



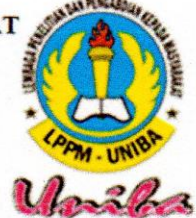
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Harwanti Noviandari THE RELATIONSHIP BETWEEN TEACHER SERVICE AND COUNSELING WITH CLASS VIII STUDENT SATISFACTION 2019/2020 ACADEMIC YEAR IN MTS NEGERI 2 BANYUWANGI

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THE RELATIONSHIP BETWEEN TEACHER SERVICE AND COUNSELING WITH CLASS VIII STUDENT SATISFACTION 2019/2020 ACADEMIC YEAR IN MTS NEGERI 2 BANYUWANGI

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ABSTRACT

Therefore, researchers are interested in conducting this research with the aim of knowing the relationship of guidance and counseling teacher services with the satisfaction of class VIII students in the 2019/2020 school year. This research was conducted at MTs Negeri 2 Banyuwangi. This research is a quantitative type with a descriptive approach, using a questionnaire method as a data collection tool. The research population was students of class VIII MTs Negeri 2 Banyuwangi with a total of 224 students, from the number of populations then the sample was taken using the method of proportional random sampling so that the sample in this study amounted to 56 respondents. Because the purpose of this study is to describe and explain the relationship of guidance and counseling teacher services with satisfaction. This research was conducted in steps: determining the location of the study, determining the research method, determining the types and sources of data, and analyzing the data. Data processing in this study using the help of SPSS For Windows 23.00. The results of the research after calculating with SPSS For Windows 23.00, namely there is a relationship between guidance and counseling teacher services with satisfaction, this is in accordance with the significance results of $0.000 < 0.05$, so that the alternative hypothesis which reads "There is a relationship between guidance and counseling teacher service with student satisfaction. class VIII of the 2019/2020 school year". The degree of relationship in this study was 46.2%, so the remaining value of 53.8% was influenced by other factors not examined in this study.

Keywords: teacher guidance and counseling services, satisfaction.

INTRODUCTION

School or educational institution is a place of learning or a building used for learning. The KBBI dictionary explains that school is institutions or buildings used for teaching and learning activities are appropriate with education level (SD, SLTP, SLTA). Students who are members of the school. The obligation of students in school is to learn and gain knowledge. The student learning process cannot be separated from the guidance of the teacher and sometimes the student learning process also experiences various obstacles. The obstacles experienced by students can be overcome by utilizing the guidance and counseling services found in schools.

Services performed by a guidance and counseling teacher in overcoming student barriers

including personal guidance, study guidance, social guidance and career guidance. Guidance and counseling teachers with profile and good characteristics can easily tell what is being experienced by guidance students, and of course good counseling teachers of course considered friends to students, and used as a place to vent by students. However, field facts show that a counselor (BK teacher) by students still considered school police. It is this paradigm that provides a barrier between the counselor (BK teacher) and the guidance students, so there are still many students fearful guidance when facing a counselor (BK teacher), thus the achievement of counseling services cannot be achieved properly and results dissatisfaction with students.

Student satisfaction according to Mukroni (2017: 141) is a positive attitude of students towards school services because of the match between expectations and the reality they receive. Satisfaction according to Hardiansyah and Restuwibawa (2018: 39) is the result of the evaluation process between expectations before

learning with experience while learning and after learning.

Based on the results of interviews with MTs Negeri 2 Banyuwangi guidance and counseling teachers, there are several problems, namely: The ratio of BK teachers at MTs Negeri 2 Banyuwangi is not yet proportional to the number of students served, the facilities and infrastructure prepared by MTs Negeri 2 Banyuwangi are still inadequate to support BK services, MTs Negeri 2 Banyuwangi students still think that BK teachers are school police.

As for the problems and findings in the field, the formulation of the problem in this study is, "Is there a relationship between guidance and counseling teacher services and the satisfaction of grade VIII students in the 2019/2020 school year MTs Negeri 2 Banyuwangi".

LITERATURE REVIEW SERVICES

Service is a service. Service has many meanings, from personal service to service as a product.

According to Sondang (2016: 45), service is a sense of pleasure given to others accompanied by conveniences and fulfilling all their needs.

Meanwhile, according to Payne (2013: 117), customer service implies: All activities needed to receive, process, deliver and fulfill customer orders and to follow up on any activities that contain errors. Good service, of course, can be influenced by several aspects of

SERVICE ASPECTS

Good service according to Tjiptono (2013) can be influenced by several aspects, these aspects are:

- Direct evidence (tangibles), including physical facilities, equipment, and employees;
- Reliability (reliability), namely the ability to provide services and benefits;
- Responsiveness (responsiveness), ie readiness to assist customers, and provide services to the response;
- Assurance (assurance), including financial security, and confidentiality.
- Empathy (empathy), which includes ease in making relationships, good communication, and attention.

