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“COUNSELING RESONANCES ON  
MENTAL HEALTH EMERGENCIES AND AWARENESS”

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**COMPARATIVE STUDY OF COUNSELING PERCEPTION: AMONG  
STUDENTS AND GUIDANCE AND COUNSELING COLLEGE STUDENTS**

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**ABSTRACT**

*This research aims to see differences in perceptions of counseling services from students and guidance and counseling students. The reference used to see these differences is an instrument prepared based on descriptions, aspects and indicators of counseling perceptions. Not only that, this research is also to harmonize the perceptions of students and counseling students regarding counseling services at school. The method used in this research is to use a comparative study to compare two or more variables, groups, conditions or more so that later the results or facts of this study will be obtained, namely the comparison between variables, groups, conditions etc. Data collection in this study used a questionnaire prepared based on aspects of counseling according to taken from various definitions of counseling by experts. The research results show that students' perceptions of counseling services are different from the perceptions of counseling guidance students. Therefore, counseling guidance students must be able to provide an understanding for students regarding the real meaning of Guidance and Counseling and the implementation of counseling, especially regarding the facts and myths scattered around the school regarding counseling services so that the implementation of counseling in schools will run properly.*

Keywords: perception, counseling, students, learners.

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### **INTRODUCTION**

In the school environment, guidance and counseling are important components of education, especially concerning the issues and needs of students in school. Guidance and counseling are integral elements that cannot be separated from the implementation of education (Ardimen, 2018). Education is not just about the teaching and learning process in the classroom, doing exercises, and getting homework. Education also includes how schools can meet the needs of students, as well as addressing the problems that arise in schools and finding solutions. Furthermore, according to Kurniati (2018), the guidance and counseling process is one of the implementation processes in schools aimed at assisting the development of students so that they can grow and develop optimally, both individually and in groups.

Guidance and counseling in schools have various goals and are tailored to the results of needs assessments. In guidance and counseling, there are two activities with clear definitions and objectives that are different. The implementation of guidance in schools helps students achieve their developmental tasks (Kamaluddin, 2011). The function of guidance implementation is preventive, aiming to prevent problems from occurring in schools. On the other hand, the counseling process is an activity that helps students deal with the problems they face, so it can be said that counseling is a curative process aimed at resolving issues. All problems and needs addressed using guidance and counseling services are based on the results of needs assessments. The essence of guidance and counseling is directed towards assisting counselees in making choices and decisions (Kamaluddin, 2011).

However, it is not uncommon in the field or in schools for students to perceive Guidance and Counseling, commonly referred to as GUIDANCE AND COUNSELING, as a single entity, a single thing, or that guidance and counseling have the same meaning and purpose. Clearly, both have different meanings and objectives, and even the implementation and techniques used are different. There should be a common understanding among students, teachers (both subject teachers and GUIDANCE AND COUNSELING teachers themselves), and the community about guidance and counseling. This will undoubtedly impact the implementation of counseling and the process of building a therapeutic relationship between counselors and counselees. In many studies, including research by Fitriani et al. (2022), it was found that there were misconceptions about the role of counselors and guidance counseling services in schools. School students have a negative perception of guidance and counseling services (Pratiwi & Muis, 2013); one mistaken perception of students is that guidance counselors are referred to as school police (Astuti et al., 2013). Students believe that they are summoned by guidance counselors if they are "having problems" or violating school rules, such as skipping classes, being frequently late, involved in fights, smoking, and so on.

These differences in perception will affect students' willingness to engage in guidance and counseling activities because they fear being labeled as 'naughty' if they have to deal with Guidance and Counseling. However, guidance and counseling, as well as Guidance and Counseling teachers, have many tasks beyond what students might think. Guidance and counseling are one of the services available in schools aimed at providing assistance to students in finding their character identity, understanding their environment, and planning for the future (Prayitno & Amti, 2009). Guidance and counseling services not only help students with problems in a curative manner but also assist students in preventing problems from occurring in the first place or in a preventive manner.

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The difference in perceptions between actual counseling and counseling according to students' views has become increasingly blurred since the spread of COVID-19 throughout the country. As we all know, during that time, the circumstances forced changes in the learning process, as well as in the implementation of guidance and counseling. Amidst the chaos of the world trying to cope with COVID-19, the world also entered the era of the fourth industrial revolution. This undoubtedly presents new challenges for educational institutions, including Guidance and Counseling teachers, to be able to utilize technological advancements in providing services to counselees. However, considering that not all Guidance and Counseling teachers have the ability to utilize technology, new problems arise. According to research results showing that the majority of students from secondary school to university are facing difficulties in adapting to online learning processes. The main obstacles include technology access, educational aspects, personal factors, family issues, and other psychological problems (Rahma et al., 2020). This includes situations where students have limited opportunities to learn about Guidance and Counseling services and counseling implementation. Therefore, to date, students' paradigms regarding guidance counseling and its implementation have become increasingly contrasting and not in line with their actual meanings.

Most of the obstacles are access to technology, educational aspects, personal, family and other psychological problems (Rahma et al, 2020). Including where students have limited opportunities to find out about guidance and counseling services and the implementation of counseling. Therefore, up to now, students' paradigm regarding counseling guidance and its implementation has become increasingly contrasting with its true meaning. Students have a perception that tends to focus on the results of their observations in the field with/without them going directly into it, they do not know the perception of counseling from various points of view, while guidance and counseling students understand counseling theoretically and counseling more practically. Therefore, it is important to carry out research to find out what causes and what parts are the differences in meaning in looking at the perception of counseling, because these differences will cause students to think that the act of counseling is a futile and unimportant action.

This difference in the perception of counseling between guidance and counseling teachers and students is a major problem for the implementation of counseling services in schools, especially when the counseling process is the main focus for several parties such as prospective guidance and counseling teachers or Guidance and Counseling students as well as Guidance and Counseling student teachers. Guidance and Counseling students are not only required to understand concepts, techniques and matters related to the implementation of Guidance and Counseling, especially the implementation of counseling services. However, they are also required to be able to provide students with an understanding regarding the true meaning of Guidance and Counseling and the implementation of counseling, especially regarding the facts and myths that are scattered around the school regarding counseling Guidance and Counseling students are required to be able to harmonize the paradigm regarding guidance and counseling in the school environment, so that the implementation of counseling in schools will run as it should.

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### **METHOD**

From the title of this article, it can be seen that this research utilizes a comparative study method which is categorized as qualitative research. The purpose of conducting research using a comparative study is to compare two or more variables, groups, conditions, etc., to obtain results or facts from this research, namely comparisons between variables, groups, conditions, etc., with other variables, groups, conditions, etc. Research using the comparative method will compare related variables, presenting differences and similarities. This comparative research method is also used to compare the data collected in the research process. Comparative research is a type of descriptive research used to find fundamental answers related to the cause-effect of a phenomenon by analyzing the factors that cause the emergence of a particular phenomenon (Nazir, 2005). By using the comparative research method, it is intended to draw a conclusion by comparing opinions, ideas, understandings, and others to find similarities and differences. This research using data analysis techniques descriptive analysis because the research result will be described. This research looks at and identifies a phenomenon of differences between students' perceptions of counseling and counseling perceptions among guidance and counseling students. This research can also be used to study similarities in the behavior of a group of people. This research focuses on comparing subjects with phenomena and subjects' views regarding the phenomena being studied. Students and Guidance and Counseling students will be observed regarding their views on counseling to see if there are any differences or not, and whether any problems arise from this, and of course, what solutions need to be found to solve the problems or avoid them.

