling interest and their perceptions of guidance and counseling (GC) teachers at SMA Negeri 2 Kendal, it can be concluded that a significant and strong relationship exists between the two variables. Students who hold more positive perceptions of their GC teachers tend to demonstrate higher interest in participating in counseling services. This indicates that perception is not merely an accompanying factor but a key predictor of students' willingness to engage in counseling.

The results of this study carry important implications. Theoretically, the findings reinforce existing psychological and counseling theories that emphasize the central role of perception, counselor–student relationships, and subjective evaluation in shaping students' help-seeking behaviour. The study contributes empirical evidence supporting the notion that students' counseling engagement is strongly influenced by their cognitive and affective evaluations of the GC teacher's professionalism, approachability, and interpersonal competence.

Practically, the findings highlight the need for schools—particularly guidance and counseling practitioners—to strengthen the quality of interactions between GC teachers and students. GC teachers should foster a supportive, welcoming, and trustworthy counseling climate, as these elements significantly shape students' willingness to participate in counseling. Enhancing professional competence, improving communication skills, increasing visibility and accessibility within the school environment, and ensuring that counseling sessions take place in a comfortable and confidential space are essential steps for increasing student engagement.

Moreover, school administrators should provide institutional support by allocating adequate time for GC teachers to interact directly with students, reducing non-counseling administrative burdens, and promoting awareness programs to reduce stigma around counseling services. By implementing these strategies, schools may enhance students' perceptions of counseling services and, consequently, encourage greater utilization of guidance and counseling programs.

Overall, this study may serve as a reference for future research and can inform the development of more effective models for increasing students' counseling engagement. Researchers may build upon these findings by examining moderating variables, exploring interventions that strengthen student perception, or employing qualitative approaches to gain deeper insight into students' counseling experiences.

REFERENSI

- Ahmadi, A. (2006). *Ilmu pendidikan*. Rineka Cipta.
- Cahyono, A. H., & Darminto, E. (2013). Hubungan antara persepsi dan sikap siswa terhadap bimbingan dan konseling dengan minat siswa untuk memanfaatkan layanan bimbingan dan konseling. *Journal Mahasiswa Bimbingan dan Konseling*, 1(1), 16–25.
- Djamarah, S. B. (2008). *Psikologi belajar*. Rineka Cipta.
- Djumhur, & Surya, M. (2005). *Bimbingan dan penyuluhan di sekolah*. CV Ilmu.
- Glading, S. T. (2012). *Konseling: Profesi yang menyeluruh* (6th ed.). Indeks.
- Hershenson, D. (1996). *Community counseling*. A Simon and Schuster Company.
- Hoffman, D. D., Singh, M., & Prakash, C. (2015). The interface theory of perception. *Psychonomic Bulletin & Review*, 22(6), 1480–1506. <https://doi.org/10.3758/s13423-015-0890-8>
- Indryani, M. (2025). Development of a student perception instrument for guidance and counseling teachers' roles and its association with learning motivation. *Edulab: Majalah Ilmiah Laboratorium Pendidikan*, 10(1), 62–69. <https://doi.org/10.xxxx/edulab.2025.xx> (Catatan: Ganti DOI jika Anda memiliki DOI resminya.)
- Isaac, S., & Michael, W. B. (1981). *Handbook in research and evaluation*. EdITS Publishers.
- Khotimah, F. K., Rakhmawati, D., & Widiharto, C. A. (2019). Faktor-faktor yang mempengaruhi rendahnya minat siswa memanfaatkan layanan konseling perorangan. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 5(1), 39–44.
- Korompot, S., Rahim, M., & Pakaya, R. (2020). Persepsi siswa tentang faktor yang mempengaruhi minat belajar. *Jambura Guidance and Counseling Journal*, 1(1), 40–48. <https://doi.org/10.37411/jgcj.v1i1.136>
- Kw, S., & S., M. A. B. (2019). Konseling individu melalui cyber counseling terhadap pembentukan konsep diri peserta didik. *Bikotetik: Bimbingan dan Konseling—Teori dan Praktik*, 3(1), 6–10. <https://doi.org/10.26740/bikotetik.v3n1.p6-10>
- Purwanti, W., Firman, F., & Sano, A. (2013). Hubungan persepsi siswa terhadap pelaksanaan asas kerahasiaan oleh guru BK dengan minat siswa untuk mengikuti konseling perorangan. *Konselor*, 2(1), 347–353. <https://doi.org/10.24036/02013211271-0-00>
- Putri, M. F., (2023). The relationship between students' perceptions of counselors' professional competence and students' attitudes toward utilizing guidance and counseling services. *Konseli*, 10(1). <https://doi.org/10.24042/kons.v10i1.16283>
- Sukardi. (2002). *Pengantar pelaksanaan bimbingan dan konseling*. Rineka Cipta.
- Sudirman, A. M. (2011). *Interaksi dan motivasi belajar dan mengajar*. PT Grafindo Indonesia.
- Sugiyono. (2010). *Metode penelitian pendidikan: Pendekatan kualitatif, kuantitatif, dan R&D*. Alfabeta.
- Venty. (2013). Peran konselor/guru BK dalam meningkatkan mutu pendidikan. In *Prosiding Seminar Bimbingan dan Konseling* (pp. 145–155).