THE DEFINITION OF COUNSELING AND COUNSELING

Guidance is assistance by someone who is well trained and has adequate personality and education; guidance is given to individuals from various age groups so that these individuals can

manage their own lives, develop their own views of life, make their own decisions, and bear the consequences of the choices or life decisions they have made (Nursalim, 2015: 8).

The definition of counseling according to Nursalim (2015: 19) is a professional and personal relationship between the counselor and the client to encourage the client's personal development and help solve the problem at hand.

Guidance and counseling given to individuals (counsees) certainly have a purpose. According to Nursalim (2015: 22) the purpose of guidance and counseling is to help students recognize their talents, interests, and choose and adapt to educational opportunities and plan careers in accordance with job demands. In particular, the purpose of guidance and counseling is to help students achieve developmental goals covering personal-social, learning, and career aspects.

Guidance and counseling services involve counselors and counsees, both of which are interdependent and need each other. Guidance and counseling services will be of benefit. When a service has provided benefits, then it can be said that the service is functioning.

Counseling guidance is a system device aimed at individual development services, so that individuals can develop

optimally according to their interests and talents, to achieve their goals. Guidance and counseling services are divided into various areas. According to Nursalim (2015: 28-30) there are four areas of guidance and counseling services that are specifically targeted. The four services include academic, career, personal, and social fields.

A professional counselor must have a personality or characteristics that are different from other experts. Because the counselor profession (guidance and counseling teacher) is required to actively seek and find the source of the problems faced by a counselee. The counselee is an individual who has needs, feelings, experiences, hopes, and a value system to live with. Therefore the counselor cannot behave according to his own style and will. According to Kamaruzzaman (2016: 235), among them have personality and dedication, have an educational background, have experience, have good health, have work motivation, have competence, have work discipline.

UNDERSTANDING THE SATISFACTION

Satisfaction(satisfaction) is derived from the Latin "satis" (meaning good enough) and "facto" (do or make) or it can be interpreted as the fulfillment of something or make something good enough (Tjiptono, 2014: 353).

According to Udiutomo (2011: 52), satisfaction is the level of feeling after comparing the perceived results with expectations.

Based on the above understanding, if it is related to the counselee's satisfaction with the guidance and counseling teacher services, we can conclude that satisfaction is the counselee's feeling or response after comparing expectations or expectations with the guidance and teacher services

counseling. Thus it can be assumed that good guidance and counseling teacher service will lead to counselee satisfaction, on the other hand, if the guidance and counseling service is not good, it will lead to counselee dissatisfaction with the guidance and counseling teacher services.

SATISFACTION INDICATORS

Customer satisfaction is inseparable from the indicators that influence it. Customer satisfaction is closely related to the perceptions and expectations they want and feel for service quality. According to Ranguti (2016: 30-35) in his writing, he explains that one of the indicators that

determines customer satisfaction is customer perception of service quality. In addition, customer satisfaction is influenced by several indicators, including: value, competitiveness and customer perceptions of price, image, service stage and service moment.

There are several things that affect student expectations. According to Gaspersz (2014: 35) there are several indicators that affect customer expectations, if this is linked to student expectations, including: 1) needs and wants; 2) past experiences when receiving services; and 3) experiences from friends in which they shared the quality of service they received. The actual quality of a service is received by the customer and the customer compares with the pre-expectations or expectations

useto determine whether the quality of the service is good or bad and this will affect satisfaction.

As for the discussion of the satisfaction indicators above, if we connect the satisfaction indicators of the guidance and counseling teacher services, it can be concluded that guidance and counseling teacher services that do not meet the counselee's expectations will result in counselee dissatisfaction, guidance and counseling teacher services that meet the counselee's expectations. will result in counselee satisfaction, and guidance and counseling teacher services that exceed expectations will result in the counselee feeling very satisfied.

METHODOLOGY

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This research uses quantitative research. According to Sugiono (2017: 8) quantitative research can be interpreted as a research method used to examine a particular population or sample, data collection using research instruments, data analysis is quantitative statistics,

with the aim of testing predetermined hypotheses. The approach in this research uses a descriptive approach.

According to Sugiono (2017: 80) Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions.

