



# Vocational High School Students' Satisfaction With Guidance and Counseling Services: A Comprehensive Survey

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## Abstract

Student satisfaction is a crucial aspect of guidance and counseling services that affects students' positive or negative perceptions of these services. This study aims to identify the level of student satisfaction with guidance and counseling services in schools as a benchmark for improving service quality. This research uses a descriptive design with a survey method. Data were collected through questionnaires distributed online using Google Forms to all Grade X and XI students at SMK Muhammadiyah 3 Singosari. The research sample consisted of 57 students from various majors. The data obtained were analyzed using descriptive quantitative techniques. The results of the analysis showed that the average level of student satisfaction with guidance and counseling services was 73.67%. The majority of students reported dissatisfaction with the services due to an inadequate number of guidance and counseling teachers. Ideally, one guidance and counseling teacher should serve a maximum of 150 students. Although there are no specific hours for guidance and counseling due to adjustments to the Independent Curriculum, stricter supervision from the school is still needed so that guidance and counseling services can run optimally.

**Keywords:** satisfaction; students; services

## 1. Introduction

Education is a dynamic process that can change over time and adapt to societal dynamics (Lubis et al., 2021). The education system in Indonesia emphasizes that the goal of education is to help students develop their potential to possess spiritual strength, self-control, personality, intelligence, noble character, as well as interests and talents (Law No. 20 of 2003). Education is provided through three pathways: formal, non-formal, and informal education. The foundation of education is not only aimed at mastering knowledge but also at developing students' personalities holistically and optimally. One effort that can be undertaken is the provision of guidance and counseling services within the school program to achieve better student development (Amalia et al., 2016). Guidance and counseling is a systematic, objective, logical, and continuous effort, and a programmed activity conducted by guidance and counseling teachers to achieve student independence (Permendikbud No. 11 of 2014). Based on this definition, guidance and counseling is an integral part of the educational program (FLURENTIN et al., 2017).

Guidance and counseling are carried out by counselors and counsees to solve problems and develop individual potential and character (Albaar et al., 2022; Indreswari & Ediyanto, 2024; Bariyyah & Latifah, 2019). These counselors are academically trained to provide services in schools to help beneficiaries achieve optimal results (Modo et al., 2013). Guidance and counseling services cover various aspects of life, including personal, social, academic, and career fields (Farozin & Kurniawan, 2024; Supriyanto & Handaka, 2017). The implementation of these services is diverse, ranging from providing information, orientation, directing student potential, to individual services such as classical, group, and individual counseling (Hartanto, 2016; Mulawarman et al., 2020). Guidance and counseling services must be implemented optimally to achieve the vision, mission, and goals of the school (Delima et al., 2023). In relation to the independent learning policy by the Ministry of Education and Culture, guidance and

counseling teachers must take immediate action and participate in the implementation of this program. This policy affects how guidance and counseling services are planned, implemented, and evaluated (Nursalim, 2022).

Guidance and counseling services are a series of activities undertaken to achieve goals (Khairunisa et al., 2022). The goal of guidance and counseling services at SMK Muhammadiyah 3 Singosari is to help students achieve developmental tasks outlined in the guidance and counseling service objectives. Specifically, these services aim to help students make career decisions related to working or continuing their education to a higher level. The guidance and counseling services provided in school are expected to give students an understanding of their talents, interests, and potential, enabling them to make appropriate career choices (Widianingsih et al., 2021). The absence of specific classroom hours for guidance and counseling certainly impacts the performance of counselors. As seen at SMK Muhammadiyah 3 Singosari, there are no scheduled classroom guidance and counseling services. Furthermore, there is only one guidance and counseling teacher to oversee all students at the school. The importance of the role of services for student development necessitates that guidance and counseling teachers pay attention to the services provided. Evaluation processes are necessary to review and improve guidance and counseling services in schools. One part of this evaluation is assessing the level of student satisfaction. Student satisfaction evaluation is crucial for every provider of guidance and counseling services in schools, as this process can provide many insights needed to develop future guidance and counseling programs (Susilowati, 2014). Similar research conducted by Maryam (2007) also found that the quality of guidance and counseling services significantly affects student satisfaction in utilizing these services.

