

**STUDENT SATISFACTION AND PERCEPTION OF THE ROLE OF  
GUIDANCE AND COUNSELING SERVICES IN JUNIOR HIGH  
SCHOOLS IN CILEGON CITY****Rani Maharani Rizqiah\*, Uman Suherman, Ibrahim Alhakim**

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**Abstract:** Student satisfaction serves as a fundamental indicator for evaluating the effectiveness of Guidance and Counseling services in educational settings. This study aims to assess student satisfaction levels and perceptions regarding the role of guidance and counseling services in Junior High Schools in Cilegon City. Utilizing a quantitative descriptive approach, data were collected from 311 students selected via random sampling from a population of 7,583. The analysis employed descriptive statistics to measure central tendencies and data distribution. The results indicate that overall student satisfaction falls within the high category (Mean = 3.40), as does the perception of the guidance and counseling service's role (Mean = 3.33). Students responded positively to interpersonal aspects, particularly counselor empathy and the assurance of confidentiality. However, the study identified significant gaps in specific areas, notably the lack of effective academic interventions for low-achieving students and dissatisfaction with the physical comfort of counseling facilities. The findings suggest that while guidance and counseling services are generally effective and well-received, strategic improvements are necessary. To optimize service quality, schools must prioritize proactive academic support, enhance physical facilities, and ensure continuous professional development for counselors. These measures are essential for transforming guidance and counseling into a holistic instrument for student development.

**Keywords:** guidance and counseling management; student satisfaction; service quality.

**INTRODUCTION**

Guidance and counseling services in schools play a vital role in helping students address various problems that arise during the educational process, across personal, social, academic, and career aspects (Prayitno & Amti, 2015). The existence of this service as an integral part of the national education system is emphasized in the National Education System, which states that education is a conscious and planned effort to create an active

learning atmosphere so that students can develop their full potential optimally (Law Number 20 of 2003). This provision is emphasized in the determination that guidance and counseling services are mandatory components that must be carried out professionally and programmatically at every level of primary and secondary education (Permendikbud Number 111 of 2014).

In school implementation, guidance and counseling services help students understand themselves and their environment, overcome various difficulties, and develop their overall potential in the academic, social, emotional, and career domains (Gibson & Mitchell, 2011). School counselors serve as facilitators who support the development of learning skills, foster a positive mindset, improve psychological well-being, and guide students in academic decision-making and career planning (Nurihsan, 2014). In addition to curative and preventive functions, guidance and counseling services also have a developmental dimension, namely encouraging students to build harmonious social relationships and preventing the emergence of psychosocial disorders that can hinder their personal growth (Corey, 2017).

In general, the main goal of guidance and counseling services is to help students develop their potential optimally and independently in facing various developmental tasks in the personal, social, learning, and career fields (Sukardi, 2019). Through a systematically designed program, this service encourages students to recognize their strengths and weaknesses, assess the environment rationally, make sound decisions, and plan for the future with care. Thus, guidance and counseling not only play a role in achieving formal education goals but also in forming individuals who are responsible, independent, and able to make a positive contribution to society (Yusuf, 2016).

The implementation of guidance and counseling services remains relevant and effective; continuous evaluation is needed, one of which is measuring student satisfaction as the main recipient of services (Winkel & Hastuti, 2014). This measurement is important for assessing the effectiveness, quality, and suitability of the program to students' needs and expectations. A high level of satisfaction indicates that the service has been well received, positively received, and has a real impact on learners' development. On the other hand, low satisfaction indicates the need for improvements in aspects of planning, implementation, human resources, and service approaches (Gumilang, 2019).

A number of studies confirm that student satisfaction with Guidance and Counseling services is a crucial indicator of the success of the implementation of the guidance and counseling program in the school environment. According to Prayitno and Erman Amti (2015), most students show high satisfaction with guidance and counseling services, especially in the dimension of academic and social assistance, which plays an important role in helping students adjust to the dynamics of the learning process. However, there is still room for further development in service aspects oriented to personal and career development, so that the impact of the guidance and counseling program can be more comprehensive and sustainable. Previous research has found that most students are satisfied with guidance and counseling services, especially in academic and social assistance. However, the study's results also highlight the need for improvements in services related to personal and career development (Solehah, 2020).

