



Perceptions and Effectiveness of Counseling Services Among Fashion Design Students: A Qualitative Analysis

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Abstract

This study aims to measure the interest level of 10th-grade students majoring in fashion design in utilizing guidance and counseling services at SMKN 1 Batu. This study identifies the factors influencing students' interest in guidance and counseling services. The method used in this research is descriptive qualitative. The sampling technique used is purposive sampling, and data collection was conducted through interviews and observations. This study employs domain data analysis. The results found that students feel that the implementation of guidance and counseling is ineffective. This is influenced by the guidance and counseling services provided not being tailored to the characteristics of the students, and the need for variations in methods and techniques in delivering guidance and counseling services to increase student participation.

Keywords: services; guidance and counseling; student interest

1. Introduction

Guidance and counseling is an effort to educate individuals in resolving their problems and fostering their independence. In the educational environment, guidance is also an effort by guidance counselors to help students become independent in facing their problems and to develop better personalities (Aqip, 2020). According to the book "Guidance and Counseling" by Zainal, the goal of guidance and counseling is to shape better individuals, commonly focusing on self-understanding, self-direction, and self-realization. These three aspects are interconnected in fostering students' independence in solving their problems.

The benefits of guidance and counseling in the educational realm are very significant, especially in the digital era where technology rapidly evolves, significantly impacting various aspects of life, particularly the younger generation in Indonesia known as Generation Z (born between 1998-2010) (Nurfadly & Megasatria, 2024). Research by Nurfadly and Megasatria indicates that this generation often faces issues such as lack of self-confidence, mental disorders, poor direct communication skills, and an inability to filter information, which leads to a higher risk of depression, bipolar disorder, and ADHD. The 10th-grade fashion design students at SMKN 1 Batu, who are part of Generation Z, also experience similar issues as other Gen Z students across Indonesia, making the utilization of guidance and counseling functions crucial for analysis.

The digital era influences the characteristics of Generation Z, who are adept at using gadgets for obtaining information and conveniences. However, this also leads to negative impacts such as addiction, deteriorating mental health, academic pressure, social relationship issues, and family problems, which add to the challenges faced by Generation Z in achieving mental health (Arrahmi Thahir et al., 2023). These challenges necessitate that guidance counselors and other educational staff provide services suited to the characteristics of Generation Z. Educators are expected to develop innovative teaching methods to ensure that the

services provided are well received by students (Kristiyowati, 2021). Therefore, as school counselors, considering the challenges faced by Generation Z and their needs, the ability of guidance counselors to analyze the needs and challenges in the 10th-grade fashion design class will impact the students' conditions.

This study aims to understand the interest of 10th-grade fashion design students in utilizing guidance and counseling services at school. According to Totok Santoso in Setyaningrum & Setiawati (2013), factors influencing students' interest in guidance and counseling services include self-attitude, self-motivation, teacher perception, facilities, service relevance, and service accessibility. These factors are classified into internal and external factors. Internal factors include self-attitude, motivation, and perception, while external factors consist of teachers, facilities, service accessibility, and service relevance. The findings of this research are expected to assist the school in evaluating and developing guidance and counseling services to address the evolving challenges and needs of students in each generation and to help students meet their needs, particularly regarding mental health and their academic and non-academic development.

The research focuses on the 10th-grade fashion design class, involving both students and guidance counselors. The aspects analyzed include knowledge or perception of the function of guidance and counseling at school, the students' initiative to approach guidance counselors, the performance of guidance counselors from the perspectives of both students and teachers, and the effectiveness of the services implemented. Data collection involves observation and interviews, with the sample selected through purposive sampling to consider the characteristics of students and obtain the necessary data for analysis (Sugiyono, 2017). However, the limitation of this research is that it only covers the 10th-grade fashion design class and matters related to guidance and counseling.

Previous research, "Analysis of Students' Interest in Utilizing Guidance and Counseling Services at SMA Negeri 4 Enrekang" by Aliyasir et al. (2022), found that students' interest in guidance and counseling services is influenced by various factors, including their perception of the benefits of the services, the quality of interactions with counselors, and the school's promotion of these services. This study reveals that although guidance and counseling services are available, not all students feel motivated to utilize them, indicating a need to increase awareness and a more proactive approach from the school.

