

**STRATEGIES TO CHANGE STUDENTS' NEGATIVE
PERCEPTIONS ABOUT GUIDANCE AND COUNSELING TEACHER**

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Abstract

The study aims to change students' negative perceptions of teacher guidance and counseling. This research method uses this literature review by looking for relevant literature that is done using databases such as Google Scholar. The findings of the Systematic Literature Review (SLR) study are that there are various strategies on the implementation of guidance and counseling programs in schools, the role of guidance and counseling teachers and collaboration between other parties related to the implementation of guidance and counseling programs in an effort to achieve the goals of comprehensive guidance and counseling itself. In the implementation of guidance and counseling programs there is optimal system support in the implementation of guidance and counseling programs because as an optimization on guidance and counseling program services provided to students.

Keywords: *Guidance and Counseling, Negative Perception, Comprehensive Guidance and Counseling*

1. INTRODUCTION

Guidance and counseling (also referred to as BK) is a vital component of the educational process that cannot be separated from it, and it plays an important role in the overall success of the student educational process. Guidance and counseling (*Bimbingan dan Konseling*) were first present in Indonesia in 1960 under the term Guidance and Counseling (*Bimbingan dan Penyuluhan*). As a result of the Pioneer School Development Project (PPSP), which was established at the 8 Institute of Teacher Training and Education (IKIP) in Indonesia and later resulted in the “Basic Pattern of Guidance and Counseling Planning and Development”, guidance and counseling were included in the Senior High School (SMA) curriculum in 1975 (Zamroni & Rahardjo, 2015).

According to Busmayaril & Heldayani (2016) the role of guidance and counseling is to provide opportunities for students to explore their potential in accordance with their needs, interests, and talents, as well as to provide assistance to students who are experiencing problems that need to be resolved immediately.

One interpretation of this is that the educational process will not be successful without the direction and counseling offered by teachers who specialize in mental health and human development. When a comprehensive guidance and counseling program is implemented in its whole, services are no longer focused on curating, but rather on the development of student potential and the prevention of difficulties that may be confronted by the students themselves. As Sugiyo explained (Bhakti, 2017) that Comprehensive Guidance and Counseling is a series of activity plans or counselor activities aimed at providing assistance to clients for optimal self-development efforts.

Furthermore, Suherman (Bhakti, 2017) highlights that when providing Comprehensive Guidance and Counseling, it is important to pay attention to the following factors: (1) a comprehensive scope; (2) designed to be more prevention oriented; and (3) the goal of developing the potential of students.

Moreover, Gysbers & Henderson (2016) argues that there are 5 basic premises in the implementation of a Comprehensive Guidance and Counseling program, including: (1) Guidance and counseling is a program; (2) The guidance and counseling program is developmental and comprehensive; (3) The guidance and counseling program features a team approach; (4) Guidance and counseling programs are developed through a systematic process of planning, design, implementation, evaluation, and development; (5) The guidance and counseling program has established leadership. Of these five stages, the implementation stage is an interesting study to discuss.

The implementation stage is actually the result of the implementation of the previous stages, namely planning and design. In carrying out the implementation phase, Gysbers and Henderson (2016) suggest to always pay attention to 3 resources in order to maximize the results obtained. The three sources are financial resources, personnel resources, and political resources.

In the implementation of guidance and counseling, we still face many negative perceptions in today's life. According to Sari et al. (2014), it is explained that the understanding and utilization of guidance and counseling services is still low, as evidenced by the infrequent number of students who come to the counseling room and meet with counseling teachers to seek assistance in resolving problems that they are experiencing.

As an additional point of concern, there are still many negative perceptions about the implementation of guidance and counseling, such as an assumption that the presence of counseling teachers is merely an extension of the school police officer whose job it is to maintain security and regulate school order. Based on the findings of Mudjijanti (2017), students believe that counseling teachers are furious, intimidating individuals who cannot joke and who can only be enraged when students break school regulations. They also believe that counseling teachers penalize students who break school rules. In the process of guidance and counseling, it is very clear that there is a process of aid, as previously explained. Teenagers or students at school, on the other hand, continue to be misinformed about this issue. There are numerous errors that might be made while interpreting advice and counseling. With the numerous inaccuracies in interpreting this guidance and counseling, negative perceptions of guidance and counseling teachers develop among students, which can cause delays in the process of giving guidance and counseling in educational institutions.