Student satisfaction with guidance and counseling services is influenced by several factors, including the counselor's professional competence, the relevance of the service method to the student's psychosocial needs, and the effectiveness of interpersonal communication between the counselor and the student. The study's findings show a positive correlation between the quality of implementation of guidance and counseling services and student satisfaction, which, in turn, can increase student active participation and strengthen the effectiveness of the counseling interventions provided.

The implementation of periodic student satisfaction evaluations emphasizes the importance of serving as an instrument to assess the performance of guidance and counseling services and as the basis for the continuous improvement process (Suherman, 2019). The development of the guidance and counseling program in schools should consider three main aspects: the quality of the counselor's interpersonal relationships, the management of students' expectations for services, and the implementation of a structured, continuous evaluation system. Such an approach is expected to ensure that guidance and counseling services not only function effectively but also contribute significantly to the achievement of national education goals in a comprehensive and accountable manner.

Many studies have examined student satisfaction with guidance and counseling services in schools, but several shortcomings remain as research gaps. First, most studies have focused primarily on quantitatively measuring satisfaction levels, with limited qualitative exploration of the underlying factors contributing to student dissatisfaction. While the present study adopts a quantitative descriptive approach, it acknowledges this gap and suggests that future research should integrate qualitative methods such as interviews or focus group discussions, to gain deeper insights into students' experiences. Second, there is a lack of attention to the differences in the needs for guidance and counseling services tailored to demographic characteristics such as class level, social background, and the school's local context. Third, previous studies have also not adequately integrated the impact of internal factors such as counselor competence, service methods, and service personalization on student satisfaction in the context of current social and technological changes. Fourth, aspects of adapting guidance and counseling services under special conditions, such as the pandemic period and the digitalization era, have not been comprehensively researched. This study seeks to fill this gap by examining in greater depth the factors that affect students' satisfaction with the role of guidance and counseling services in schools and their implications for developing more effective and relevant services.

## **METHOD**

This study uses a quantitative approach with a descriptive analysis method, which aims to objectively describe phenomena based on empirical data collected in the field. This approach was chosen because it allows researchers to measure and explain actual conditions without manipulating the research variables, in accordance with the characteristics of descriptive research, which confirms that this method aims to describe a situation systematically and accurately (Creswell, 2014). Quantitative methods are used to objectively

measure variables and generalize the results to a broader population, which aligns with the goals of this study (Dimitrov, 2014).

The study population comprised 7,583 junior high school students in the city of Cilegon. From this population, 311 students were randomly selected, comprising 105 seventh-grade (VII), 97 eighth-grade (VIII), and 109 ninth-grade (IX) students. The composition of the sample reflects diverse developmental stages and academic responsibilities across grade levels. In particular, ninth-grade students preparing for final examinations may experience different academic pressures and require distinct forms of guidance compared to those in earlier grades. Recognizing these variations provides a more comprehensive understanding of students' academic and emotional needs and offers valuable insight into designing more responsive, developmentally appropriate guidance and counseling services. Random sampling was employed to ensure that each member of the population had an equal chance of selection, thereby allowing the findings to represent the population proportionally (Witte & Witte, 2013). This technique also enhances the reliability and external validity of the research results, emphasizing the importance of employing probability-based sampling methods in quantitative studies (Dimitrov, 2014).

The data were collected using a validated questionnaire instrument designed to ensure measurement reliability and validity. Instrument validation is a crucial step because it guarantees that the data collected consistently and accurately measures the intended variables (Witte & Witte, 2013). Reliability testing was performed using Cronbach's Alpha in SPSS, yielding a coefficient of 0.759 for the Student Satisfaction instrument and 0.901 for the Perceived Role of Guidance and Counseling Services instrument. According to reliability interpretation standards, a Cronbach's Alpha value between 0.70 and 0.80 indicates good reliability, while values above 0.90 indicate excellent internal consistency (Dimitrov, 2014). These findings demonstrate that both instruments possess sufficient reliability, ensuring that the collected data are consistent, dependable, and suitable for further statistical analysis. Following data collection, the analysis process involved checking, editing, and tabulation to ensure completeness and accuracy before descriptive and inferential analyses (Sugiarto & Wahyono, 2005).