### **RESULT AND DISCUSSION**

#### **Perception**

In English, "Persepsi" originates from the word "Perception," which is defined as the process of receiving stimuli by the senses and then transmitting them to the brain. This perception consists of several stages before something is processed by the brain. The stages include the interaction of sensory organs with something, or something interacting with our sensory organs, which is referred to as simulation. Subsequently, the occurring simulation will be organized and interpreted by the brain, resulting in various forms of responses such as impressions, images, reactions, ideas, thoughts, and so on. Walgito (2010) states that perception is a process of organizing and interpreting stimuli received by an individual so that it becomes something meaningful. Walgito also expresses that in this context, responses to stimuli can include feelings, thinking abilities, and experiences. Thus, from these understandings, it can be concluded that an individual's perception of something will differ or not be the same. Therefore, each individual will have different perceptions of something (Syahputra, 2020). Differences in perception are usually caused by several factors accompanying or following the stimulation process, which can affect the results of stimulation with different response outputs. This is in line with what Davidoff stated; according to Davidoff, perception is a difficult and complex process that is active and dependent on the sensory system and the brain (Davidoff, 1988).

In this study, the measurement of perception utilizes perception indicators as outlined by Bimo Walgito, which are (1) Absorption of information from outside the individual; (2) Understanding or

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comprehension; (3) Assessment or evaluation. Here are explanations for each perception indicator; (1) Absorption of stimuli or information from outside the individual involves the process of receiving stimuli from sensory organs such as sight, hearing, smell, touch, either individually or simultaneously (involving more than one sense). The process of receiving information or stimuli from these sensory organs is then processed by the brain through interpretation or visualization, resulting in an image, information, or impression related to the stimulus; (2) Understanding or comprehension is the process of stimulus processing in the brain that then becomes images or impressions within the brain, which are subsequently organized, classified, and compared to form perception. (3) Assessment or evaluation, after forming an understanding or comprehension from the previous process, individuals will then conduct an evaluation. They will compare the new understandings they have received and then view these understandings through the lens of norms, resulting in an evaluation. This evaluation is subjective, so the results will differ from one individual to another.

### **Counseling**

There are numerous definitions of counseling in various literature sources, coming from experts and from various previous studies. Mortensen (1964) states that counseling is the heart of the guidance program, meaning that counseling is the core of a guidance program. Meanwhile, according to Ruth Strang (1958) as cited in Wardhani (2007), counseling is viewed as guidance being broader: counseling is the most important tool of guidance, suggesting that guidance is a broader concept while counseling is the most crucial tool within the guidance process. From these two definitions, it can be seen that counseling holds a central position in the guidance process and is the most important and essential aspect of the entire guidance activity. Additionally, Brammer & Shostrom (1982) as cited in Wardhani (2007) emphasize counseling as something used for planning more rational planning and as one of the preventive processes against the emergence of issues for an individual. It helps individuals in self-adjustment and provides support in handling everyday pressures or situations indicating problems.

When examining how experts define counseling, one will encounter a wide array of definitions. However, if viewed generally, the definition of counseling itself is individual well-being. Considering the diverse definitions proposed by experts, they stem from individuals' perceptions in assessing counseling. Based on the definition of perception in the previous section, in defining counseling, individuals' perceptions are related to how their sensory organs receive stimuli about counseling, which are then transmitted to the brain to be interpreted into understanding, and subsequently, an evaluation of the definition of counseling itself is carried out. According to Nur Salim (2013) in his book titled "Strategi dan Intervensi Konseling," counseling is described as an activity or process of providing assistance to clients or counsees to solve a problem conducted by a counselor (a person with a profession in counseling) to individuals or groups through specifically planned activities based on theories and approaches and containing psychological elements.

Based on several definitions of counseling provided by experts, there are several aspects that can be used to measure an activity or process referred to as the counseling process; (1) Communication Skills: Counselors should have the ability to actively listen, provide open statements, and understand the gestures

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and expressions of the client; (2) Empathy and Emotional Connection: Counselors should demonstrate empathy towards the client by validating the feelings experienced by the client, and they should be able to create an open and trustworthy relationship between the counselor and the client; (3) Assessment and Goal Setting: Counselors should assess the client's issues through assessment, then develop a service implementation plan and establish counseling goals; (4) Application of Techniques and Approaches: Counselors should be able to apply techniques formulated in the counseling process and adopt approaches that are appropriate to the client's issues; (5) Ethics and Trust: Counselors must maintain professional ethics throughout the counseling process and build trust with the client; (6) Measurement and Evaluation: Counselors should be able to use any instrument to measure the success of counseling implementation and evaluate counseling activities; (7) Collaboration with External Parties: The counselor should collaborate with specific parties to provide information relevant to their field that requires expert explanation, to identify the abilities of the participants, and to provide external support.

### **Counseling Perception**

After synthesizing the operational definitions of perception, which include the absorption of information from outside the individual, understanding and comprehension, and assessment, and the operational definition of counseling, which consists of several aspects such as communication skills, empathy and emotional connection, assessment and goal setting, application of techniques and approaches, ethics and trust, measurement and evaluation, and collaboration with specific parties, the following are some points used as the basis for data collection; (1) Respondents observe that during the counseling process, counselors pay attention to nonverbal expressions; (2) In the counseling process, respondents are aware that guidance counselors provide feedback; (3) Respondents understand that during the counseling process, counselors ask questions that require explanatory answers; (4) In the counseling process, respondents assess that counselors actively listen; (5) During the counseling process, respondents realize that counselors acknowledge and validate the feelings of the clients; (6) Respondents evaluate that a good relationship has been built between the counselor and the client during the counseling process; (7) In the counseling process, counselors show empathy towards the clients; (8) Respondents know that counselors develop good action plans; (9) Respondents know the purpose of counseling implementation; (10) During the counseling process, counselors assess the clients' problems; (11) Respondents see and hear that counseling proceeds smoothly and well; (12) Respondents know how counseling progresses; (13) Respondents observe that counseling is conducted with professional ethics; (14) Respondents understand and comprehend counseling ethics; (15) Respondents assess that counseling is conducted professionally; (16) Respondents observe the evaluation process after counseling and experience the changes that occur after counseling sessions; (17) Respondents are aware of the evaluation process after counseling; (18) Respondents assess that they can provide criticism and suggestions through the evaluation process; (19) Respondents observe that in certain cases, guidance counselors collaborate with relevant parties; (20) Respondents know that guidance counselors collaborate with other parties; (21) Respondents assess that the counseling process sometimes requires assistance from other parties.