Additionally, the study "Utilization of Learning Resources in the Field of Guidance and Counseling" by Manurung (2022) highlights the importance of the availability and accessibility of learning resources in supporting guidance and counseling services. This research shows that providing relevant and easily accessible learning resources can help students feel more assisted and motivated to use guidance and counseling services.

These previous studies provide valuable insights relevant to our research at SMKN 1 Batu. By understanding the factors influencing students' interest and the importance of available resources, this research aims to explore further how the interest of 10th-grade fashion design students can be increased through effective strategies and better service provision. The findings are expected to provide practical recommendations for optimizing guidance and counseling services in vocational schools, particularly at SMKN 1 Batu.

2. Method

This research is qualitative in nature and employs a descriptive approach. The focus is on understanding the interest of 10th-grade fashion design students at SMKN 1 Batu in utilizing guidance and counseling services. The subjects of this study include the 10th-grade fashion

design students and the school guidance counselors. Data were collected through interviews and observations. Interviews were conducted with students and guidance counselors to gather detailed information regarding their perspectives and experiences with the guidance and counseling services. Observations were made to understand the implementation of these services in the school environment. Purposive sampling was used to select participants. This technique was chosen to ensure that the selected students had relevant characteristics that would provide comprehensive data for the analysis. The sample included students who actively participated in the guidance and counseling services as well as those who did not, to gain a broader understanding of the factors influencing their interest. The data analysis method used in this research is domain analysis. This method involves identifying and categorizing data into domains or themes that are relevant to the research objectives. The analysis focused on understanding the factors influencing students' interest in guidance and counseling services, their perceptions of these services, and the effectiveness of the current implementation.

This study is limited to the 10th-grade fashion design class at SMKN 1 Batu. The findings may not be generalizable to other classes or schools. Additionally, the research focuses only on aspects related to guidance and counseling services. Ethical considerations were taken into account to ensure the confidentiality and anonymity of the participants. Informed consent was obtained from all participants, and they were assured that their responses would be used solely for research purposes. By employing these methods, the study aims to provide a comprehensive understanding of the interest of 10th-grade fashion design students in utilizing guidance and counseling services and to offer insights for improving these services to better meet the needs of the students.

3. Results and Discussion

3.1 Result

Based on research conducted at X Fashion Design from 28 February to 10 June 2024, the aim was to find out how students' initiative and interest in counseling services at SMK Negeri 1 Batu. This research was carried out by collecting data through observation and interviews, where the observations were carried out by the researcher using teaching hours and time intervals to collect the required data and towards the end the researcher will use interviews to clarify the data obtained through initial to final observations.

In the interview process, several students were conducted according to the indicators to be analyzed, both internal and external, and interviews with teachers were not given much differently so that the information obtained from both parties was related and connected. Researchers developed their own data collection instruments by focusing on internal and external factors that influence students' interest in utilizing guidance and counseling services. After obtaining sufficient data for analysis, the researcher used descriptive qualitative methods as a data analysis technique with the aim of enabling the researcher to gain an in-depth understanding of the phenomenon under study through analysis of the context, meaning and experiences of the research subjects.

The results of this study indicate that the majority of 10th-grade fashion design students at SMKN 1 Batu have a low interest in utilizing guidance and counseling services. Several factors contribute to this low interest:

1. **Lack of Awareness:** Many students are not fully aware of the existence and benefits of guidance and counseling services provided by the school. They perceive these services as unnecessary or irrelevant to their academic and personal needs.

2. **Perception of Effectiveness:** Students feel that the guidance and counseling services offered are ineffective. They believe that the services provided do not address their specific problems and needs. This perception is influenced by the lack of personalization and the one-size-fits-all approach of the counseling sessions.
3. **Counselor-Student Relationship:** The relationship between the counselors and the students is another significant factor. Many students feel uncomfortable or hesitant to approach the counselors due to a lack of trust and rapport. The formal and distant relationship between students and counselors discourages students from seeking help.
4. **Method and Technique Variations:** The methods and techniques used in delivering guidance and counseling services are perceived as monotonous and unengaging. Students expressed a need for more varied and interactive approaches that would make the counseling sessions more interesting and beneficial.
5. **Accessibility and Availability:** The accessibility and availability of the guidance and counseling services also impact student interest. Some students find it difficult to schedule appointments with the counselors due to time constraints or overlapping school activities.