There are still many students who hold negative perceptions of guidance and counseling teachers in schools. Student perceptions can be narrowed down to a specific form of vision or broadened to include their views or interpretations of the world around them. Sensitivity-response situations might not always require emotion and logic, but in general, it's assumed that one or both of these factors influence an individual's consciously and independently generated response to a stimulus or a field of stimulation (Sobur, 2019).

The process of perception can occur because the individual is considered to be influenced by his mind, emotions, or even both, namely reason and emotion. There are internal factors that influence the selection of perceptions including psychological needs, background, experience, personality, general attitudes and beliefs, and self-acceptance

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(Sobur, 2019). With this negative perception, there will be one thing we don't want, that the facts on the ground, the existence of guidance and counseling is identical with student problems. Then students will feel reluctant to get in touch with guidance and counseling teachers, even students will feel afraid of being considered problematic by other teachers and students.

The existence of this negative perception makes the counselor play a role and does not work according to his profession. Counselors should provide services with four areas of guidance according to the needs of elementary school students. Counselors also assist students in developing their potential, so they can maximize the educational process at school. Therefore, the focus of the literature review that will be studied is on the strategy of changing negative perceptions of counseling teachers.

2. RESEARCH METHOD

The method used in writing this literature review is to search the literature using a database such as Google Scholar. At the beginning of the search with the keywords: "Counseling Teacher Competence", and "Student's Negative Perception", a total of 23,490 articles were obtained, after being filtered by looking at the inclusion criteria, 9 articles were obtained from the period 2017 to 2022.

The following inclusion criteria were used for the selection of studies for the literature review, namely the research related to "Counseling Teacher Competence", and "Student's Negative Perception". Meanwhile, non-original publications such as abstracts only, for articles with unclear and irrelevant titles, abstracts will be checked and evaluated from all publications taken.

3. RESULT AND DISCUSSION

4.1. Research Result

Using this review's criteria as a guide, we were able to identify 9 papers for further investigation, the results can be seen in the table below.

Table 1 Characteristic of Previous Study

No	Researcher	Method	Results
1	(Maâ, 2017)	Qualitative	There is an increase in the number of students who come to the Guidance and Counseling room without a call then that's it indicates a change in perception (negative perception becomes positive perception).
2	(Sartini, 2018)	Guidance and Counseling Class Actions.	Negative perceptions of students towards Guidance and Counseling teachers, namely, reduced negative perceptions of students towards Guidance and Counseling teachers, increased student good relations with Guidance and Counseling teachers, reduced student anxiety towards Guidance and Counseling teachers, increased student

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			understanding of the role of Guidance and Counseling in schools. Thus, efforts to reduce students' negative perceptions of Guidance and Counseling teachers have experienced a significant decline, both from cycle I and cycle
3	(Arbianto & NAQIYAH, 2019)	One group pre-test post-test design	Cognitive restructuring strategies can reduce students' negative perceptions of guidance and counseling services for class VII-I SMP Negeri 3 Gresik.
4	(FITRIA, 2019)	Pre-experimental design with one group pretest posttest design.	Counseling group with reframing techniques can change the negative perspective of students towards Guidance and Counseling teachers
5	(Mahri, 2020)	Qualitative descriptive	With the observed aspects of the existence of facts regarding positive perceptions of guidance and counseling teachers, increasing good relations with Guidance and Counseling teachers, reducing student anxiety, increasing students' understanding of Guidance and Counseling teachers in schools, thus efforts to increase positive perceptions of Guidance and Counseling teachers are increasing.
6	(Candra et al., 2020)	Counseling guidance action research approach.	The implementation of classical guidance can foster a positive perception of students towards Guidance and Counseling teachers
7	(Marlisa, 2021)	ADDIE	(1) The main result of this research and development is that information services use Adobe After Effects as an audio visual for understanding the duties of guidance and counseling teachers. (2) Design stage, media creation using Adobe After Effects application. (3) Design validation, the results of the expert's assessment based on the questionnaire results of media experts and material experts, information service media developed with 2 validation stages.
8	(Kumalasari et al., 2021)	Qualitative	The orientation of students towards Guidance and Counseling teachers themselves is still negative, besides that Guidance and Counseling teachers use individual and group counseling services in order to build closeness with students, and also Guidance and

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			Counseling teachers do not use violence with their students such as pinching or pinching but rather use firm actions such as giving acceptable punishment.
9	(Amina, 2021)	Study carried out in 3 cycles consisting of 4 stages, namely: planning, implementation, observation, and reflection	Making a consultation schedule is one technique to serve students proactively so that all students are served in guidance and counseling at school. The consultations that have been carried out have shown a positive change in students' views of Guidance and Counseling based on initial observations and after the activities were held.