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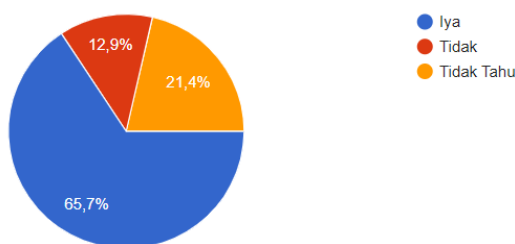
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### The Difference in Counseling Perception between Students and Guidance and Counseling Students

As stated by Nursalim in his book titled "Strategi dan Intervensi dalam Konseling" (Strategies and Interventions in Counseling), he mentions that the definition of counseling is highly diverse, stemming from individuals' perceptions of counseling itself. The general understanding of perception is the process by which individuals receive stimuli perceived by human sensory organs such as hearing, sight, touch, and others, which are then processed by the brain to be organized and interpreted, resulting in an understanding. Subsequently, individuals make judgments by intersecting norms with the understanding they have obtained from a series of processes known as the perception acquisition process. The output of this perception acquisition process is perception.

The perception of counseling entails an individual's understanding of counseling, which undoubtedly varies among different people based on the perception acquisition process they undergo. The diversity of perceptions about counseling is clearly evident in ongoing research. This research aims to examine the differences in counseling perceptions between students and Counseling and Guidance students. Students and Guidance and Counseling students have different backgrounds. Students form their perceptions of counseling based on real-life conditions in the field, observing Guidance and Counseling teachers conducting and designing counseling sessions, hearing stories from other students who have undergone counseling, and participating in various activities with different limitations at each school. Meanwhile, Guidance and Counseling students receive more exposure to the counseling process. During their schooling and college years, they delve deeper into counseling topics such as counseling techniques, counseling principles, and the sequence of counseling implementation, among others. Here is the data collected to support this statement:

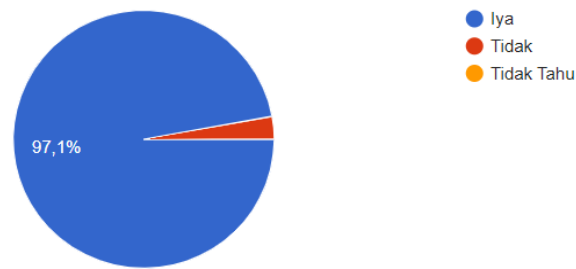
Based on the research conducted by distributing questionnaires to students and counselors, each consisting of 70 respondents, it was found that in the statement "I see that during the counseling process, the counselor pays attention to facial expressions and gestures" given to students, there were various response patterns. Some key findings from the students' responses include:



21.4% of the 70 student respondents were unaware that the counselor pays attention to facial expressions and gestures, and 12.9% of the 70 student respondents stated that the counselor does not pay attention to the facial expressions and gestures of the client. Meanwhile, for the same statement given to Counseling and Guidance students, here are the results:

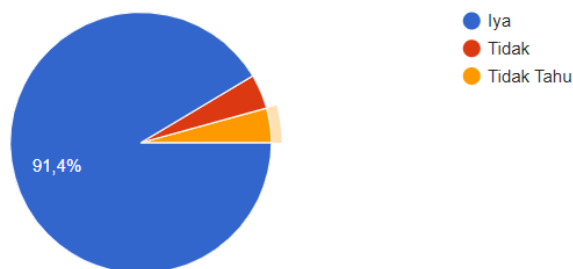
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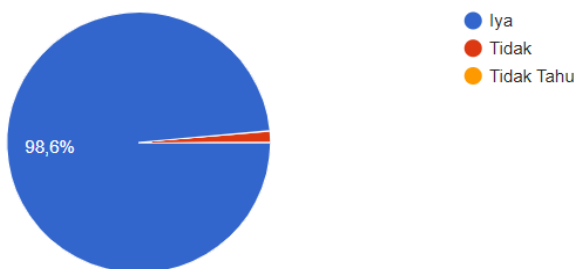


As much as 97.1% of the 70 student respondents understand that counselors are required to pay attention to the facial expressions and gestures of the client. This is because Counseling and Guidance students have received materials regarding the implementation of counseling along with practical experiences during their academic studies. Therefore, Counseling and Guidance students understand that one of the fundamental skills required by counselors during counseling sessions is to pay attention to the facial expressions and gestures of the client.

Data for the statement "I am aware that during the counseling process, the Guidance and Counseling teacher always provides good feedback" is as follows:



Of the 70 student respondents, 91.4% understand that during the counseling process, the Guidance and Counseling teacher must provide feedback in the form of advice, questions, and so on, while the rest feel that the Guidance and Counseling teacher does not provide feedback during the counseling process. Below are the results of the same statement given to Counseling and Guidance students:



Out of 70 respondents, 98.6% of Counseling and Guidance students are aware that Guidance and Counseling teachers or counselors provide feedback during the counseling process, such as validating feelings, asking questions, and so on, while the remaining feel that Guidance and Counseling teachers do not provide feedback during the counseling process. In this statement, there is a difference of 1.5% between students and Counseling and Guidance students. Therefore, it can be said that there is a similar perception

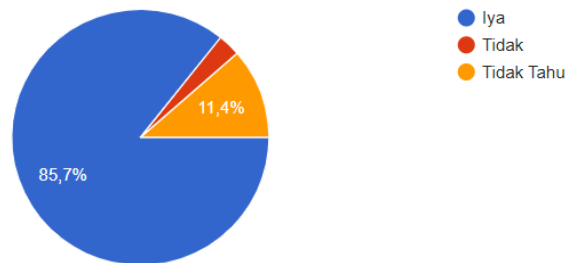


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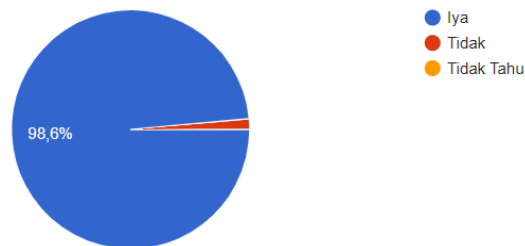
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between students and Counseling and Guidance students regarding the statement that Guidance and Counseling teachers provide feedback during the counseling process.

