

Student Satisfaction Level in Individual Counseling Services at MAN 13 Jakarta

Damar Putra Mahendra, Asni

Universitas Muhammadiyah Prof. Dr. Hamka, Jakarta, Indonesia

Email: damarhandsome58@gmail.com, asnicaniago99@gmail.com

Correspondence: asnicaniago99@gmail.com*

KEYWORDS:

Satisfaction Level; Students;
Individual Counseling

ABSTRACT

This research aims to determine student satisfaction with individual counselling services at MAN 13 Jakarta. The research method used in this study is quantitative descriptive. The sampling technique used is purposive sampling. The instrument provided is an instrument to measure satisfaction based on service quality (SERVQUAL). The validity test contained 38 valid statements and 17 invalid statements out of 55 statements. The reliability test result obtained a result of 0.953, so the reliability value of this instrument is very high and reliable. The overall research results are 77% in the reasonably satisfied classification, 16% in the satisfied category, and 7% in the dissatisfied classification. Furthermore, based on dimensions, it is known that the dimension of physical evidence gets the most significant percentage, 82%. The reliability dimension is second, with a rate of 79%. In addition, as many as 78% were for the responsiveness dimension, followed by two other dimensions with the same percentage, namely 74% for the certainty and empathy dimensions. This shows the need for evaluation by BK teachers so that the services provided to students can be provided effectively and well so that students' satisfaction with individual counselling services will be high.

Attribution-ShareAlike 4.0 International (CC BY-SA 4.0)



1 Introduction

Schools function as educational institutions by carrying out three main activities: management and supervision, subject learning, and guidance and counselling services (Ramli et al., 2017, p. 3). In Permendikbud Number 111 of (2014) concerning Guidance and Counseling Article 1 Paragraph 1, it is stated that Guidance and Counseling is an effort of counselors or guidance and counselling teachers that are systematic, objective, rational, sustainable, and planned to support the growth of the independence of students or counsellors in their lives. As creatures that are growing and developing, students often experience various problems during the process. These problems will hinder students' ability to achieve developmental goals and interfere with students' potential. According to Santrock, p. (2003, p. 30) in (Katra, 2021) states that adolescents who experience various psychological problems cannot reach the full potential of students.

The school provides guidance and counselling program services run by guidance and counselling teachers to help students with their problems and find solutions to the issues students face. According to Sukmadinata in Amalia et al., p. (2016, p. 54), guidance and counselling teachers to

students not only help students acquire the ability to adapt to changing circumstances and overcome obstacles but also help students find solutions to problems that arise. One of the guidance and counselling services is individual counselling organised by BK teachers (counsellors) with students/clients (counsellors) to help counsellors alleviate the personal problems of counsellors. According to Prayitno & Amti, p. (2004, p. 105) in Amalia et al., p. (2016, p. 3). Individual counselling services are the process of helping people who have problems (clients) by conducting counselling interviews with students by a professional (counsellor) who helps the client solve his problems. This service is considered the "core" of guidance and counselling and a tool to solve student problems. This service has a vast influence on the Counseling Guidance program because it is the core of the Counseling Guidance service (Athiyah, 2020; Prayitno, 2004, p. 289).

Guidance and counselling teachers should focus more on the services provided because of the important role of individual counseling services in the personal development of students. Evaluation of individual counseling services is necessary because they are basically continuous and systematic. The purpose of the evaluation of individual counseling services is to evaluate the effectiveness of the counseling process as a whole and, more precisely, the extent to which learners' difficulties have been overcome through individual counseling strategies. One way to evaluate individual counseling services is to measure the level of satisfaction of students who use individual counseling services. As Goodstein and Grigg say in Amalia et al., p. (2016, p. 11): "... client satisfaction is an essential factor in any overall evaluation of the counselling process ". Student satisfaction is an essential factor in evaluating the overall counselling process.

The expectations of students who utilise individual counseling services are based on the problems students face. However, in general, students believe that counselling will help them find answers to their concerns and overcome failures in class, ensuring better performance (Shertzer and Shelly in Hikmawati, 2011, p. 40). However, the expectations of students who want to experience positive changes in the future after participating in individual counseling services cannot be fully felt by students completing individual counseling services.

