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GAMBARAN PERSEPSI SISWA AKAN KEPUASAN KINERJA GURU BK

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Abstrak: Word of Mouth (WoM) cenderung lebih dipercaya dibandingkan promosi langsung dari sekolah. Orang tua cenderung mempercayai pengalaman nyata orang lain dalam memilih sekolah, sehingga dapat memperkuat brand image positif suatu sekolah. Melalui WoM, orang tua dapat memperoleh informasi lebih mendalam tentang berbagai aspek sekolah, antara lain kualitas pendidikan, fasilitas, kurikulum, dan suasana pembelajaran. Penelitian ini bertujuan untuk mengetahui peran mediasi WoM dalam mempengaruhi citra merek dan biaya pendidikan terhadap keputusan orang tua dalam memilih sekolah. Purposive sampling digunakan untuk menentukan responden penelitian yang berjumlah 43 orang tua siswa di SMP Ma`arif 2 Ponorogo. Data dianalisis menggunakan analisis jalur dengan metode PLS-SEM. Hasil penelitian menunjukkan bahwa WoM berperan sebagai mediator yang tidak signifikan terhadap citra merek (β=0.094; ρ=0.101), namun signifikan terhadap biaya pendidikan dan keputusan orang tua dalam memilih sekolah (β=0.388; ρ=0.005). Selain itu, WoM juga berpengaruh langsung terhadap keputusan orang tua (β=0.540; ρ=0.000). Temuan ini menyoroti pentingnya rekomendasi dan ulasan dari orang tua lain dalam membentuk persepsi orang tua terhadap suatu sekolah, yang berdampak pada keputusan mereka dalam memilih sekolah untuk anak-anak mereka. Implikasi praktis dari penelitian ini adalah sekolah dapat meningkatkan brand image dan menyesuaikan biaya sekolah agar lebih menarik bagi orang tua, sekaligus memperkuat strategi pemasaran WOM untuk meningkatkan keputusan pilihan sekolah orang tua.

Kata Kunci : Persepsi, Kepuasan, Kinerja Guru BK

STUDENTS' PERCEPTION OF THE SATISFACTION WITH THE PERFORMANCE OF COUNSELING TEACHERS

Abstract : *The current performance of BK teachers provides significant benefits, including assisting students in problem-solving, nurturing their strengths, and social and emotional skills. Students' perceptions of their performance are crucial in enhancing the quality of educational services. Student satisfaction results from services meeting their expectations. BK teachers' job satisfaction occurs when they meet students' and work environment expectations.This study aims to determine the perception of students regarding satisfaction with the performance of BK teachers. The subjects in this study were students of grades X, XI, and XII. From the Computer Network Engineering, Software Engineering, Light Vehicle Engineering departments, there were a total of 180 respondents. The method used in this study was descriptive statistical analysis. Data management was done using Microsoft Office Excel. The data management method for this descriptive statistical analysis was using a Likert scale. The results of this study cover 3 aspects: cognitive, affective, and psychomotor aspects. From these three aspects, the percentage of respondents in the category of very satisfied was 55%, satisfied 43.9%, fairly satisfied 1.1%, and unsatisfied 0%. Then, the highest percentage in each aspect was satisfaction, with 86.7% for the cognitive aspect, 88.9% for the affective aspect, and 67.8% for the psychomotor aspect.*

Keywords : *Perception, Satisfaction, BK Teacher Performance*

INTRODUCTION

The performance of school counselors (BK teachers) is currently very beneficial. They are able to help students solve their problems, highlight students' strengths, build students' social and emotional skills, provide relevant and appropriate career guidance, and serve as a source of inspiration and motivation for students to develop their potential optimally. Good performance by school counselors will generate a positive perception among students. Perception is a stage in human experience where individuals receive stimuli through their senses. However, this stage does not end there; instead, the stimulus is transmitted, forming the next step known as the perception process. Therefore, the process of understanding cannot be separated from the stage of receiving stimuli, and the reception stage is the initial step of the perception process (Walgito, 2010).

Students' perceptions of the performance of school counselors are an important aspect that needs to be considered in improving the quality of educational services (Awaliyah, 2023). Therefore, this research will explore students' perceptions regarding their satisfaction with the performance of school counselors. Through a deeper understanding of students' perceptions, it is expected to provide a clearer view of the effectiveness of the services provided by school counselors.