Student satisfaction with guidance and counseling services can be assessed by comparing the expected services with the received services (Stocks, 2016). Ensuring client satisfaction is essential because the quality of services provided will influence their perceptions, which can be positive or negative depending on the level of satisfaction they feel (Hakim, 2014). Satisfied clients are more likely to use the services again in the future based on their service experience (Fritzsims, 1992). The quality of guidance and counseling services can be measured by client satisfaction as the users of these services in schools (Mudjijanti, 2022). Like the quality of other services, the quality of guidance and counseling services is an abstract concept and not easily understood because it has intangible characteristics. The quality of guidance and counseling services is evaluated based on five SERVQUAL dimensions: reliability, responsiveness, assurance, empathy, and tangibles (Parasuraman et al., 1998). The objective of this research is to determine and obtain an overview of student satisfaction with guidance and counseling services at SMK Muhammadiyah 3 Singosari.

## 2. Method

This research is classified as descriptive quantitative research. Descriptive quantitative research involves data collection using questionnaires to answer questions about the final status of the research subject. From the above explanation, it can be concluded that the descriptive method with a quantitative approach is a method aimed at systematically describing by collecting, processing, analyzing, and interpreting data. Therefore, it can be understood that descriptive quantitative research describes, examines, and explains a phenomenon using data (numbers) without intending to test a hypothesis (Wahyudi, 2022).

This study was conducted at SMK Muhammadiyah 3 Singosari from June 7, 2024, to June 13, 2024, via a Google Form link distributed through WhatsApp. The instrument items used were adapted from a study conducted by Nyimas titled "Tingkat Kepuasan Siswa terhadap Kualitas Pelayanan Bimbingan Konseling di MAN 1 Bogor melalui Dimensi Servqual" in 2023 (A'yun, 2023). The questionnaire consisted of 15 items with Likert scale response options. Data analysis was carried out using descriptive analysis techniques to determine the satisfaction with guidance and counseling services at SMK Muhammadiyah 3 Singosari. The descriptive analysis

was presented using tables. The results of the descriptive analysis were then interpreted to draw conclusions from the research findings.

### 3. Results and Discussion

#### 3.1 Result

Based on the distribution of the instrument, it was found that the number of respondents was 57 students. The characteristics of the research subjects include grade and major, as presented in Table 1. The results showed that the majority of subjects were from Grade X with a percentage of 70.2% (40 students). In terms of majors, the majority of subjects were from the Office Management and Business Services (MPLB) major with a percentage of 28% (16 students).

**Table 1. respondent characteristics**

Category	Frequency	%
<b>Grade</b>		
X	40	70,2
XI	17	29,8
<b>Major</b>		
Office Management and Business Services	16	28
Accounting	6	10.5
Hospitality	5	8.7
Culinary	9	15.7
Visual Communication Design	11	19
Automotive Engineering	10	17

The satisfaction survey of guidance and counseling services at SMK Muhammadiyah 3 Singosari was adjusted to four fields of guidance and counseling services: personal-social, learning, and career. Each field includes one of the five dimensions of service quality (SERVQUAL) according to Parasuraman et al. (1998), namely reliability, responsiveness, assurance, empathy, and tangibles in each question item

**Table 2. Survey results**

Question Item	Frequency	%
<b>Personal-Social</b>		
Providing motivation related to student social interactions at school (reliability)		
Not Satisfied	39	68.4
Less Satisfied	12	21.1
Satisfied	6	10.5
Counseling on the dangers of free association by the guidance and counseling teacher (reliability)		
Not Satisfied	42	73.7
Less Satisfied	11	19.3
Satisfied	4	7
Guidance and counseling teachers help students with their problems (responsiveness)		
Not Satisfied	40	70.2
Less Satisfied	12	21.1
Satisfied	5	8.8
Explanation of students' talents and interests by the guidance and counseling teacher (assurance)		
Not Satisfied	39	68.4