Table 1. Reliability Analysis of Research Instruments

Variable	Number of Items	Cronbach's $\alpha$	Interpretation
Student Satisfaction	20	.759	Good reliability
Perceived Role of Guidance and Counseling Services	25	.901	Excellent reliability

*Note.* Cronbach's Alpha values were obtained from SPSS Reliability Statistics output.  $\alpha$  = Cronbach's Alpha.

The data obtained were analyzed descriptively, using tables, graphs, and percentages, to visually convey an overview of the research results in an easily understood format. This analysis aims to provide a complete description without making inferential generalizations (Creswell, 2018). Descriptive analysis is important in order to provide a contextual understanding of the data before further statistical analysis is carried out (Dimitrov, 2014).

### FINDING AND DISCUSSION

The collected research results are then compiled into a tabulation format according to the planned analysis needs. The tabulated data is then analyzed using descriptive statistical methods to obtain a comprehensive understanding of the characteristics of values contained in the distribution of research data. This descriptive analysis aims to provide an overview of the trend in data using central measures such as the mean, median (the middle value of the two middle values), and mode (the value that appears most often in the data distribution). In addition, the analysis includes measures of data dissemination, such as standard deviations, variances, ranges, minimum values, and maximum values, as found in the research results. Furthermore, the presentation of frequency distributions clarifies the distribution pattern of the data obtained, thereby enabling more comprehensive and accurate interpretation of the research results in accordance with the rules of descriptive statistical analysis (Sutton, 2019).

Table 2.1 Characteristics and Results of Descriptive Statistical Analysis

			Statistic	Std. Error
Average Student Satisfaction with Guidance and Counseling Service	Mean		3.40	.020
	95% Confidence Interval for Mean	Lower Bound	3.36	
		Upper Bound	3.44	
	5% Trimmed Mean		3.42	
	Median		3.50	
	Variance		.130	
	Std. Deviation		.361	
	Minimum		2	
	Maximum		4	
	Range		2	
	Interquartile Range		1	
	Skewness		-.965	.138
	Kurtosis		1.865	.276
	Average Role of Guidance and Counseling Service	Mean		3.3309
95% Confidence Interval for Mean		Lower Bound	3.2879	
		Upper Bound	3.3738	

	Statistic	Std. Error
5% Trimmed Mean	3.3460	
Median	3.3158	
Variance	.148	
Std. Deviation	.38476	
Minimum	1.79	
Maximum	4.00	
Range	2.21	
Interquartile Range	.58	
Skewness	-.460	.138
Kurtosis	.550	.276

Based on the results of the descriptive statistical analysis, a clear picture emerged of the level of student satisfaction with guidance and counseling services and their perceptions of the role of these services in the school environment.

The first variable, namely Student Satisfaction with Guidance and Counseling Services, had an average score of 3.40 on a scale of 1 to 4, indicating high satisfaction. The median score of 3.50 reinforces the finding that most respondents gave a positive rating to the quality of service received. Meanwhile, the standard deviation of 0.361 indicates that the data distribution is quite homogeneous, or, in other words, students' responses are not much different from the average. A skewness value of -0.965 indicates a right-skewed distribution, suggesting a dominance of positive responses among students. The kurtosis value of 1.865 indicates a relatively peaked distribution, with most scores clustered around high values.

Furthermore, in the second variable, namely the Role of Guidance and Counseling Services, an average of 3.33 was obtained, which is also relatively high. The median of 3.3158 indicates that the data distribution is balanced and stable. The standard deviation value of 0.385 indicates a slight greater variation than the satisfaction variable, but remains within the limits of reasonableness. Meanwhile, the skewness value of -0.460 indicates a rightward skew, suggesting that most students have a positive perception of the function and role of guidance and counseling services. A kurtosis value of 0.550 indicates a slightly more peaked distribution than the normal distribution, suggesting consistency in respondents' responses to the assessed aspects.

In general, these two variables indicate that students rate guidance and counseling services highly, both in terms of satisfaction and in their perception of the services' roles. These results confirm that the implementation of guidance and counseling services in schools has been running effectively, relevant to student needs, and received good acceptance from students.