3.2 Discussion

The findings of this study reveal several critical points regarding the interest of 10th-grade fashion design students in utilizing guidance and counseling services at SMKN 1 Batu. The low interest can be attributed to a combination of factors, including lack of awareness, perception of effectiveness, counselor-student relationships, method and technique variations, and accessibility.

1. **Lack of Awareness**

One of the primary reasons for the low interest is the lack of awareness among students about the existence and benefits of guidance and counseling services. This is consistent with previous research by Aliyasir et al. (2022), which found that students often do not utilize these services due to insufficient promotion and information dissemination by the school. Increasing awareness through various channels, such as information sessions and school-wide campaigns, can significantly improve students' engagement with these services.

2. **Perception of Effectiveness**

Students' perception of the effectiveness of guidance and counseling services plays a crucial role in their willingness to use them. The findings indicate that students feel the services provided are not tailored to their individual needs and are therefore ineffective. This aligns with Setyaningrum & Setiawati's (2013) research, which highlights the importance of personalized counseling services in enhancing their effectiveness. Schools should consider adopting a more individualized approach to address the specific issues faced by students.

3. **Counselor-Student Relationship**

The relationship between counselors and students is another significant factor influencing interest in counseling services. The study found that students are hesitant to approach counselors due to a lack of trust and rapport. This finding is supported by Kristyowati (2021), who emphasizes the importance of building a strong, trusting relationship between counselors and students. Counselors should focus on creating a more welcoming and supportive environment to encourage students to seek help.

4. **Method and Technique Variations**

The methods and techniques used in counseling sessions also impact student interest. The study reveals that students find the current methods monotonous and unengaging. Diversifying the methods and incorporating interactive and practical activities can make counseling sessions more appealing to students. This approach is supported by Arrahmi Thahir et al. (2023), who suggest that innovative and varied methods can enhance the effectiveness of guidance and counseling services.

5 **Accessibility and Availability**

Accessibility and availability of counseling services are crucial for student participation. The study indicates that scheduling conflicts and limited availability of counselors deter students from using these services. Manurung (2022) highlights the importance of making guidance and counseling services easily accessible to students. Schools should consider offering flexible scheduling and additional counseling hours to accommodate students' needs.

Based on these findings, several recommendations can be made to improve the utilization of guidance and counseling services:

1. **Increase Awareness:** Implement strategies to raise awareness about the benefits and availability of counseling services through various channels.
2. **Personalized Services:** Tailor counseling sessions to address individual student needs and problems.
3. **Strengthen Relationships:** Foster a trusting and supportive relationship between counselors and students.
4. **Diversify Methods:** Incorporate a variety of interactive and engaging methods in counseling sessions.
5. **Improve Accessibility:** Ensure that counseling services are easily accessible and offer flexible scheduling.

By addressing these factors, SMK N 1 Batu can enhance the effectiveness of its guidance and counseling services, thereby better supporting the mental health and overall well-being of its students.

4. **Conclusion**

The results of analysis through interviews and observations show that students at SMK Negeri 1 Batu feel that guidance and counseling services at school do not encourage personal initiative in the process. They consider that this less effective approach is reflected in their perception of the role of BK which is more about dealing with problems than providing preventive support. Although guidance and counseling teachers have provided emotional support and counseling facilities, many students feel no need or are uncomfortable attending counseling sessions unless called for a problem deemed necessary by the school. This lack of initiative is also influenced by the low level of relationship building between students and guidance counselors, as well as a lack of understanding regarding the actual role of guidance counselors. Evaluation of the approach implemented by guidance and counseling teachers is needed to improve interactions and build better relationships, so that students feel more comfortable and motivated to take the initiative in actively utilizing guidance and counseling services.

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