Less Satisfied	15	26.3
Satisfied	3	5.3
Guidance and counseling teachers provide guidance on the importance of values and religious norms <b>(assurance)</b>		
Not Satisfied	46	80.7
Less Satisfied	8	14
Satisfied	3	5.3
<b>Learning</b>		
Guidance and counseling teachers provide appropriate responses to student needs <b>(reliability)</b>		
Not Satisfied	45	78.9
Less Satisfied	10	17.5
Satisfied	2	3.5
Comfort when in the counseling room <b>(assurance)</b>		
Not Satisfied	43	75.4
Less Satisfied	10	17.5
Satisfied	4	7
Guidance and counseling teachers listen to students well <b>(empathy)</b>		
Not Satisfied	46	80.7
Less Satisfied	9	15.8
Satisfied	2	3.5
Availability of supporting media in guidance and counseling services <b>(tangibles)</b>		
Not Satisfied	40	70.2
Less Satisfied	15	26.3
Satisfied	2	3.5
Availability of guidance and counseling teachers to listen to student complaints <b>(responsiveness)</b>		
Not Satisfied	41	71.9
Less Satisfied	13	22.8
Satisfied	3	5.3
<b>Career</b>		
Ease of obtaining information about further study programs <b>(responsiveness)</b>		
Not Satisfied	45	78.9
Less Satisfied	7	12.3
Satisfied	5	8.8
Availability of information about universities <b>(responsiveness)</b>		
Not Satisfied	38	66.7
Less Satisfied	16	28
Satisfied	3	5.3
Availability of information about the world of work at school <b>(responsiveness)</b>		
Not Satisfied	45	78.9
Less Satisfied	9	15.8
Satisfied	3	5.3
Guidance and counseling teachers provide understanding about the selected majors <b>(reliability)</b>		
Not Satisfied	43	75.4
Less Satisfied	9	15.8
Satisfied	5	8.8
Guidance and counseling teachers provide input on student desires <b>(reliability)</b>		
Not Satisfied	38	66.7

Less Satisfied	15	26.3
Satisfied	4	7

Based on the data presented in Table 2, it can be concluded that the level of student satisfaction with guidance and counseling (GC) services at SMK Muhammadiyah 3 Singosari is quite low. Here is an interpretation of each question item based on frequency and percentage data. In the personal-social field, item 1 shows that the majority of students are dissatisfied with the provision of motivation regarding social interactions at school, with a percentage of 68.4% (39 students). Item 2 shows that most students are dissatisfied with counseling on the dangers of free association, with a percentage of 73.7% (42 students). Furthermore, item 3 shows that many students feel that guidance and counseling teachers are not responsive in helping solve student problems, with a dissatisfaction rate of 70.2% (40 students). Item 4, with a dissatisfaction rate of 68.4% (39 students), indicates that most students are dissatisfied with the explanation of talents and interests by guidance and counseling teachers. The last item in the personal-social field shows that the majority of students are dissatisfied with the guidance on values and religious norms, with a dissatisfaction rate of 80.7% (46 students).

In the learning field, item 1 shows that most students are dissatisfied with the response of guidance and counseling teachers to student needs, with a dissatisfaction rate of 78.9% (45 students). Furthermore, item 2 in the learning field shows the highest dissatisfaction rate of 75.4% (43 students), indicating discomfort in the counseling room. Item 3 shows that the majority of students are dissatisfied with the ability of guidance and counseling teachers to listen to students, with a dissatisfaction rate of 80.7% (46 students). Item 4 shows that the highest frequency of dissatisfaction is 70.2% (40 students), indicating dissatisfaction with the availability of supporting media in guidance and counseling services. The last item in the learning field shows that most students are dissatisfied with the availability of guidance and counseling teachers to listen to student complaints, with a dissatisfaction rate of 71.9% (41 students).

In the career field, item 1 shows that 78.9% (45 students) are dissatisfied with the ease of obtaining information about further study programs. Item 2 shows that many students are dissatisfied with the availability of information about universities, with a percentage of 66.7% (38 students). Item 3 shows that 78.9% (45 students) are dissatisfied with the information about the world of work available at school. Item 4 shows that many students are dissatisfied with the understanding provided by guidance and counseling teachers about the selected majors, with a dissatisfaction rate of 75.4% (43 students). The last item shows that many students are dissatisfied with the input given by guidance and counseling teachers on their desires, with a dissatisfaction rate of 66.7% (38 children).