Table 2.2. Percentiles

		Percentiles		
		25 (Q <sub>1</sub> )	50 (Q <sub>2</sub> )	75 (Q <sub>3</sub> )
Weighted Average (Definition 1)	Average Student Satisfaction with Guidance and Counseling Service	3.13	3.50	3.63
	Average Role of Guidance and Counseling Service	3.0526	3.3158	3.6316
Tukey's Hinges	Average Student Satisfaction with Guidance and Counseling Service	3.13	3.50	3.63
	Average Role of Guidance and Counseling Service	3.0526	3.3158	3.6316

Based on the percentage analysis, the quartile value shows that 25% of the total students have a satisfaction rating of 3.13 or lower, while 50% have a score below or equal to 3.50, which is the median score. Furthermore, 75% of students scored 3.63 or higher. The value of Tukey's hinges, which is identical to the percentile value, reinforces the finding that the data distribution is consistent and that there are no extreme outliers that could affect the interpretation of the results.

For the second variable, namely the Role of Guidance and Counseling Services, an average score of 3.33 was obtained, placing it in the high category. A median of 3.32 indicates that the data distribution is symmetrical and stable. A standard deviation value of 0.385 indicates a slightly greater level of data variation than the satisfaction variable, but remains within a reasonable range. The distribution of data also appeared to be skewed to the right, with a skewness value of -0.460 and a kurtosis value of 0.550, indicating a distribution somewhat more peaked than the normal distribution and consistent with the students' positive responses.

Quartile analysis of this variable showed that around 25% of students rated the role of guidance and counseling services at 3.05 or lower, 50% at 3.32 or lower, and 75% at 3.63. The similarity between Tukey's hinges and the percentiles again confirms that the data distribution is relatively stable and that there are no significant outliers.

### 1. Confirmation of the Satisfaction Level and Its Role in Service Quality Evaluation

Overall, the analysis showed that students rated school guidance and counseling services in the high category, both in terms of satisfaction and perception of their role. The distribution of scores, which tend to be skewed to the right, and the tendency of high percentile scores indicate that the guidance and counseling services have functioned effectively and are well-received by students. In addition, the relatively homogeneous distribution of data indicates uniformity in students' positive perceptions of the implementation of these services in the school environment.

Based on a descriptive analysis of 311 valid respondents, both for student satisfaction and the role of guidance and counseling services, it was found that student satisfaction, in general, was in the high category. The average student satisfaction was 3.40, with a median of 3.50, indicating that most students gave an above-average rating. The data distribution

shows negative skew, indicating that most respondents rate their satisfaction with the services received. Meanwhile, the perception of the role of guidance and counseling services also showed a positive tendency with an average score of 3.33 and a median of 3.32. Although the distribution is not as broad as the satisfaction variable, these results still show that the majority of students consider the role of guidance and counseling to be quite large in helping their needs. Overall, average student satisfaction is slightly higher than perceptions of the role of guidance and counseling, indicating that students are generally satisfied with the services provided, but there are still aspects that need strengthening.

Further analysis of student satisfaction factors showed that most respondents were satisfied or very satisfied with the guidance and counseling services provided. Two aspects that stand out as the highest sources of satisfaction are students' expectations of success through guidance and counseling assistance, and the quality of service provided by counselors. As many as 75.2% of students stated that they were very satisfied with guidance and counseling 's ability to help them achieve their goals, and 60.1% felt very satisfied with the services provided. These findings suggest that guidance and counseling are effective in fostering positive relationships and providing significant emotional support. In addition, aspects such as confidence in guidance and counseling assistance and counselors' readiness to help at all times also received positive responses, albeit with slightly lower percentages.

However, not all aspects of satisfaction show optimal results. Some items, such as students' opportunities to learn new skills through tutoring and counseling, participation in classical tutoring, and the comfort of tutoring and counseling rooms, are distributed more toward the "satisfied" than the "very satisfied" category. This indicates that although guidance and counselling services are considered adequate, there is still room for improvement, especially in physical facilities and the student learning experience. In particular, the assessment of the guidance and counseling space recorded the lowest level of satisfaction, with only 27.3% of students reporting very satisfaction. This condition confirms that the physical environment factor is one of the areas that needs more attention in efforts to improve service quality.

