

The Present Study Investigates The Impact of Guidance and Counseling Services on Student Learning Achievement in SMP 8 Sarolangu

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Abstract

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Providing guidance and counseling services has become a critical response to students' increasingly complex challenges. These challenges, from academic pressure to social issues and mental health concerns, impede students' ability to thrive in their learning and personal lives. The efficacy of guidance and counseling services in addressing these challenges is well-documented, and their importance is growing in tandem with the complexity of the problems students face. The efficacy of guidance and counseling services in promoting positive student outcomes has been demonstrated by their ability to enhance learning skills, boost motivation, and mitigate problematic behaviors such as cheating, which can adversely impact academic performance. The study employed a quantitative approach, utilizing the Ex Post Facto method and a simple correlation design. The findings revealed a substantial impact of counseling services on student learning achievement. A contribution of 18.8% evidences the moderate relationship between counseling services and student learning achievement, while the remaining 81.2% is attributed to other variables not included in this study.

Keywords: Investigates, Guidance And Counseling Services, Learning Achievement

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INTRODUCTION

Education is a deliberate and conscious activity undertaken by adults to impart knowledge to children, facilitating interaction and fostering the development of maturity (Ahmadi & Uhbiyati, 2015). Education encompasses a comprehensive understanding of all aspects of life, including knowledge, skills, and values. Education has been identified as a catalyst for progress in everyday life, facilitating advancements in various domains, including technology (Fricitarani et al., 2023). The proliferation of smartphones is a salient example of this technological development. Education has thus emerged as an imperative in the contemporary era, a necessity for survival and personal growth. The government of Indonesia has mandated 12 years of compulsory education, which is formalized through institutions referred to as schools.

Education is a multifaceted process encompassing academic pursuits and social and emotional development (Berman, 2018). In this context, guidance and counseling services in educational institutions play a pivotal role in assisting students in navigating and overcoming various challenges that may impede their learning achievements (Bhutto et al., 2023). Students with positive behaviors and

a strong learning motivation tend to demonstrate enhanced academic outcomes (Zedan, 2021). Consequently, investigating the impact of guidance and counseling services on students' learning achievements is a crucial area of concern.

Guidance and counseling have emerged as pivotal educational services within academic institutions. The rapid development witnessed in modern times has precipitated numerous changes in various facets of societal life (Arumugam, 2021). This dynamic environment challenges individuals, necessitating the capacity to adapt to evolving circumstances. Within the educational milieu, guidance and counseling services play a pivotal role in assisting students in navigating and overcoming various challenges that may impede their academic and personal growth (Stamou et al., 2024). Given the mounting challenges confronting students, including academic pressures, social issues, and mental health concerns, the role of guidance and counseling services becomes paramount (Iarovici, 2014).

In his book "Guidance and Counseling in Schools," Syarifuddin Hidayat posits that "guidance" offers a limited conceptualization, implying a practice of assisting individuals. Utilizing the term "guidance" within the educational paradigm signifies its application in providing experiential learning opportunities to foster students' self-understanding (Dahlan, 2014).

Counseling can be defined as a form of assistance a professional counselor provides to a client in a one-on-one setting. This interaction occurs in a setting characterized by expertise and adherence to specific standards and guidelines (Sabarrudin et al., 2024). The objective of counseling is to facilitate the development of the counselee's self-concept and self-confidence in improving his behavior, both in the present and potentially in the future (Sukardi & Kusmawati, 2008).

In the context of Mulyadi's book *Counseling Guidance in Schools and Madrasah* (Mulyadi, 2016) various experts offer their insights on the subject of counseling. b) According to R.L. Wolberg, counseling can be defined as a form of interview aimed at enhancing the client's self-understanding, facilitating the resolution of challenges related to environmental factors, and promoting effective adjustment. b) Williamson's perspective on counseling as a process of personalization and individualization aims to assist individuals in mastering school subjects, developing behavioral characteristics as a citizen, and cultivating personal and social values and attitudes. This process is believed to equip individuals with the necessary skills to adjust to their environment effectively. c) According to Maclean, counseling is defined as a process that occurs in a face-to-face relationship between an individual grappling with challenges that exceed their capacity to overcome independently and a professional worker, that is, a person who has undergone training and possesses experience in assisting others in achieving solutions to various types of personal difficulties. d) According to the American School Counselor Association, counseling is defined as a face-to-face relationship characterized by confidentiality, acceptance, and the provision of counseling opportunities to clients. Counselors utilize their knowledge and skills to assist their clients in overcoming challenges.