Good performance by school counselors will lead to student satisfaction. Satisfaction can be defined as feelings of contentment, joy, relief, and similar emotions. In this context, satisfaction is linked to the educational domain closely related to students. A positive attitude of students towards the activities carried out by teachers can be considered an indication of satisfaction, which occurs when students' expectations and needs align with the reality they experience. If the services received do not meet the students' expectations, they are likely to feel dissatisfied. Conversely, if the services meet the students' expectations, they will feel satisfied (Sopiatin, 2010). Satisfaction is a response or feeling that arises based on a comparison between a person's expectations and their actual experiences. When someone receives something that meets their expectations, they feel satisfied. This also applies to student satisfaction in school. If what students experience in school aligns with their expectations, they will feel satisfied. Therefore, student satisfaction can be defined as an emotional response to the alignment between their expectations and the reality they experience while at school.

Job satisfaction for school counselors (BK teachers) can be explained as an emotional state where individuals enjoy their work. Through interactions with their environment and the schools where they teach, teachers gain what they expect or need. When this occurs, teachers feel satisfied because their expectations are met. Therefore, job satisfaction for teachers arises when individuals successfully obtain what they hoped for. In general, satisfaction can be defined as a person's feeling of happiness or disappointment after comparing the expected performance outcome with the actual results. Satisfaction can also be a positive feeling after receiving services that meet expectations or, conversely, a feeling of disappointment if the services do not meet expectations. In the context of school counselors, satisfaction arises as a result of the assistance provided by the school counselors that meets the individual's expectations (Awaliyah, 2023).

The achievements of an educator can be measured by their performance in fulfilling educational obligations in accordance with their responsibilities and rights, based on the applicable performance standards over a certain period, with the aim of achieving the established educational goals. Teacher performance also includes the results that can be achieved in educational institutions in line with their duties and responsibilities in reaching these educational objectives (Rachmawati, 2013).

Job satisfaction is also an individual's affective reaction to their job and work environment, which includes attitudes and evaluations towards the job. Satisfaction in performance is provided with values that meet

consumer expectations (Sari N. W., 2010). When performance aligns with or even exceeds expectations, clients will feel satisfied. Therefore, it is essential to recognize opportunities from client satisfaction that promise services aligned with their expectations. However, in practice, it is necessary to deliver services that exceed what is promised and to do so maximally so that clients or students experience satisfaction with the performance of the guidance and counseling teachers (Sari N. W., 2010).

According to (Nugroho, 2014) in his research on Students' Perceptions of the Performance of Certified Guidance and Counseling Teachers, the findings of this study conclude that students' views on the performance of guidance and counseling teachers are categorized as good. The data categories were obtained from each aspect, namely: the aspect of personality competence with participation from 14 students (47%), the aspect of social competence with participation from 25 students (83%), and the aspect of professional competence with participation from 23 students (77%). The implications of this research provide information to guidance and counseling teachers to enhance their performance related to personality, social, and professional competencies. This is expected to help them become guidance and counseling teachers who can optimally carry out their duties and responsibilities in providing guidance and counseling services in schools.

Several studies discuss students' perceptions of the performance of guidance and counseling (BK) teachers. According to (Felinda, 2021) students' perceptions of the performance of BK teachers at SMPN 7 Banjarmasin indicate that BK teachers have a significant responsibility in helping resolve students' problems comprehensively. BK teachers are seen as role models, evident from their neat appearance with complete attributes, punctuality, and discipline in performing communal prayers. Additionally, the creativity of BK teachers is reflected in the innovative delivery of classical services. The factors that contribute to students' perceptions of BK teachers' performance at SMPN 7 Banjarmasin can be divided into internal and external factors. Internal factors include the BK teachers' friendly, pleasant, and patient personality, as well as their competence levels encompassing pedagogical, personality, social, and professional dimensions. The performance abilities of BK teachers at SMPN 7 Banjarmasin also play a role in shaping students' perceptions of their performance. Meanwhile, external factors that drive students' perceptions involve the efforts of BK teachers in providing services, both through classical services and group counseling. The material presented by BK teachers is also considered engaging, especially in the context of discussing "Understanding Independent Individuals," illustrated with examples from students' daily lives and the BK teachers' activities in their everyday lives.