Meanwhile, an analysis of the role of guidance and counseling shows that the majority of students consider guidance and counseling services to play an active role across various aspects, although the extent of this perception varies across items. The most important aspects include the ability of guidance and counseling to show concern for students' problems, maintain the confidentiality of personal data, and provide positive responses to students' feelings and mistakes. These findings confirm the importance of professionalism and empathy in building students' trust in counselors. On the other hand, some guidance and counseling roles are still considered moderate and require strengthening, such as the ability to provide constructive responses, help the learning process, and develop students' interests and talents.

Interestingly, one aspect stands out as a weak point that requires special attention: the role of guidance and counseling in handling academic cases, especially those involving low-achieving students. More than half of the respondents (53.3%) considered that guidance and counselling play no role or a very limited role in this context. The median score of 2.00 confirms that guidance and counseling interventions in the academic field remain

suboptimal. While the study identified this gap, its recommendations could have been more specific. Therefore, it is important that guidance and counseling services adopt more structured intervention models, such as the Response to Intervention (RTI) framework or the Academic Coaching Model, to provide tiered, data-driven academic support. Additionally, incorporating solution-focused counseling and study skills training programs can enhance students' learning strategies and self-efficacy. Such targeted approaches would make guidance and counseling not only proactive but also evidence-based and measurable in improving academic outcomes. Overall, the results of this study confirm that student satisfaction levels are strongly influenced by the quality of interpersonal relationships and positive expectations of guidance and counseling services. Students feel fulfilled because they get a supportive emotional experience and feel listened to by a counselor. However, there are significant gaps in academic services and physical facilities that affect perceptions of the overall effectiveness of guidance and counseling. Therefore, guidance and counseling development programs need to be directed at improving counselors' interpersonal skills, empathy, and responsiveness to student needs, and at enhancing guidance and counseling room facilities to create a more comfortable and conducive atmosphere for the guidance process.

In addition, a number of satisfaction factors that are still in the "satisfied" category need to be optimized to "very satisfied". For example, classical tutoring can be implemented in a more interactive and relevant way, while skills training can focus on the abilities students actually need in the real world. With this strategy, it is hoped that the composite satisfaction rate, currently at 3.40, will increase toward the maximum score.

Student satisfaction with guidance and counseling services is a fundamental indicator of the effectiveness of implementing guidance and counseling functions in schools. This satisfaction reflects not only the student's perception of the quality of the relationship with the counselor, but also of how the guidance and counseling service management system is designed, executed, and evaluated on an ongoing basis. According to Prayitno and Amti (2019), the success of guidance and counseling services is determined by the integration between systematic planning, implementation, and evaluation of programs, known as School Guidance and Counseling Management. This management system serves as a basis for counselors in organizing services to be on target and to meet the developmental needs of students in the personal, social, learning, and career fields.

Conceptually, student satisfaction is a reflection of the extent to which guidance and counseling services are able to provide meaningful, relevant, and positive experiences on their lives. Student satisfaction, or client satisfaction in the context of counseling, is an important indicator of the quality and effectiveness of the interventions provided. Greenfield (1983) asserts that client satisfaction assessments have long been a widely used method in evaluating the effectiveness of counseling services in various universities. Furthermore, in the context of service management, client satisfaction evaluation is an important tool for achieving four main goals: increasing accountability, strengthening responsiveness to service users' needs, ensuring quality assurance, and supporting future planning and service development (Greenfield, 1983).

Students who feel served with empathy and a high sensitivity to individual needs tend to have a positive perception of school and show increased learning motivation and social adjustment (Corey, 2016). These findings align with research data, which show that aspects such as effective guidance and counselling and confidence in guidance and counselling help achieve the highest satisfaction scores. This indicates that the counselor has succeeded in building effective interpersonal communication, which, according to Rogers (1983) is the essence of meaningful counseling, namely through empathy, unconditional acceptance, and genuineness.