4.2. Discussion

Analysis result by Marlisa (2021) using the Adobe After Effects software application shows that students' negative perceptions of Guidance and Counseling teachers are not good, judging from the results of the data collection techniques carried out, students do not just choose one indicator but choose the five indicators that the author presents. Due to the lack of understanding of counseling guidance, which has many benefits for students, in their duties and functions of guidance and counseling teachers in various schools. Lack of understanding of the duties of guidance and counseling teachers and interesting media that aims as information service media that can add insight to students in accommodating the information obtained, thus enabling researchers to develop video-based information service media about the duties of guidance and counseling teachers in schools.

The follow-up of the counseling guidance teacher in building a positive image for students is by evaluating both the monthly and yearly program which is said to be each class has different services according to its class (Kumalasari et al., 2021).

Aminah (2021) said that An aspect that also needs attention is the student's view in terms of trust in the supervising teacher. In this case, students' beliefs may still need time to improve, given the various negative conditions that have occurred so far. Therefore, need the right approach and way for students to be more open to the supervising teacher. One thing that should be evaluated is the personality of the supervising teacher, which may be an obstacle to students' openness and trust. Because one of the facts at school is that there are still supervising teachers who have not shown an attitude that is able to keep students' secrets so that it has an impact on their confidence in raising problems.

In line with Aminah (2021), Maâ, (2017) explained that the stages of the approach for students to change negative perceptions of Guidance and Counseling teachers can be done with several alternatives including visiting each class, being more intensive, talking about problems that may occur to students and possible solutions, explaining the role of school counseling guidance kites, inviting jokes and eating. together and act like friends. With an increase in the number of students who come to the Guidance and Counseling room without

a call, it shows a change in perception (negative perception becomes positive perception) which is accordance with the purpose of guidance and counseling services.

Meanwhile, in Arbianto & NAQIYAH (2019) using cognitive restructuring techniques in group counseling settings proves that it can reduce students' negative perceptions of counseling services. The cognitive restructuring technique itself is changing negative or self-destructive thoughts or self-statements and replacing them with more positive thoughts. In addition, there are steps in this strategy such as the introduction and exercise of coping thoughts, the transfer from irrational thoughts to coping thoughts, as well as positive recognition and reinforcement that can gradually erode all negative perceptions in the counselee's mind that he has believed.

If the student is serious about altering his unfavorable point of view about the counseling teacher, there are still numerous opportunities to build interest and drive for the counseling process. Students will be more engaged in the problem-solving process and their growth can be maximized if they are encouraged to participate in the counseling process voluntarily. When a student has a positive impression of their guidance counselor, they will always be open to the process of counseling and regard the counselor to be a friend, and the counselor teacher not intimidating at all (FITRIA, 2019).

Counseling services carried out in a group atmosphere can be used as a medium for delivering information using reframing techniques (FITRIA, 2019), sharing experiences and exchanging ideas/thoughts as well as helping students change negative perspectives on Guidance and Counseling teachers, and can help students make the right decisions so that it is hoped that it will have a positive impact on students' perceptions of Guidance and Counseling teachers. Thus, it will build a warm atmosphere in order to facilitate the Guidance and Counseling process to run well, between students and the Guidance and Counseling teacher so that students become more optimally developed individuals and there are no more negative perceptions about Guidance and Counseling teachers in schools, given the importance of the role of guidance teachers. and counselling.