When interviewing several students at MAN 13 Jakarta, this researcher obtained a problem that is often encountered, such as schools in Indonesia lacking BK teachers, causing incompatibility between BK teachers and their fostered students. According to Permendikbud Number 111 of 2014 concerning Guidance and Counseling Article 10 Paragraph 2, the ratio between BK teachers and their students is 1:150-160. However, researchers found that in MAN 13, there were only three BK teachers to serve and nurture 917 students at Madrasah Aliyah Negeri 13 Jakarta (3:917). Apart from the shortage of BK teachers, BK teachers are also involved in picket teacher activities, become deputy principals, train in extracurricular activities, and be part of the committee of school events. This study aims to determine the level of student satisfaction with individual counseling services at MAN 13 Jakarta.

2 Materials and Methods

The research method uses a descriptive quantitative approach to collect facts, figures, and statistics using a survey research methodology that explains and clarifies the studied issues. The population used in this study is students who have used individual counseling services, namely 190 students, and the sample used in this study is saturated sampling. According to Sugiyono in Gideon et al., pp. (2023, pp. 92–93) when each member of the population is put into a sample, this is known as a saturated sample. Saturated sampling can occur when a researcher takes data from the entire available population instead of using only samples that represent a subset of the population. The sampling technique uses *non-probability* sampling with *purposive sampling*. This research was carried out at MAN 13 Jakarta, located at Jl. Syukur No.1, RT.1/RW.8, Lenteng Agung, Jagakarsa District, South Jakarta City, Special Capital Region of Jakarta 12610. This location was chosen because it is the

location of PLP 2 researchers and has a close relationship with students, so the research can run well. This research will be carried out from September 2023 to June 2024.

The data collection technique is by using a questionnaire with a Likert scale. This study does not examine the relationship between variables. Still, the goal is to provide insight into the data obtained and further problem-solving rather than testing hypotheses Sevilla Pribowo, p. (2020, p. 213). The analysis technique used is descriptive statistics. Descriptive statistics are used as a data analysis method in this study. This is because the percentage level is explained in the study's results. Level categorisation is done first to divide people into different groups based on a continuum based on the features measured before the percentage level is measured (Azwar, 2009, p. 107). To create categories, the data is grouped, tabulated, and presented, and data has been examined and calculated to answer the problem formulation in this research.

Data description

Statistics are used in data analysis to describe or illustrate data obtained without attempting to make generalisations or conclusions. Data presentation using tables and calculation of mean, median, mode, and standard deviation are examples of this systematics:

$$P = \frac{FX}{N} \times 100\%$$

Information:

- P : Percentage
- Fx : Frequency sought
- N : number of respondents

The average value of the data of each indicator must be determined in addition to the percentage of frequency data, the middle value of the data set (median), and the data that appears frequently (mode). The mean value is the sum of a group of data divided by the number of data (Susetyo, 2012, pp. 34–35).

Mean

$$\bar{x} = \frac{\sum fx}{\sum f}$$

Information:

- \bar{x} : Average Value
- $\sum fx$: Number of Frequencies
- $\sum f$: Data Value

Median

$$Me = b + p \left(\frac{\frac{n}{2} - \sum F}{f} \right)$$

Information:

- N : Many samples
- b : the lower edge of the class that loads the median
- p : Length of class interval
- $\sum F$: sum of all frequencies before median frequencies
- f : frequency of the class loading the median

Modus

$$M_o = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

Information:

M_o : mode for grouped data

b : the lower edge of the class that loads the median

p : Length of class interval

B_1 : The difference between the mode class and the previous class

B_2 : The difference between the class mode and the class after it

Category Descriptions

The descriptive classification steps used in this study include assessing the subject's responses, tabulating the data and calculating the total number of reactions, grouping the data results, and finally displaying the research results using Microsoft Excel. Then, the purpose of categorisation is to divide people into different groups along the continuum according to the characteristics being assessed. (Azwar, 2009, p. 107). The norms for categorising the level of satisfaction based on the formula (Azwar, 2009, p. 107) are explained into three categories as follows:

Table 1 Norms for Categorizing Student Satisfaction Levels,

No	Norm Range	Category
1.	$X > M + 1,5 Sd$	Satisfied
2.	$M - 0,5 Sd < X \leq M + 0,5 Sd$	Quite satisfied
3.	$M - 1,5 Sd < X \leq M - 0,5 Sd$	Dissatisfied

3 Results and Discussions

Data Description

The subject of this study is 190 students from MAN 13 Jakarta who have used individual counseling sessions. The following are the percentages of students in each study group:

Table 2 Total of Respondents

No	Class	Frequency	Percentage
1.	XII	140	74%
2.	XI	38	20%
3.	X	12	6%
	Total	190	100%

Based on Table 1 above, 140 students, or 73.68%, participated in individual counseling services at MAN 13 Jakarta in class XII. In class XI, 38 people, or 20.00%, took part; in class X, 12 people, or 6.32%, took part.

Overall description of student satisfaction with individual counseling services

These results are based on the distribution of student satisfaction instruments in individual counseling services based on the SERVQUAL theory. The results showed that 146 respondents (77%) were quite satisfied. Then, as many as 31 respondents (16%) were included in the satisfied category, and as many as 13 respondents (7%) were in the dissatisfied classification. The following Table 2 illustrates the results of the overall research on student satisfaction with individual counseling services:

Table 3 Overall research results of student satisfaction on individual counselling services

Category	Interval	Frequency	Percentage
Satisfied	$x \geq 131$	31	16%
Quite satisfied	$107 \leq X < 131$	146	77%
Dissatisfied	$X < 107$	13	7%
Total		190	100%

Description of Research Results Based on Dimensions

Students' satisfaction with individual counseling according to the definition of service quality in SERVQUAL theory. The five aspects consist of the dimensions of reliability, responsiveness, certainty, empathy, and physical evidence. The five dimensions are discussed, and the results of these dimensions are explained.

Table 4 Five-dimensional percentage (SERVQUAL)

No	Dimension	Result Score	Score Ideal	Percentage
1.	Reliability	3583	4560	78.57%
2.	Responsiveness	2365	3040	77.80%
3.	Certainty	6792	9120	74.47%
4.	Empathy	5079	6840	74.25%
5.	Physical Evidence	4365	5320	82.05%

It can be noted that, compared to other dimensions, the physical evidence dimension gets the largest percentage. The reliability dimension is second with a rate of 79%, behind the physical evidence dimension with 82%. In addition, the rate of 78% for the responsiveness dimension was followed by two other dimensions with the same rate as 74% for the certainty and empathy dimensions. Here's an explanation of the calculation of each dimension:

Reliability Dimension

This dimension relates to the capacity to deliver the promised services appropriately and on time. Based on the results of instrument data processing, with 143 responses (75%), most of the respondents were in the category of quite satisfied. Eight respondents (4%), followed by 39 (21%) who joined the satisfied categorisation group, were in the dissatisfied classification group. Here is table 8 to illustrate the reliability dimension:

Table 5 Reliability Dimension

Category	Interval	Frequency	Percentage
Satisfied	$x \geq 21$	39	21%
Quite satisfied	$16 \leq X < 21$	143	75%
Dissatisfied	$X < 16$	8	4%
Total		190	100%

Responsiveness Dimension

Willingness to help learners and provide services immediately related to the responsiveness component. Based on the results of instrument processing, 142 respondents, or 75%, were included

in the categorisation and were quite satisfied with this dimension. In addition, 11 respondents (6%) and 37 respondents (19%) were included in the satisfied and dissatisfied categorisation groups, respectively. The following table illustrates the reliability dimensions:

Table 6 Responsiveness Dimension

Category	Interval	Frequency	Percentage
Satisfied	$x \geq 14$	37	19%
Quite satisfied	$11 \leq X < 14$	142	75%
Dissatisfied	$X < 11$	11	6%
Total		190	100%

Dimension of Certainty

The capacity of service providers to build consumer trust and confidence, as well as their expertise and courtesy, are factors that contribute to the certainty dimension. Based on the results of instrument processing, as many as 142 respondents (75%) were included in the category of quite satisfied based on the results of instrument processing. In addition, 9 respondents (5%) and 39 respondents (21%) were included in the group of respondents who were dissatisfied with the classification. The following table illustrates the certainty dimensions:

Table 7 Dimension of Certainty

Category	Interval	Frequency	Percentage
Satisfied	$x \geq 40$	39	21%
Quite satisfied	$31 \leq X < 30$	142	75%
Dissatisfied	$X < 31$	9	5%
Total		190	100%

Dimension of Empathy

The empathy dimension relates to the level of attention and concern shown by a guidance and counseling teacher in understanding the needs of their students, either through listening to them or through communication with them during individual counselling. Based on the results of instrument processing, 148 respondents (78%) or most of the respondents, were included in the categorisation group of respondents who were quite satisfied with the empathy dimension. In addition, six respondents (3%) and 36 respondents (19%) were included in the satisfied and dissatisfied categorisation groups, respectively. Here's a table to illustrate the dimensions of empathy:

Table 8 Dimension of Empathy

Category	Interval	Frequency	Percentage
Puas	$x \geq 30$	36	19%
Cukup Puas	$23 \leq X < 30$	148	78%
Tidak Puas	$X < 23$	6	3%
Total		190	100%

Physical Evidence Dimensions

The physical evidence dimension includes things like counselling rooms, assistive devices, communication, and the appearance of guidance and counselling teachers that contribute to the successful delivery of services. The majority of 142 respondents (or 75%) were included in the categorisation group who were quite satisfied based on the results of instrument processing. Furthermore, 39 respondents (21%) were in the satisfied category, while nine respondents (5%)

were in the dissatisfied category. Here are the tables and graphs to illustrate the dimensions of physical evidence:

Table 9 Physical Evidence Dimensions

Category	Interval	Frequency	Percentage
Satisfied	$x \geq 30$	36	19%
Quite satisfied	$23 \leq X < 30$	148	78%
Dissatisfied	$X < 23$	6	3%
Total		190	100%

Discussion

In this study, student satisfaction, whose quality instrument using the SERVQUAL approach, was used to measure student satisfaction with individual counselling sessions. Discussion of overall results, results based on study groups with dimensions and indicators based on the calculation of service quality data. The researcher's findings are discussed in the first section. Based on the results of data processing from MAN 13 Jakarta students who provided individual counselling services to 190 respondents, the majority of respondents, as many as 146 respondents (77%), were included in the classification group who were quite satisfied. 31 respondents (16%) were in the satisfied category, while 13 respondents (7%) were in the dissatisfied category.

According to Kaihatu et al., p. (2015, p. 7) the fulfilment of customer needs, desires, and expectations through the use of goods or services is the definition of satisfaction. BK teachers' ability to understand students' needs is one of the aspects that affect students' satisfaction with individual counselling. The next discussion will be on five dimensions (servqual). The dimension of student satisfaction related to service quality based on overall data processing shows that the empathy dimension has the highest percentage of 77.9% compared to other dimensions. This was followed by the reliability dimension, which had a percentage of 75.3%, the responsiveness dimension, which had a percentage of 74.7%, which was the same as the certainty dimension, and the physical evidence dimension, which had a percentage of 74.7%.

Based on these findings, students at MAN 13 Jakarta who have participated in individual counselling services believe that BK teachers show good empathy for students. According to Parasuraman et al., p. (1988, p. 24) The dimension of empathy is related to *Personalized, considerate care that the business offers its clients*. Preparation has care and attention given to learners. The empathy component in individual counselling refers to the guidance and counselling teacher's concern for students, which is shown by the ability of BK teachers to give personal attention to each student, understand the needs of students, and facilitate student communication.

4 Conclusion

Based on the results of the research that has been discussed previously, it can be concluded that Based on the SERVQUAL theory, most students at MAN 13 Jakarta are quite satisfied (77%) with the quality of individual counselling services provided. Then, in measuring student satisfaction at MAN 13 Jakarta based on the SERVQUAL approach, there are five dimensions, namely the reliability dimension, the responsiveness dimension, the certainty dimension, the empathy dimension, and the physical evidence dimension. Based on the data processing carried out, the dimension that received the highest percentage was the empathy dimension, with a rate of 77.9%, then continued the reliability dimension, with a percentage of 75.3%, then the responsiveness dimension, certainty dimension, and physical evidence dimension got the same rate of 74.7%.