The target population in this study were all grade VIII students of the 2019/2020 school year at Madrasah Tsanawiyah Negeri 2 Banyuwangi, totaling 224 students. The sampling method was proportional random sampling, which was random sampling from the population, so the sample in this study consisted of 56 respondents.

The data collection method in this research is using a questionnaire method. The questionnaire according to Sugiono (2017: 142) is a data collection technique that is done by giving a set of questions or statements to respondents to answer them.

Testing the validity of the contents of this instrument using the opinion of experts (judgment experts). According to Arikunto (2017: 211), the validity of the unit of measure indicates the level of validity or validity of an instrument. After the content validity analysis was carried out, it was continued by conducting the item validity test. The validity of the items in this study used the Pearson correlation correlation product moment. This test is done by comparing their scorecalculated with the rtable with a significance level of 5%.

The reliability test according to Umar (2010: 56), if the instrument uses the Likert scale to test its reliability, it can use the alpha coefficient of the alpha cronbach formula in this study to test the reliability of the instrument is to use the formula Alpha from Cronbach which is assisted by SPSS for Windows 23.0. The instrument is said to be reliable if it has an alpha value greater than 0.60. According to Amala (2014: 10)

RESEARCH RESULTS AND DISCUSSION

This study aims to explain the formulation of the problem regarding guidance and counseling teacher services with the satisfaction of class VIII students at MTs Negeri 2 Banyuwangi. Researchers distributed questionnaires or questionnaires to 56 respondents. The results of the questionnaire were processed using SPSS for windows 23.00.

Based on the results of hypothesis testing carried out with the help of SPSS For Windows 23.00, the correlation coefficient test results obtained sig (2 - tailed) for the relationship between guidance and counseling teacher services has a value of 0.000 so, the correlation value is $0.000 < 0.05$. While the degree of correlation is between 0.60 - 0.80, stating that the results of the alternative hypothesis in this study

which reads "There is a relationship between teacher guidance and counseling services and student satisfaction", is accepted. Or it could mean that there is a relationship between guidance and counseling teacher services on student satisfaction.

This is in accordance with the opinion of Sobari (2014: 21) that satisfaction is a feeling of pleasure or displeasure that arises when a customer has used a certain product or service. This means that good guidance and counseling teacher services will lead to satisfaction for students. Satisfaction is the level of feeling after comparing the perceived results with Udiutomo (2011: 52).

Based on the results of the regression analysis, it shows a positive relationship between the counseling guidance teacher services on student satisfaction, with an R value of 0.679. Furthermore, the R value is calculated compared with the R value table. The R value table of 56 respondents was 0.266. After the comparison between R count and R table, it can be concluded that the R count $0.679 > R$ table 0.266. This means that there is a relationship between variable X of guidance and counseling teacher services with variable Y student satisfaction. However, the R value Square in table 4.9 shows the results of the relationship between the X variable of guidance and counseling teacher services with the Y variable of student satisfaction, namely 0.462 or 46.2%, while 53.8% is influenced by other factors.

The fulfillment of the correlation between the two variables is in line with the quantitative research conducted by Any Susilowati in 2014, conducting research on "Student Satisfaction with Guidance and Counseling Services at SMK N 1 Badegan Ponorogo". The results showed that the level of student satisfaction with guidance and counseling services was generally satisfied with the presence of BK, which was 78%. While the results of each aspect; (1) guidance and counseling services by 30%, (2) to BK support facilities by 10%, and (3) to the capacity and ability of BK teachers by 38%. This indicates that overall, students of SMKN 1 Badegan are satisfied with the presence of BK in their school, because the

percentage of answers that indicate the level of satisfaction is greater than those who are dissatisfied.

From the three previous research results described above, it can be concluded that the relationship of counseling guidance teacher services has a significant relationship with student satisfaction. Not all of the studies above show a high level of significance, it is due to other factors that were not examined in this study.

The results obtained indicate that student satisfaction is in the strong category. This is in accordance with the correlation table with the results of the degree of correlation of 0.675, the results of the degree of correlation are at a strong level according to table 3.5 interpretation value of r table. The results obtained indicate that class VIII shows satisfaction with the services provided by the

guidance and counseling teachers. This means that the alternative hypothesis is accepted.

CONCLUSION

Based on the results of the discussion can be concluded that there is a relationship between teacher guidance and counseling services to the satisfaction of eighth grade students at MTs 2 Banyuwangi, it is in line with the results of significance in the calculation of correlation is 0.000 with a 0.05 significance level. The contribution of the relationship between guidance and counseling teacher services with student satisfaction or the so-called R.Square value of 46.2%, while the remaining 53.8% can be due to other factors.

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