In addition to interpersonal relationships, professionalism and managerial aspects also play significant roles. Gibson and Mitchell (2011) emphasized that the success of guidance and counseling services is determined not only by the counselor's ability to interact but also by the guidance and counseling system's capacity to manage resources, document counseling data, and regularly evaluate service outcomes. This evaluation is an integral part of the guidance and counseling management system, which serves as a tool to measure the program's success and as a basis for decision-making for continuous improvement (Wibowo, 2019). In the context of this study, this is reflected in the high level of satisfaction with the confidentiality of personal data aspects of guidance and counseling (63.7% play a very important role). This data indicates that the dimensions of ethics and professionalism have become part of a consistently run service management system. These findings are consistent with various studies on the relationship between the quality of educational services and student satisfaction. A number of studies at the university level show a positive and significant correlation between the quality of educational services and student satisfaction (Amiri et al., 2025). In the Indonesian context, similar research results also reveal that students' increased awareness of educational services is closely related to their increased level of satisfaction with the services received (Wangid et al., 2025)

However, there are also areas where gaps persist between service implementation and students' perceptions of its effectiveness, especially in academic functions and supporting facilities. Nurihsan (2014) explained that the effectiveness of guidance and counseling management is not only measured by the implementation of individual or group counseling services, but also by the program's ability to improve student learning achievement. In this study, the aspect of summoning due to poor grades was considered the lowest (53.3% of students assessed that guidance and counseling did not play a role), showing that the academic monitoring system in guidance and counseling services was still not running optimally. This indicates the need to improve the internal evaluation mechanism so that academic services are not only reactive but also more proactive and oriented towards developing students' potential (Sukardi, 2018).

In addition to the functional dimension, the guidance and counseling management system should also consider factors related to the physical environment and the comfort of the counseling room. Winkel and Hastuti (2017) emphasized that comfortable, private, and well-organized guidance and counseling spaces are an integral part of an effective service system because they can increase students' sense of security and trust during the counseling process. Low levels of comfort with the guidance and counselling space in this study (only 27.3% were very satisfied) suggest that the non-verbal aspects of the guidance and

counselling management system, such as facilities and the space's atmosphere, have not fully supported holistic student satisfaction. Thus, the management of guidance and counseling facilities and infrastructure needs to be included in the service evaluation agenda so that the guidance and counseling management system can function comprehensively, not only from an administrative and technical perspective, but also from a psychological perspective and the comfort of service users.

Furthermore, in the context of evaluative management, the implementation of the evaluation of guidance and counseling services should be carried out comprehensively including four aspects: (1) evaluation of the implementation of the program, (2) evaluation of service results, (3) evaluation of the effectiveness of counselors, and (4) evaluation of student satisfaction as service users (Prayitno & Amti, 2019). Systematic evaluation will yield objective feedback for service improvements, ensure that guidance and counseling programs remain relevant to student needs, and enhance counselors' professional accountability in schools. By implementing a guidance and counseling management cycle that includes planning, organizing, implementing, and evaluating, educational institutions can build quality-oriented and sustainable guidance and counseling services (Wibowo, 2019). School administrators and guidance and counseling teachers are advised to leverage students' positive perceptions of guidance and counseling services as a strategic basis for strengthening and expanding the implementation of guidance and counseling programs in schools (Ngeno, 2022).

Overall, these findings show that student satisfaction with guidance and counseling services is strongly influenced by two main components: interpersonal interaction between counselors and students, and effective and measurable guidance and counseling management systems. The combination of the two forms a strong foundation for humanistic and professional guidance and counseling services. By strengthening the evaluation function in guidance and counseling management, increasing the effectiveness of academic services, and improving aspects of the physical environment, it is hoped that student satisfaction with guidance and counseling services will increase significantly. This will not only strengthen the position of guidance and counseling as an integral part of the education system, but also make it an important instrument in supporting the achievement of educational goals oriented towards the well-being and optimal development of students.

## **2. The Role of Interpersonal Quality and Expectation Management**

The main strength of Guidance and Counseling services in Cilegon City lies in the interpersonal dimension and its ability to foster a sense of optimism among students. This is reflected in the two highest indicators found in the study, namely, a very high level of satisfaction with the aspect of Hope to succeed through guidance and counseling services. of 75.2% (Very Satisfied category), and a positive perception of the role of guidance and counseling in maintaining the confidentiality of personal data, with a percentage of 63.7% (Very Important category).