Data for the statement "I understand that during the counseling process, the counselor asks questions that require explanatory answers" is as follows:

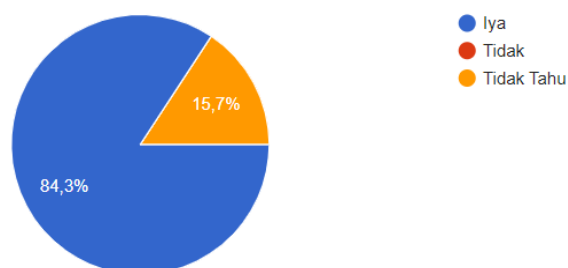


Out of 70 student respondents, 85.7% are aware that counselors understand that during the counseling process, counselors ask questions that require explanatory answers, while 11.4% of the 70 student respondents stated that they did not know that during the counseling process, counselors ask questions that require explanatory answers. Below are the results of the same statement given to Counseling and Guidance students:



Out of 70 Counseling and Guidance student respondents, 98.6% understand that during the counseling process, counselors ask questions that require explanatory answers. This is because Counseling and Guidance students have received materials regarding the implementation of counseling along with practical experiences during their academic studies. Therefore, Counseling and Guidance students understand that one of the fundamental skills required by counselors during counseling sessions is the ability to ask open-ended questions.

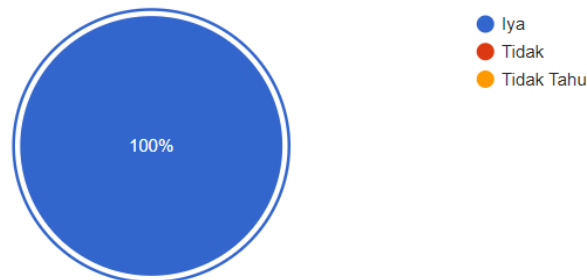
Data for the statement "During the counseling process, I evaluate that the counselor listens actively" is as follows:



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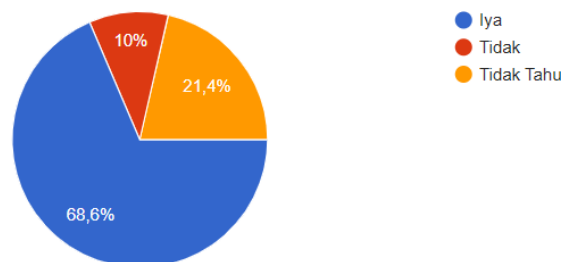
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Out of 70 student respondents, 84.3% evaluated that during counseling, the counselor listens actively, while 15.7% of the 70 student respondents stated that they did not know that during counseling, the counselor listens actively. Below are the results of the same statement given to Counseling and Guidance students:

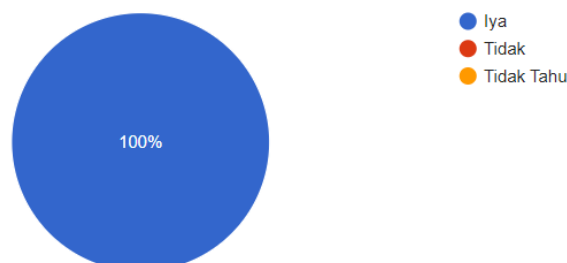


Out of 70 Counseling and Guidance student respondents, 100% understand that during counseling, the counselor listens actively. This is because Counseling and Guidance students have received materials regarding the implementation of counseling along with practical experiences during their academic studies. Therefore, Counseling and Guidance students understand that one of the fundamental skills required by counselors during counseling sessions is to actively listen to the client.

Data for the statement "During the counseling process, I realize that the counselor acknowledges and validates the feelings of the client" is as follows:



Out of 70 student respondents, 68.6% realize that during the counseling process, the counselor acknowledges and validates the feelings of the client. Additionally, 21.4% of the 70 student respondents stated that they did not know if the counselor acknowledges and validates the feelings of the client, and 10% of the 70 student respondents felt that they were not aware that the counselor acknowledges and validates the feelings of the client. Below are the results of the same statement given to Counseling and Guidance students:



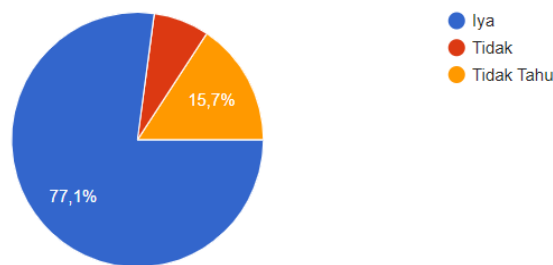
Out of 70 Counseling and Guidance student respondents, 100% are aware that the counselor acknowledges and validates the feelings of the client. This is because Counseling and Guidance students have received

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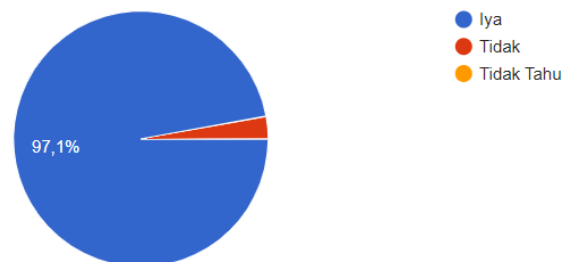
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materials regarding the implementation of counseling along with practical experiences during their academic studies. Therefore, Counseling and Guidance students understand that one of the fundamental skills required by counselors during counseling sessions is to acknowledge and validate the feelings of the client.

Data for the statement "I am aware that during the counseling process, a good relationship has been built between the counselor and the client" is as follows:

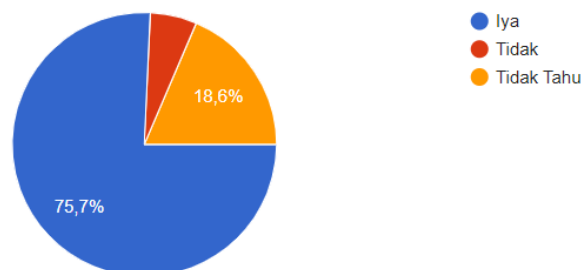


Out of 70 student respondents, 77.1% are aware that during the counseling process, a good relationship has been built between the counselor and the client, while 15.7% are not aware, and the remaining percentage did not indicate awareness of a good relationship between the counselor and the client. Below are the results of the same statement given to Counseling and Guidance students:



Out of 70 Counseling and Guidance student respondents, 97.1% are aware that during the counseling process, a good relationship has been built between the counselor and the client. This is because Counseling and Guidance students have received materials regarding the implementation of counseling along with practical experiences during their academic studies. Therefore, Counseling and Guidance students understand that one of the fundamental skills required by counselors during counseling sessions is to recognize that a good relationship has been built between the counselor and the client.