### 3.2 Discussion

Overall, the data shows that the level of student satisfaction with various aspects of guidance and counseling services is quite low. This indicates an urgent need to improve the quality of guidance and counseling services in schools. The results align with the fact that there is only one guidance and counseling teacher available to oversee all Grade X and XI students, totaling 763 students. According to the Ministry of Education and Culture regulation on guidance and counseling services, Article 10, Paragraph 2, the government has set the ratio of guidance and counseling teachers to students at 1:150, meaning one teacher should serve 150 students (Permendikbud No. 111, 2014).

Research conducted by Ali Lukmanul titled "Student Satisfaction with Guidance and Counseling Services at SMK Al-Hidayah Lestari Lebak Bulus" found that students were

dissatisfied with the guidance and counseling services due to the imbalanced ratio of students to teachers, making it difficult for teachers to provide effective services. Additionally, the lack of facilities and infrastructure contributed to students' dissatisfaction and confusion. Overall, the guidance and counseling services at the school were less than satisfactory (Hakim, 2014). Another study by Anisya Soleha titled "The Level of Student Satisfaction with Guidance and Counseling Services at MAN Purbalingga" found that the majority of students at MAN Purbalingga were dissatisfied with the quality of guidance and counseling services. Factors contributing to this dissatisfaction included students' negative perspectives on the services and the impatience of teachers in providing services (Madrasah et al., 2020). A study conducted by Junierissa et al. titled "Student Satisfaction with Guidance and Counseling Services at SMA in Batam City" found that across three dimensions of satisfaction with guidance and counseling services—academic, personal-social, and career—students were very dissatisfied. This dissatisfaction was attributed to the services not functioning as intended (Marpaung et al., 2021).

Guidance and counseling teachers are obliged to plan, implement, and evaluate the process and results of guidance and counseling services (Bariyyah & Soejanto, 2019). Guidance and counseling play a crucial role in providing a solid foundation for educational life (Canu & Sitinjak, 2023). These services can be utilized by all students to optimally develop personal aspects and foster student independence. Additionally, guidance and counseling help individuals become valuable members of society with various insights, perspectives, and independence (Nurhamidah, 2016). If the quality of guidance and counseling services meets students' expectations, they will feel satisfied (Mudjijanti, 2022). Conversely, if the quality of services is poor or does not meet expectations, students will feel dissatisfied or disappointed. The level of student satisfaction reflects the reality of the guidance and counseling services they receive at school. A study by Dedi Wahyu titled "Satisfaction of Grade XII Students with the Quality of Career Guidance Services at Public Vocational High Schools in Semarang City" found that the majority of Grade XII students in Semarang City public vocational high schools were satisfied with career guidance services. Career guidance satisfaction was the highest, with the assurance of career guidance services provided by guidance and counseling teachers being the most satisfying aspect (Hartanto, 2016).

Muhammadiyah 3 Singosari Vocational high school has implemented the independent curriculum, meaning there are no specific classroom hours for guidance and counseling, even though these services are essential. The absence of specific hours for guidance and counseling does not mean the complete removal of these services. Guidance and counseling teachers still play a crucial role in leading students to understand their talents and interests, with the support of homeroom teachers (Kemendikbudristek, 2022). Additionally, guidance and counseling teachers can request specific hours if needed, or the school can allocate special time to ensure these services function properly.

#### **4. Conclusion**

In this study, it was found that the majority of students were dissatisfied with guidance and counseling services in four areas: personal-social, learning, and career. Overall, the data showed that there are several aspects that need to be reviewed and used as evaluation material for guidance and counseling teachers and the school regarding the fulfillment of guidance and counseling service needs. Schools can provide facilities to guidance and counseling teachers to deliver services, including allocating specific times for guidance and counseling sessions and increasing the number of guidance and counseling teachers. For future research, it would be

better to increase the number of respondents to ensure more accurate results and to provide a more suitable benchmark for evaluating guidance and counseling services.

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