### **a. Trust and Quality of Counselors.**

Trust is a fundamental element in the effectiveness of counseling services. The high level of students' confidence in the confidentiality of personal information indicates that the

counselor has succeeded in building professional relationships based on trust and empathy, or what is often referred to as a positive working alliance. In line with Dondo's (2004) explanation in Ngeno (2022), an effective guidance and counseling teacher needs to possess several key qualities, namely being an enthusiastic listener, easily accessible, fair in judging, and trustworthy (Ngeno, 2022). In addition, aspects of interpersonal counseling, particularly sensitivity to students' emotions and psychological needs, play a significant role in building meaningful counseling experiences and increasing service participant satisfaction.

#### **b. Client Expectations.**

A high percentage in the success expectancy dimension (75.2%) indicates that counselors have effectively implemented expectation management. The client's expectations themselves are understood as a set of cognitive anticipations regarding the possibility of an event occurring in the counseling process (Chiesa et al., 2020, p. 293). A number of studies indicate that client satisfaction is strongly influenced by the alignment between clients' expectations and counselors' perceptions of the counseling process. When clients and counselors have the same anticipation and understanding of the course of counseling, the working relationship formed will be stronger and more productive (Chan et al., 1997; Chiesa et al., 2020). Therefore, a counselor needs to actively manage the client's expectations and work to create broader alignment of views to achieve realistic, sustainable satisfaction standards.

#### **Implications**

Based on the results of the research on the level of student satisfaction with guidance and counseling services in schools, it can be concluded that there are a number of strategic implications that can be used as a foothold in efforts to improve the quality and effectiveness of the implementation of guidance and counseling services in the future. In general, the findings show that students are satisfied with the availability of guidance and counseling services, especially in academic and social assistance. However, several areas still require more serious attention, including personal development, career planning, and improving the quality of the counseling room's physical environment.

First, this study emphasizes the urgency of improving the professional competence and personal capacity of guidance and counseling teachers. Student satisfaction is strongly influenced by the extent to which the counselor establishes empathetic, open, and effective communication with students. Thus, schools are advised to provide ongoing training programs to strengthen counseling skills, such as the ability to actively listen, understand students' diverse character traits, and apply a humanistic, individual-oriented approach to counseling. In addition, the implementation of professional supervision and practice-sharing forums among counselors is a strategic step toward maintaining and improving the quality of guidance and counseling services in schools.

Second, the research findings highlight the importance of shifting the focus of guidance and counseling services towards students' personal and career development. Although the academic and social aspects have shown quite good results, the dimensions of personal and career development are still not optimally implemented. Guidance and counselling services

need to expand the scope of their programs through activities that help students recognize their potential, interests, and talents, while equipping them with mature career planning skills. Programs such as career counseling, interest-talent mentoring, workplace visits, and soft skills training are essential to strengthen the linkage between guidance and counseling services and students' real needs in the dynamic modern era. The guidance and counseling strategy is expanded through various media and activities, such as educational films and videos, guest speaker presentations, peer counseling, debates and interactive dialogues, and the provision of relevant reading materials (Zuberi, 2020). This multi-pronged approach not only expands the scope of services but also enriches students' experience in understanding and applying counseling values in their daily lives.

Third, this study also emphasizes the need for structured guidance and counseling service management based on systematic evaluation. Measuring student satisfaction levels should be an integral part of the guidance and counseling management cycle, encompassing the program's planning, implementation, and evaluation stages. Implementing data-driven management will allow counselors to identify areas of weakness and design more targeted improvement strategies. The evaluation focuses not only on the student as a recipient of services, but also on the program's effectiveness as a whole and the counselor's performance in carrying out his professional duties.

In addition, the study's findings show that the physical condition of the guidance and counseling room also affects student satisfaction. Some respondents stated that the counseling room did not fully provide a sense of comfort and security during the guidance process. The school needs to pay attention to elements of facilities and infrastructure, such as room privacy, supportive interior arrangements, and the availability of supporting media for counseling activities. A comfortable and conducive physical environment can help students be more open in expressing their personal and academic problems.