The aim of this study is to explore and deeply understand students' perceptions of satisfaction with the performance of Guidance and Counseling (BK) teachers. It seeks to explore how students evaluate the quality of services, interactions, and support provided by BK teachers in supporting their personal, social, and academic development. By focusing on students' perceptions, this research is expected to provide valuable insights into the factors influencing student satisfaction with BK teachers' performance, thereby offering constructive feedback for the development and enhancement of guidance and counseling services in the educational environment.

RESEARCH METHODS

This research employs a descriptive approach aimed at providing an overview of the research subject regarding perceptions of satisfaction with the performance of BK (Guidance and Counseling) teachers, referring to Bloom and Krathwohl's theory, which includes cognitive, affective, and psychomotor aspects. This method focuses on a detailed description and analysis of the observed phenomena (Azwar, 2012). The study aims to understand students' perceptions of their satisfaction with the performance of BK

teachers.

The research subjects are students from grades X, XI, and XII majoring in Computer and Network Engineering (TKJ), Software Engineering (RPL), and Light Automotive Engineering (TKRO) at Bima Utomo Vocational High School, Jl. Batang Kuis, Kec. Batang Kuis, Deli Serdang Regency, North Sumatra. The sample size taken for this study is 180 respondents.

Table 1
Research Sample

No	Department	Grade	Number
1	Computer and Network Engineering	X	18
2	Software Engineering	X	19
3	Light Automotive Engineering	X	16
4	Computer and Network Engineering	XI	25
5	Software Engineering	XI	19
6	Light Automotive Engineering	XI	19
7	Computer and Network Engineering	XII	28
8	Software Engineering	XII	15
9	Light Automotive Engineering	XII	21
	Total		180

The research procedure involved several stages. Initially, researchers visited the location to observe the school environment, including student and teacher activities. Subsequently, they utilized a research instrument, namely a questionnaire, consisting of a series of questions or statements on a specific topic given to subjects either individually or in groups. The purpose of the questionnaire was to gather specific information such as preferences, beliefs, satisfaction, and behaviors. Researchers employed a closed-ended questionnaire where respondents were provided with predefined answer options, such as Likert scales, enabling them to select the response that best matched or closely resembled their opinion.

RESULTS AND DISCUSSION

Results

In this research, the questionnaire data were analyzed using Microsoft Office Excel, employing descriptive statistical techniques to present the findings. Descriptive statistical analysis involves summarizing data in numerical form. Specifically, this study utilized descriptive statistical analysis to manage Likert scale data across 72 statements related to 3 aspects in total.

Table 2.

Descriptive Analysis Results of Three Aspects

Interval	Category	Frequency	Percentage
190-228	Very Satisfied	99	55%
151-189	Satisfied	79	43.9%
112-150	Fairly Satisfied	2	1.1%
72-111	Less Satisfied	0	0%
	Total		180

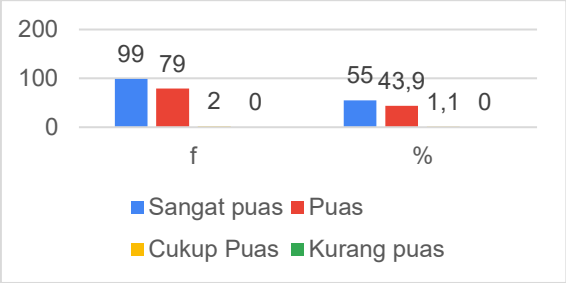

Figure 1. Graph of Descriptive Analysis Results of Three Aspects

Based on the results from Table 2, it can be concluded that in terms of students' perceptions of satisfaction with BK teacher performance, the breakdown is as follows: 55% of students chose the category very satisfied, 43.9% satisfied, 1.1% somewhat satisfied, and 0% dissatisfied. These results indicate three aspects: cognitive, affective, and psychomotor aspects. The category with the highest percentage of student satisfaction perception regarding BK teacher performance is the very satisfied category, totaling 55%.