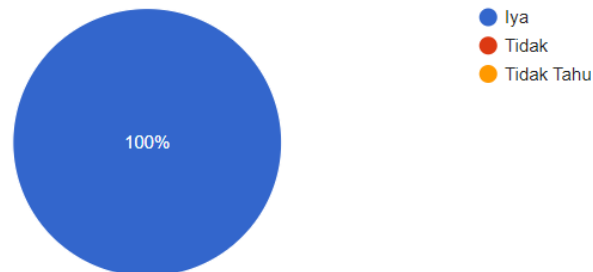
Data for the statement "I can assess if during the counseling process, the counselor shows empathy to the client" is as follows:



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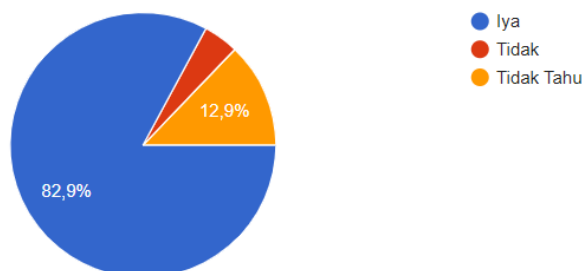
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Out of 70 student respondents, 75.7% can assess if during the counseling process, the counselor shows empathy to the client. Additionally, 18.6% do not know how to assess if during the counseling process, the counselor shows empathy to the client, and the remaining percentage cannot assess if during the counseling process, the counselor shows empathy to the client. Below are the results of the same statement given to Counseling and Guidance students:

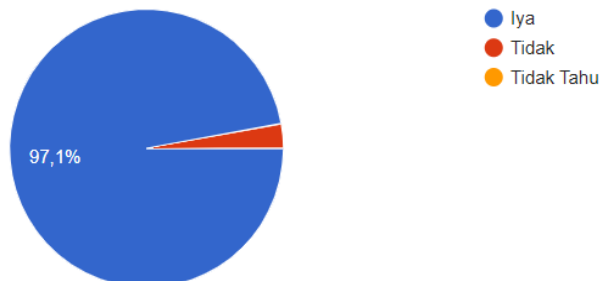


Out of 70 Counseling and Guidance student respondents, 100% can assess if during the counseling process, the counselor shows empathy to the client. This is because Counseling and Guidance students have received materials regarding the implementation of counseling along with practical experiences during their academic studies. Therefore, Counseling and Guidance students understand that one of the fundamental skills required by counselors during counseling sessions is to be able to assess if the counselor shows empathy to the client.

Data for the statement "I know that the counselor develops a good action plan" is as follows:



Out of 70 student respondents, 82.9% know that the counselor develops a good action plan, while 12.9% do not know that the counselor develops a good action plan. Below are the results of the same statement given to Counseling and Guidance students:



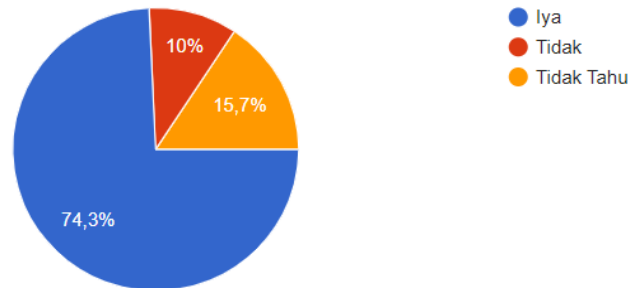
Out of 70 Counseling and Guidance student respondents, 97.1% know that the counselor develops a good action plan. This is because Counseling and Guidance students have received materials regarding the implementation of counseling along with practical experiences during their academic studies. Therefore,

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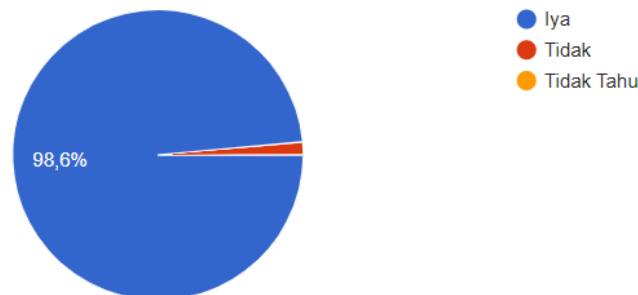
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Counseling and Guidance students understand that one of the fundamental skills required by counselors during counseling sessions is to develop a good action plan.

The next statement, "I know the purpose of counseling implementation" is presented with the following data:

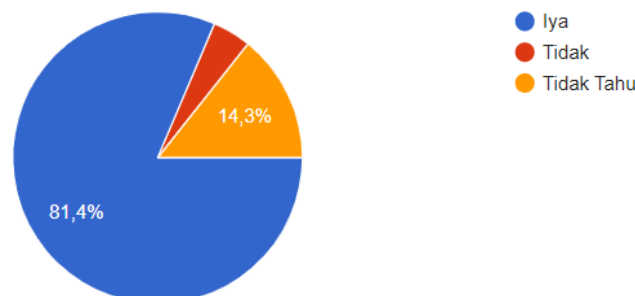


Out of 70 student respondents, 74.3% are aware of the purpose of counseling implementation, while 15.7% and 10% do not know the purpose of counseling implementation. Below are the results of the same statement given to Counseling and Guidance students:



Out of 70 Counseling and Guidance student respondents, 98.6% are aware of the purpose of counseling implementation. This is because Counseling and Guidance students have received materials regarding the implementation of counseling along with practical experiences during their academic studies. Therefore, Counseling and Guidance students understand the purpose of counseling.

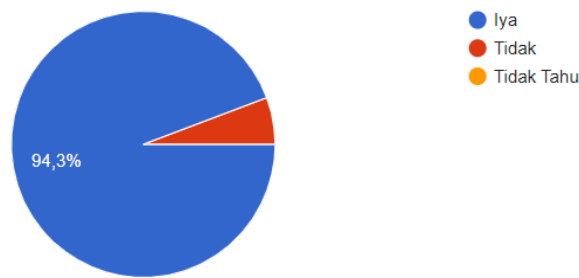
The next statement, "During the counseling process, the counselor or Guidance and Counseling teacher assesses the client's problems," is presented with the following data:



Out of 70 student respondents, 81.4% are aware that during the counseling process, the counselor or Guidance and Counseling teacher assesses the client's problems, while the remaining percentage are not aware of this. Below are the results of the same statement given to Counseling and Guidance students:

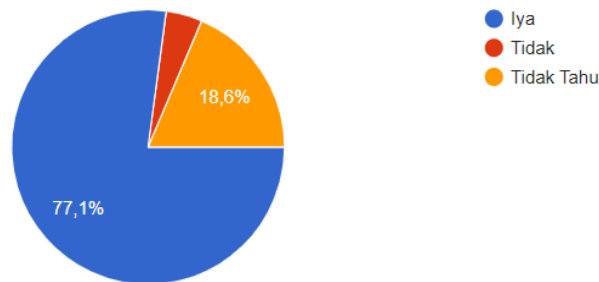
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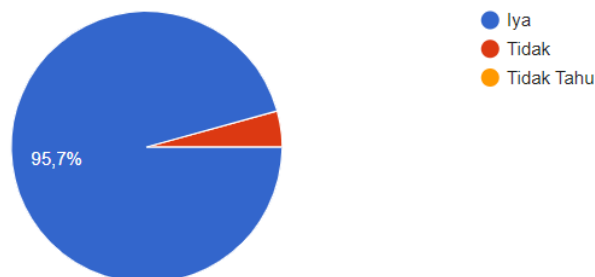


Out of 70 Counseling and Guidance student respondents, 94.3% are aware that during the counseling process, the counselor or Guidance and Counseling teacher assesses the client's problems. This is because Counseling and Guidance students have received materials regarding the implementation of counseling along with practical experiences during their academic studies.