The next implication concerns the need for guidance and counseling services to adopt a more proactive approach in addressing academic problems. The results of the study indicate that some students still underestimate the role of guidance and counseling in addressing cases of low-achieving students. These findings suggest that the paradigm for guidance and counseling services needs to shift from a reactive to a proactive, preventive approach. Counselors are expected to work with subject teachers to monitor students' academic progress, provide early interventions, and design support programs such as tutoring, time management training, and increased learning motivation.

In the face of social changes and technological advances, this research also underlines the importance of adapting guidance and counseling services to the context of digitalization and post-pandemic conditions. Counselors need to develop technology-based service innovations, such as e-counseling or online counseling platforms, to enable services to reach more students flexibly. Research results on digital interventions show that program effectiveness increases significantly when services are accompanied by motivational written feedback and support delivered through personalized messages (Opie et al., 2024). However, the use of technology must still pay attention to the principles of professional ethics, including maintaining the privacy and confidentiality of student data. Therefore, increasing

digital literacy among guidance and counseling teachers is essential to ensure services remain relevant and effective for today's digital generation.

Furthermore, guidance and counseling services need to be integrated synergistically with school policies and student character-strengthening programs. This service should support the realization of the 8 Dimensions of the Graduate Profile by instilling values such as priesthood and piety to God Almighty, citizenship, critical reasoning, creativity, collaboration, independence, health (physical and spiritual), and communication. To achieve this, collaboration between counselors, teachers, parents, and external parties such as psychology institutions, universities, and the industrial world needs to be strengthened so that guidance and counseling programs become more relevant and have a real impact on student development.

Finally, this research also has implications for the development of action research in guidance and counseling. Guidance and counseling teachers are expected to function not only as service implementers but also as reflective researchers who can analyze empirical data and use it to improve counseling practices on an ongoing basis. In this way, guidance and counseling services can develop into an adaptive, innovative, and well-organized system focused on improving students' overall well-being.

Overall, the results of this study confirm that the level of student satisfaction with guidance and counseling services is greatly influenced by the synergy among the professional competence of counselors, the effectiveness of the service management system, the quality of interpersonal interactions, and adequate support for the physical and digital environment. Strengthening all of these elements will enable guidance and counseling services to become strategic instruments for shaping students who are characterful, independent, and ready to face the challenges of life.

## CONCLUSION

The results of this study revealed that the level of student satisfaction with the role of guidance and counseling services in junior high schools throughout Cilegon City is relatively high, with an average score of 3.40 for the satisfaction aspect and 3.33 for the perception aspect. The level of satisfaction is mainly influenced by the professional competence of guidance and counseling teachers, the quality of interpersonal interactions based on empathy, and the implementation of an effective, measurable service management system. In general, students consider that guidance and counseling services have played an important role in providing emotional support, maintaining confidentiality, and building trust between counselors and students. However, there are still some weaknesses that need to be considered, especially in the aspect of academic services for students with low achievement, and the condition of the guidance and counseling room, which is considered not comfortable enough. This deficiency affects students' perceptions of the overall effectiveness of the services provided.

The findings have several important implications for the future development of guidance and counseling services. First, it is necessary to enhance the professional capacity of guidance and counseling teachers through continuous training programs, routine

supervision, and competency updates aligned with the evolving needs of students and modern educational challenges. Second, guidance and counseling services need to be more proactive and technology-based, for example, by using digital platforms for online counseling and more systematic management of student data. Third, improvements to counseling room facilities and infrastructure must be a priority, as a comfortable, supportive physical environment greatly affects the effectiveness of the counseling process and students' openness to interacting with counselors.

In addition, the scope of guidance Chiesa et al. (2020) and counseling services needs to be expanded to not only focus on academic aspects, but also to include students' personal and career development, so that they are relevant to the demands and dynamics of life in the modern era. In this context, activities such as career counseling, life skills training, and self-development guidance can be optimized to help students better understand their potential and future direction. Periodic evaluation of student satisfaction levels must also be an integral part of the guidance and counseling service management system, to ensure that the programs run remain of high quality, relevance, and usefulness.

If all of these aspects can be consistently strengthened, guidance and counseling services have the potential to become strategic instruments in supporting the holistic development of students. Thus, guidance and counseling services not only serve as a means of solving problems but also as a forum for the development of independent character, responsibility, and readiness among students to face various life challenges in the future.

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