Efforts to foster positive perceptions of Guidance and Counseling teachers through classical guidance services carried out by Candra et al., 2020 Classical guidance is a preventive service as an effort to prevent the occurrence of problems that are specifically directed at a proactive process. Classical guidance has an efficient value in relation to the number of students served with Guidance and Counseling teachers and their services that are prevention, maintenance and development. Classical guidance service is not a teaching activity or delivering subject matter as in school subjects, but conveying information that can affect the achievement of optimal development of all aspects of development and the achievement of student independence. If students have a positive perception of the Guidance and Counseling teacher, then service activities can run well to assist students in solving the problems they face. This is confirmed by research Sartini (2018) in her research found that information services can reduce students' negative perceptions of Guidance and Counseling teachers. This study also found that if students' perceptions of Guidance and Counseling teachers were positive, it would have a good impact on their learning achievement. Because Guidance and Counseling teachers act as facilitators and motivators for students in helping solve problems. So, it can be concluded that classical guidance can improve students' control cells. If the student's self-control is good, it will increase students' confidence in the

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Guidance and Counseling teacher and can foster positive student perceptions of the Guidance and Counseling teacher.

Sujadi (2018) mentions that not a few users of counseling services have negative perceptions of the counselor profession, which actually stems from the mistakes of the counselors themselves. Such as the lack of student trust in counseling Guidance and Counseling teachers at schools with the reason that their secrets will be exposed, there are even BK teachers/school counselors who carry out malpractice of counseling services Implementing Guidance and Counseling services who lack competence.

Further, Sujadi (2018) also explained that many Guidance and Counseling teachers do not have a Guidance and Counseling educational background. In addition, the willingness of Guidance and Counseling teachers to develop competencies such as attending training/seminars/workshops or continuing linear education is still low. The implication of the low mastery of these competencies is the poor service provided to users of counseling services, such as Guidance and Counseling teachers who become school police, Guidance and Counseling teachers who are angry / fierce, Guidance and Counseling teachers who are not able to arrange Guidance and Counseling programs, Guidance and Counseling teachers who are unable to cooperate with colleagues, outside the profession or relationship with institutions, the inability of Guidance and Counseling teachers to apply educational knowledge when carrying out services, the inability of Guidance and Counseling teachers to evaluate and follow up on evaluations, and much more.

Moreover, Sujadi (2018) explanations are in line with opinion by Mahri (2020) which states that individual counseling services are devoted to efforts to increase the positive perception of Guidance and Counseling teachers in schools. should be the focus in carrying out daily activities at school. The incompatibility of the roles and duties carried out at school will redirect to the image of Guidance and Counseling that is not desired by a profession that should be carried out by professional members.

Students' perceptions of counseling teachers occur because students pay attention to things according to counseling teachers, such as physical appearance, behavior, and also the scope of work of counseling teachers. If from the student's point of view, they see that they are in sync with their hopes, their perception of the counseling teacher will be good (positive) but on the other hand, if from the student's point of view, they see it as inconsistent with their hopes, their perception will be bad (negative).

In dealing with students' negative perceptions, there are various strategies that can be used to change this negative perception because basically this perception can be changed. The role of the environment and teacher counseling greatly influences the success of efforts to change this negative perception.

In practice, counseling teachers are not only needed to technically master all theoretical aspects and are easy to follow through guidance and counseling. However, the crucial factor is having a positive personality aspect to renew students' negative perceptions of teacher guidance and counseling.

The strategy used by the counseling teacher at each school is not in harmony depending on the work and aspirations of the school. Strategies that can be done are to increase competence, increase the professionalism of counseling teachers, or use counseling theories and techniques to change the mindset of students who previously had negative perceptions as positive perceptions about teacher Guidance and Counseling and counseling.

4. CONCLUSION

There are a variety of strategies for implementing the Guidance and Counseling program in schools, as well as a variety of roles for Guidance and Counseling teachers and collaboration between other parties who are involved in the implementation of the Guidance and Counseling program, which all contribute to the achievement of the goals of Comprehensive Guidance and Counseling. Students receive the best possible guidance and counseling services when they participate in the Guidance and Counseling program, which is supported by the best possible system support when they participate in the Guidance and Counseling program because it is an optimization of the Guidance and Counseling program services provided to students. Further research should look into the necessity of managing efforts through a comprehensive Guidance and Counseling program that, in its implementation, involves other connected parties (stakeholders) in order to fulfill the goals of the comprehensive Guidance and Counseling program itself.

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