The next statement, "I see and hear that counseling is running smoothly and well as it should (in accordance with techniques and approaches tailored to the client's issues)" is presented with the following data:



Out of 70 student respondents, 77.1% can see and hear that counseling is running smoothly and well as it should, while 18.6% do not perceive this. Now, let's examine the results of the same statement given to Counseling and Guidance students:

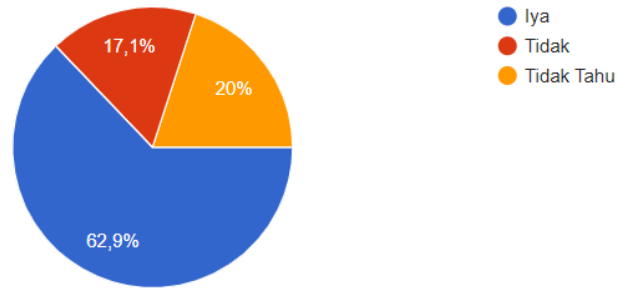


95.7% of the 70 student respondents can see and hear that counseling is running smoothly and well as it should (in accordance with techniques and approaches tailored to the client's issues). This is because Counseling and Guidance students have received materials on counseling implementation along with practical training during their academic process.

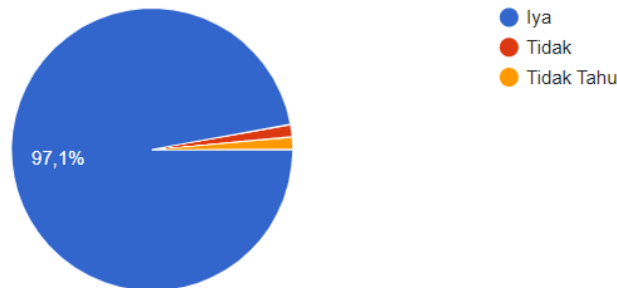
Next statement: "I know how counseling progresses (using approaches and techniques tailored to the client's issues)." Let's see the data below::

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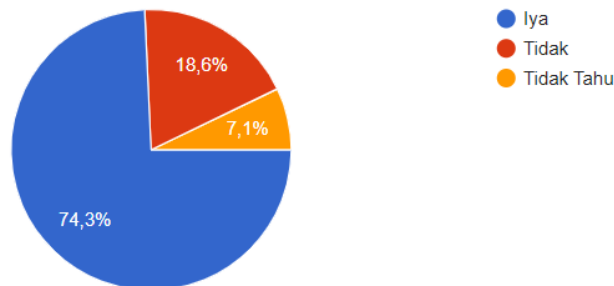


62.9% of the 70 student respondents can understand how counseling progresses, while 20% and 17.1% do not know how counseling progresses. Meanwhile, when the same statement was given to Counseling and Guidance students, the results were as follows:



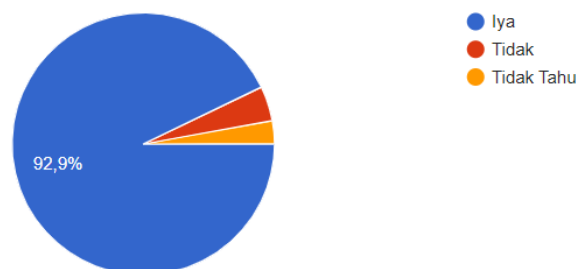
97.1% of the 70 respondents stated that 'I know how the counseling process works (using approaches and techniques tailored to the counselee's issues),' this is because Counseling students have received materials on counseling implementation along with practical exercises during their studies.

In the statement 'I evaluate the implementation of counseling (suitability with objectives and approaches) as either good or bad,' the data is presented as follows:



74.3% of the 70 student respondents evaluate the implementation of counseling (suitability with objectives and approaches) as either good or bad, while 18.6% do not evaluate the implementation of counseling (suitability with objectives and approaches) as good or bad, and 7.1% are not sure.

Meanwhile, the same statement was given to Counseling students with the following results:

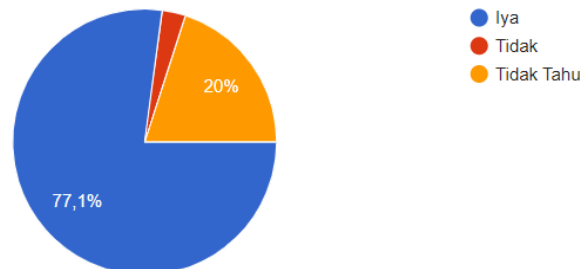


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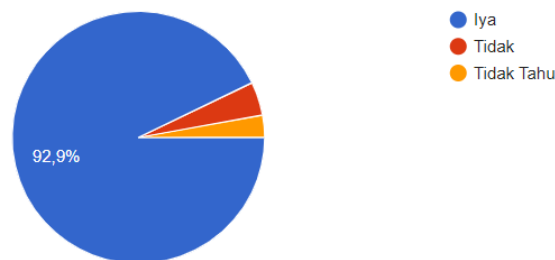
92.9% of the 70 student respondents evaluate the implementation of counseling (suitability with objectives and approaches) as either good or bad. This is because Counseling students have received materials on counseling implementation along with practical exercises during their studies.

In the next point, 'I observe that counseling is conducted professionally and I know if the counselor is not behaving professionally,' the data presented is as follows:"



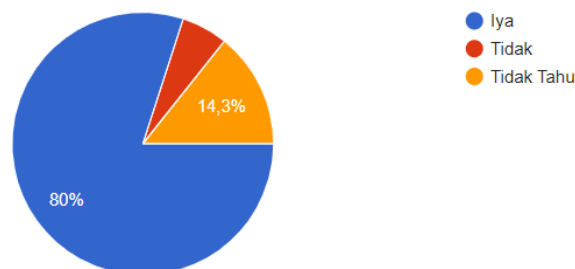
77.1% of the 70 student respondents perceive that counseling is conducted professionally and I know if the counselor is not behaving professionally, while 20% do not know if counseling is conducted professionally and I know if the counselor is not behaving professionally.

Meanwhile, the same statement was given to Counseling students with the following results.



Out of 70 student respondents, 92.9% perceive that counseling is conducted professionally. I am aware that if counselors do not behave professionally, it is because counseling and guidance students have received material on the implementation of counseling along with its practice during the course of their studies.