Discussion

Teachers are expected to improve their professional quality. High quality in this profession cannot be achieved if teachers do not possess quality character and personal well-being. Therefore, it is important for teachers to achieve well-being, which includes physical and mental well-being (Awaliyah, 2023). To assess the professionalism of BK teachers, this study aims to demonstrate how students perceive their satisfaction with BK teacher performance. Satisfaction with performance, as viewed through E.A. Locke's Theory, states that employees will be satisfied with their work when the outcomes meet their expectations. According to this theory, the higher the outcomes achieved, the higher the level of job satisfaction felt by employees. Conversely, if outcomes are low, job satisfaction levels will also be low (Manurung, 2023).

And to measure students' perceptions of satisfaction with performance, we use the theory developed by Benjamin Bloom and his collaborators, who were American psychologists and educators. Bloom developed this theory to help teachers and students measure learning success and develop students' skills. This theory is also used to identify learning objectives and develop effective learning programs (Hamzah, 2006).

Specifically, as outlined by Bloom and Krathwohl, the aspects are: cognitive, affective, and psychomotor. The satisfaction aspects

assessed by students are as follows:

Cognitive Aspect

This aspect involves understanding concepts or related to reasoning and cognitive abilities. It is closely linked to brain activities in developing rational or critical thinking skills (Awaliyah, 2023). Fundamentally, the cognitive aspect includes knowledge, understanding, application, analysis, synthesis, and evaluation (Hamzah, 2006).

Table 3 shows that for the Cognitive Aspect, the percentages are as follows: very satisfied 0%, satisfied 86.7%, somewhat satisfied 13.3%, and dissatisfied 0%. Therefore, the highest figure in students' perceptions regarding the cognitive aspect is satisfaction, totaling 86.7%. This research proves that students are satisfied with the performance of BK teachers because: (1) BK teachers are adept at managing the atmosphere during counseling sessions, (2) They consistently provide guidance and advice according to students' abilities, (3) They offer individual counseling services to students to build motivation towards achieving their goals, (4) BK teachers engage with students in a very engaging manner, and (5) Individual counseling sessions greatly help students find comfort in confiding. This is also supported by previous research on the professional profile of BK teachers in terms of affective and cognitive aspects (Rachmawati, 2013).

Table 3.

Cognitive Aspect Results

Interval	Category	Frequency	Percentage
78-96	Very Satisfied	0	0
60-78	Satisfied	156	86.7
42-60	Neutral	24	13.3
24-42	Dissatisfied	0	0
	Total		180

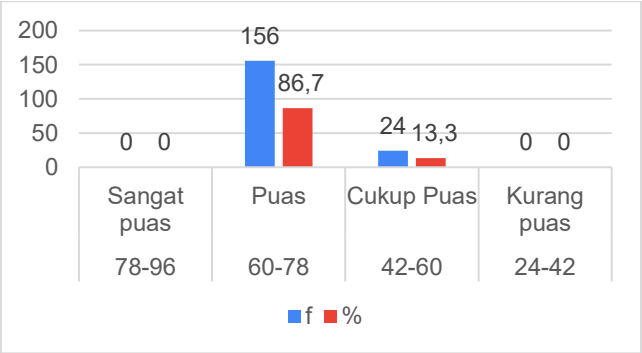

Figure 2. Cognitive Aspect Results Graph

Affective Aspects

The affective aspect refers to an individual's ability closely related to a range of emotions or feelings they possess. Examples include appreciation, feelings, interests, enthusiasm, values, attitudes toward a condition, and similar things. This aspect can be grouped based on acceptance, responsiveness, assessment, organization, and its characteristics (Hamzah, 2006).

Table 4 shows the affective aspect percentages in the categories of very satisfied 0.6%, satisfied 86.9%, fairly satisfied 10.6%, and dissatisfied 0%. Therefore, the highest number in students' perception of satisfaction with the BK teacher's performance in the affective aspect is satisfied, totaling 88.9%. Students' satisfaction with the BK teacher's performance in the affective aspect is influenced by factors such as: (1) BK teachers consistently encourage their students to be tolerant, (2) BK teachers consistently empower their students to remain enthusiastic in pursuing their aspirations, (3) BK teachers consistently reassure their students' dreams, (4) BK teachers demonstrate high tolerance towards students facing problems, (5) BK teachers always use polite language. Similarly, research has shown that empathetic teachers serve as appropriate role models for learners (Nurlatifah, 2017).