Research Implications, Improving the Quality of Counseling Services: The results of the study can help schools in understanding the factors that affect student satisfaction with individual counseling services. This information is very important to improve the quality of counseling services provided. Development of Counselor Training Programs: Research findings can be used as a basis for developing training programs and developing counselor competencies. Increasing the competence of counselors will have a positive impact on student satisfaction. Recommendations of this research, Evaluation and Monitoring Recommendations: Conduct periodic evaluation and monitoring of individual counseling services. Use surveys and interviews to continuously measure student satisfaction and identify areas for improvement. Ensure counseling services are easily accessible to all students. Consider providing more flexible counseling schedules and increasing the number of counselors if needed.

5 References

- Amalia, R. F., Badrujaman, A., & Tjalla, A. (2016). Kepuasan Siswa terhadap Layanan Konseling Individual (Survei pada siswa kelas VIII di SMP Negeri se-Kecamatan Matraman, Jakarta Timur). *INSIGHT: JURNAL BIMBINGAN KONSELING*, 5(1), 87. <https://doi.org/10.21009/INSIGHT.051.13>
- Athiyah, I. (2020). The Effectiveness Of Group Guidance Services With Fishbowl Method To Improve Further Study Decision Making For Vocational School Counselor. *IJIET (International Journal of Indonesian Education and Teaching)*, 4(2), 286–295. <https://doi.org/10.24071/ijiet.v4i2.2670>
- Azwar, S. (2009). *Penyusunan Skala Psikologi*. Pustaka Belajar.
- Gideon, A., Lestari, N. T., Bano, V. O., Sari, M. N., Wicaksono, D., Adriana, N. P., Mustafa, M., Ibrahim, S., Faroh, M. N., Anwar, K., Wardani, K. D. K. A., & Rizqi, M. (2023). *Metode Penelitian Pendidikan*. CV Pradina Pustaka Grup.
- Hikmawati, F. (2011). *Bimbingan Konseling*. Rajawali Pers.
- Kaihatu, T. S., Daengs, A., & Indrianto, A. T. L. (2015). *Manajemen Komplain* (Edisi 1). CV Andi Offset.
- Katra, G. (2021). The school psychologist in the face of the challenges of adolescence. In *The Role and Tasks of the Psychologist in a Contemporary School* (pp. 76–94). Wydawnictwa Uniwersytetu Warszawskiego.
- Kemendikbud. (2014). *Permendikbud. No. 111 Tahun 2014 tentang Bimbingan dan Konseling pada Pendidikan Dasar dan Pendidikan Mengah*. Kementerian Pendidikan dan Kebudayaan.
- Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). Servqual: A multiple-item scale for measuring consumer perc. *Journal of Retailing*, 64(1), 12.
- Prayitno, P. (2004). *Dasar-Dasar Bimbingan dan Konseling*. Rineka Cipta.
- Prayitno, P., & Amti, E. (2004). *Dasar-Dasar Bimbingan dan Konseling*. Rineka Cipta.
- Pribowo, F. P. (2020). Bahan Ajar Digital Dalam Materi Pembelajaran Sejarah Lokal Perjuangan Laskar Hizbullah Untuk Menanamkan Nilai Nasionalisme Generasi Milenial. *Proceding Literasi Dalam Pendidikan Di Era Digital Untuk Generasi Milenial*, 213.
- Ramli, M., Hidayah, N., Zen, E. F., Flurentin, E., Lasan, B. B., & Hambali, I. (2017). *Sumber Belajar Penunjang PLPG 2017 Mata Pelajaran/Paket Keahlian Bimbingan dan Konseling*. Kementerian Pendidikan dan Kebudayaan.
- Santrock, J. W. (2003). *Adolescence Perkembangan Remaja* (Edisi 6). Erlangga.
- Susetyo, B. (2012). *Statistika untuk Analisis Data Peneliti*. Refika Aditama.