In the next statement, "I know and understand the regulations explained in counseling," the data is presented as follows:

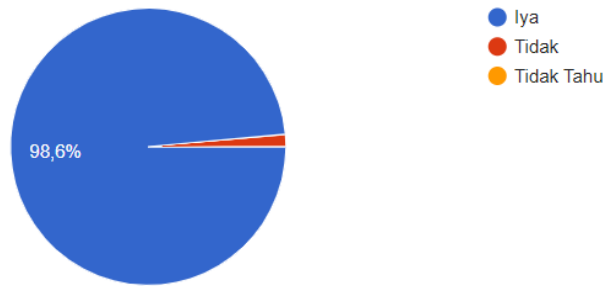


80% of the 70 student respondents are aware of and understand the regulations explained in counseling, while 14.3% do not. The same statement was given to Counseling and Guidance students, and the results are follow:



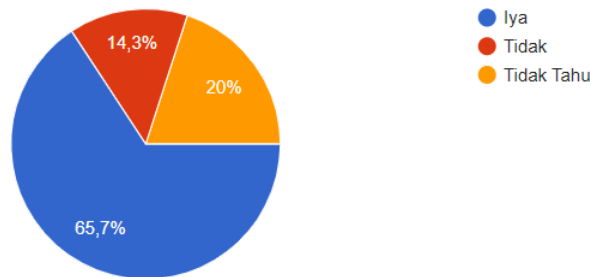
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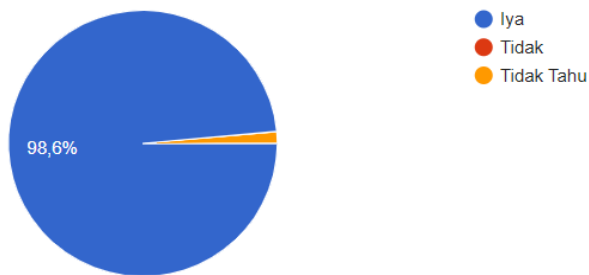


98.6% of the 70 student respondents are aware of and understand the regulations explained in counseling. This is because Counseling and Guidance students have received material on the implementation of counseling along with its practice during the course of their studies.

In the next statement, 'I can assess whether counseling is conducted professionally or not,' the data is presented as follows.



65.7% of the 70 student respondents can assess whether counseling is conducted professionally or not, while 20% cannot. Additionally, 14.3% do not know how to assess whether counseling is conducted professionally or not. The same statement was given to Counseling and Guidance students, and the results are as follows:

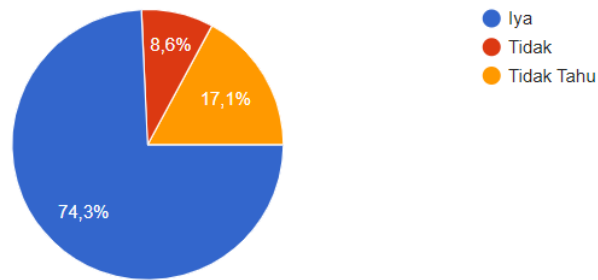


98.6% of the 70 student respondents were able to assess whether counseling was conducted professionally or not. This is because Counseling students have received materials on counseling implementation along with practical exercises during the course of their studies.

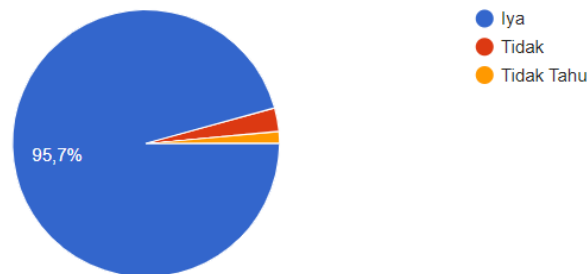
Regarding the next statement, "I observe the evaluation process after counseling and feel the changes after the counseling session," the data presented is as follows:

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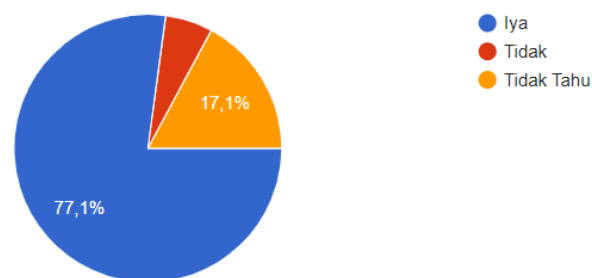


74.3% of the 70 student respondents observed the evaluation process after counseling and felt the changes following the counseling session, while 17.1% did not know how to observe the evaluation process after counseling and feel the changes following the counseling session. Additionally, 8.6% did not observe the evaluation process after counseling and feel the changes following the counseling session. Meanwhile, the same statement was given to Counseling students with the following results.



95.7% of the 70 student respondents observed the evaluation process after counseling and felt the changes following the counseling session, while the remainder either did not know or did not observe. This is because Counseling students have received materials on counseling implementation along with practical exercises during the course of their studies.

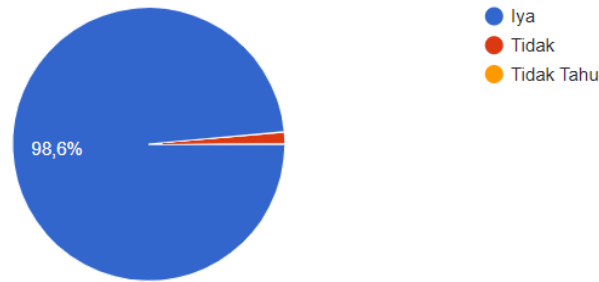
The next statement, "I am aware of the evaluation after the counseling process," is presented with the following data:



77.1% of the 70 student respondents are aware of the evaluation after the counseling process, while 17.1% are not aware, and the remainder do not know about the evaluation after the counseling process. Meanwhile, the same statement was given to Counseling students with the following results.

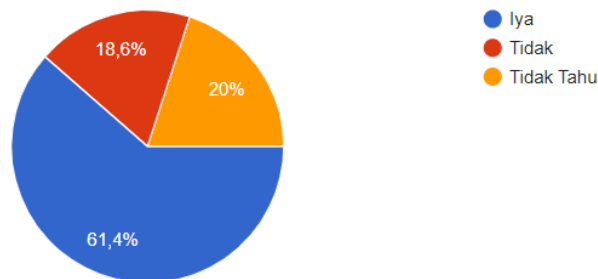
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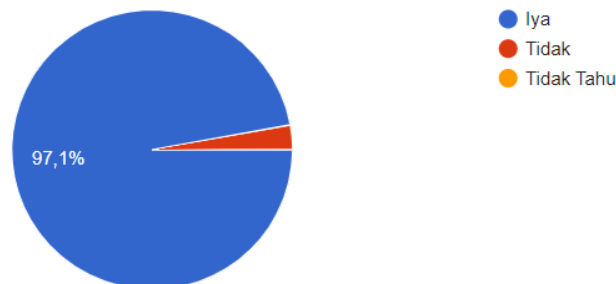


98.6% of the 70 student respondents are aware of the evaluation after the counseling process, while the remainder are not aware. This is because Counseling students have received materials on counseling implementation along with practical exercises during the course of their studies.

Regarding this statement, "I am able to assess and provide feedback and suggestions through the evaluation process after the counseling process is conducted," the data presented is as follows:



61.4% of the 70 student respondents are able to assess and provide feedback and suggestions through the evaluation process after the counseling process is conducted, while 20% do not know how to do so, and 18.6% do not assess or provide feedback and suggestions through the evaluation process after the counseling process is conducted. Meanwhile, the same statement was given to Counseling students with the following results.