Table 4.

Results of Affective Aspect.

Intervention	Category	Frequency	Percentage
78-96	Very Satisfied	1	0.6%
60-78	Satisfied	160	88.9%
42-60	Neutral	19	10.6%
24-42	Dissatisfied	0	0%
	Total		180

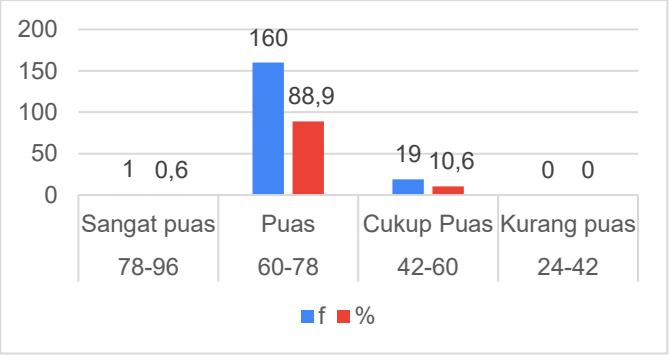

Figure 3. Graph of Affective Aspect Results

Psychomotor Aspect

The psychomotor aspect involves abilities closely related to physical movement or behavior. Assessment of this aspect can be conducted by measuring students' abilities based on distance, speed, technique, and methods of activity execution (Hamzah, 2006).

Table 5 shows the percentages for the psychomotor aspect: very satisfied 3.3%, satisfied 67.8%, neutral 28.9%, and dissatisfied 0%. Therefore, the highest perception among students regarding their satisfaction with the psychomotor aspect is

Satisfied, which amounts to 67.8%, because: (1) The BK teacher works according to the established schedule, (2) The BK teacher's ability to respond to students' stories is very comforting, (3) The BK teacher is always ready to provide guidance and assistance to students. (4) The BK teacher can appreciate and maintain students' identities, (5) The BK teacher always maintains good relationships with students. Based on the psychomotor aspect, the role of the BK teacher is considered quite optimal, including facilitating students' interests and talents (Wahyuni, 2015).

Table 5.

Results of Psychomotor Aspect

Interval	Category	Frequency	Percentage
78-96	Very Satisfied	6	3.3%
60-78	Satisfied	122	67.8%
42-60	Neutral	52	28.9%
24-42	Dissatisfied	0	0%
	Total		180

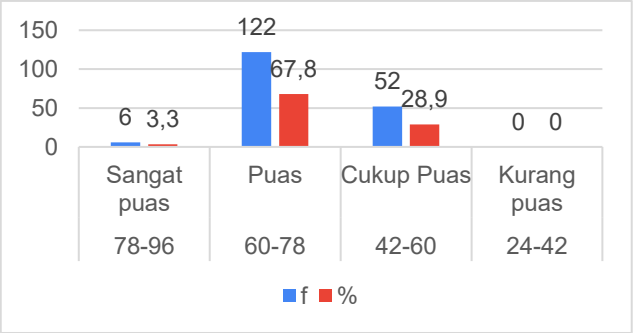

Figure 4. Results of Psychomotor Aspect

CONCLUSION

This study aimed to assess students' perceptions of satisfaction with the performance of guidance and counseling teachers and the counseling program at Bima Utomo Private Vocational School. There were a total of 24 statements in each aspect—cognitive, affective, and psychomotor—making a total of 72 statements in the questionnaire. Based on the survey results with 180 respondents, it is concluded that students at Bima Utomo Private Vocational School are generally very satisfied with the performance and counseling program at the school. The percentage of student satisfaction is as follows: very satisfied 55%, satisfied 43.9%, somewhat satisfied 1.1%, and dissatisfied 0%. This indicates a direct calculation across the three aspects. The highest satisfaction percentages in each aspect are as follows: cognitive aspect satisfaction overall 86.7%, affective aspect 88.9%, psychomotor aspect 67.8%. From these three aspects, students perceive the highest satisfaction in the affective aspect regarding the professionalism of the guidance and counseling teacher, who is seen as influential in providing empathy and attitude. These research findings can serve as a guide for guidance and counseling teachers to evaluate and enhance the quality of performance and counseling programs at the school.

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