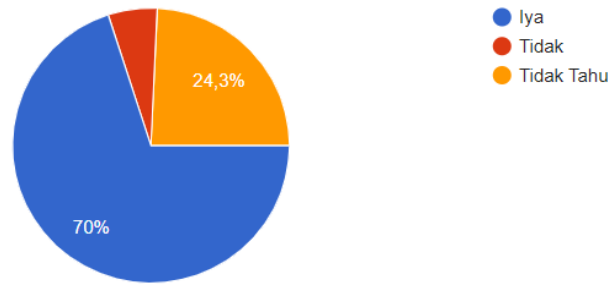


97.1% of the 70 student respondents assess and provide feedback and suggestions through the evaluation process after the counseling process is conducted, while the remainder do not. This is because Counseling students have received materials on counseling implementation along with practical exercises during the course of their studies.

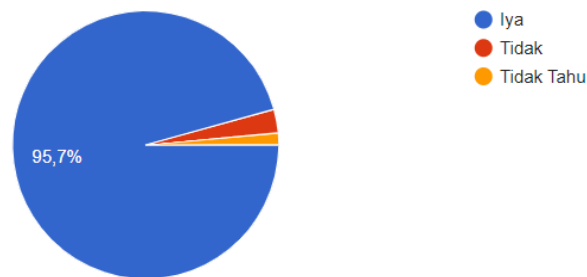
Regarding the next statement, "I observe that in certain cases Guidance and Counseling collaborates with other parties," the data presented is as follows:

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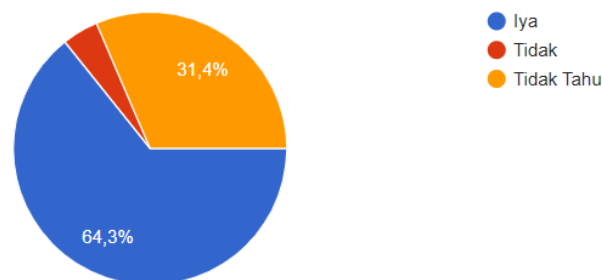


70% of the 70 student respondents observe that in certain cases Guidance and Counseling (Bimbingan dan Konseling) collaborates with other parties, while 24.3% do not know how to observe this collaboration, and the remainder do not observe such collaboration. Meanwhile, the same statement was given to Counseling students with the following results.



95.7% of the 70 student respondents observe that in certain cases Guidance and Counseling (Bimbingan dan Konseling) collaborates with other parties, while the remainder either do not know or do not observe such collaboration. This is because Counseling students have received materials on counseling implementation along with practical exercises during the course of their studies.

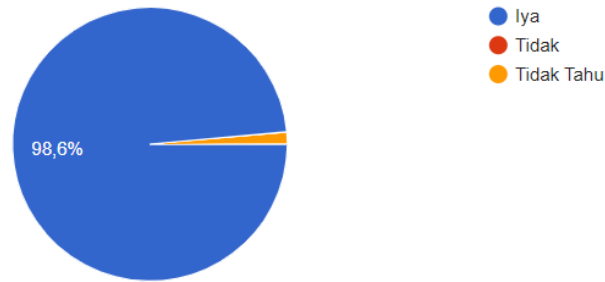
Regarding the next statement, "I am aware that Guidance and Counseling teachers collaborate with other parties in certain issues," the data presented is as follows:



64.3% of the 70 student respondents are aware that Guidance and Counseling teachers collaborate with other parties in certain issues, while 31.4% do not know how to ascertain this collaboration, and the remainder are unaware of such collaboration. Meanwhile, the same statement was given to Counseling students with the following results.

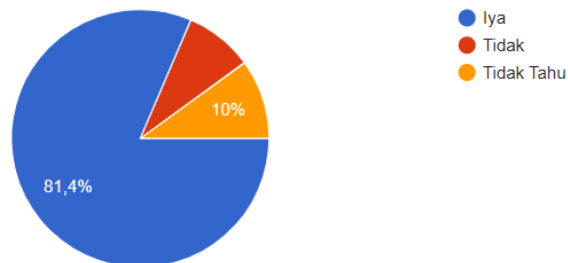
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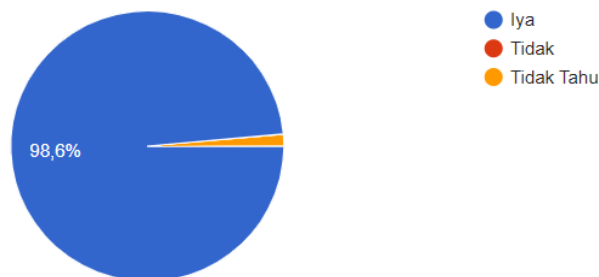


98.6% of the 70 student respondents are aware that Guidance and Counseling teachers collaborate with other parties in certain issues, while the remainder do not know about this collaboration. This is because Counseling students have received materials on counseling implementation along with practical exercises during the course of their studies.

Regarding the next statement, "I assess that the counseling process sometimes requires assistance from other parties," the data presented is as follows::



81.4% of the 70 student respondents assess that the counseling process sometimes requires assistance from other parties, while 10% do not know how to assess this need for assistance, and the remainder do not assess this need. Meanwhile, the same statement was given to Counseling students with the following results.



98.6% of the 70 student respondents assess that the counseling process sometimes requires assistance from other parties, while the remainder are not aware that Guidance and Counseling teachers assess this need for assistance. This is because Counseling students have received materials on counseling implementation along with practical exercises during the course of their studies.

### CONCLUSION

Based on the test results, it can be concluded that the perception of students regarding counseling services differs from the perception of counseling and guidance students regarding counseling services. This is indicated by the comparison of questionnaire diagrams distributed to a total of 140 respondents,

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consisting of 70 student respondents and 70 counseling and guidance students. It indicates that, on average, students are unaware of the objectives and processes of counseling services in schools as they should be. Whereas counseling and guidance students almost entirely understand how counseling services in schools should be. Therefore, the urgency of providing comprehensive understanding to students about counseling services is crucial so that students can fully comprehend the facts about counseling services and receive counseling services according to their needs.

Based on the conclusion drawn from the questionnaire data analysis regarding the differences in perception between students and counseling and guidance students regarding counseling services, there are several important suggestions that can be considered for improvement and enhancement:

1. Further Research

There is a need for further research accompanied by in-depth statistical analysis to obtain more accurate data on the development of students' perceptions of counseling services. This research will help to obtain more comprehensive and accountable data regarding the differences in perception.

2. Broadening Research Objectives

Additionally, it is important to broaden the research objectives beyond simply understanding the differences in perception between students and counseling and guidance students regarding counseling services. A broader research scope can include exploring other aspects related to counseling services and investigating any identified issues further to build upon previous research.

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