Guidance and counseling is a service that helps individuals or groups continuously increase independence in self-understanding, self-acceptance, self-

direction, and self-realization in achieving an optimal level of development and adjustment to the environment carried out by the counselor directly.

Guidance and counseling services in educational institutions play a pivotal role in fostering students' academic and social development. These services are designed to assist students in comprehending their capabilities and limitations and offer support in navigating the array of challenges they may encounter during the learning process. The provision of guidance and counseling extends beyond academic support, encompassing the cultivation of practical study skills, the enhancement of motivation, and the mitigation of adverse behaviors that can impede the educational process (Okumu, 2018). Empirical evidence has demonstrated that students who receive practical guidance demonstrate increased levels of discipline, superior time management skills, and reduced stress levels (Felder & Brent, 2024). Consequently, these students exhibit enhanced learning outcomes.

Furthermore, guidance and counseling have been demonstrated to facilitate effective communication between students, teachers, and parents. A positive relationship fosters a supportive learning environment where students feel comfortable sharing problems and seeking solutions. Consequently, guidance and counseling services are not confined to academic aspects but also extend to cultivating students' character and social skills (Bloxham & Boyd, 2007).

Given students' multifaceted challenges, including academic pressures, social transformations, and mental health concerns, guidance and counseling services emerge as pivotal solutions. These services are designed to assist students in navigating and surmounting these obstacles. These approaches and services function not only to provide academic support but also to guide students in developing the social and emotional skills necessary for success in school and everyday life. Implementing practical guidance and counseling practices has engendered positive alterations in student behavior. These alterations encompass enhanced discipline, reduced negative behaviors, and augmented motivation and self-confidence. Consequently, these changes can lead to enhanced student learning outcomes.

This service has been developed to assist students in addressing personal, social, and academic challenges that may impede their educational success. In contemporary times, the challenges confronting students have become increasingly intricate, encompassing academic pressure, social concerns, and mental health issues. Given these challenges, guidance and counseling services have become increasingly pertinent and essential in effectively supporting students. Through practical guidance, students can be directed to develop better study skills, increase motivation, and reduce negative behaviors such as cheating, which can adversely affect their academic performance.

The present study aims to delve more profoundly into the influence of guidance and counseling services on student learning achievement. By examining the mechanisms through which these services influence students' motivation and discipline, it is anticipated that more efficacious strategies will be identified for implementing guidance and counseling services in educational institutions. The overarching objective of this research is to provide a more profound understanding of the significance of guidance and counseling services in

enhancing student learning outcomes. In addition, this study offers recommendations that will contribute to developing more effective guidance programs within educational institutions. Integrating guidance and counseling services within educational institutions can foster an environment conducive to realizing students' full potential and attaining educational success.

RESEARCH METHOD

The author employed the Ex Post Facto method with a quantitative approach. The study employed a simple correlation design. The collection technique employed in this study was a questionnaire, the validity and reliability of which were subsequently assessed.

1. Validity Test

- a. This test assesses the validity of the variables of guidance and counseling services. The determination coefficient test for these variables can be found in the following table:

Table 1. Validity Test

No	R _{hitung}	R _{tabel}	Ket	No	R _{hitung}	R _{tabel}	Ket
1	0.549**	0.2845	Valid	14	0.288*	0.2845	Valid
2	0.374**	0.2845	Valid	15	0.503**	0.2845	Valid
3	0.463**	0.2845	Valid	16	0.654**	0.2845	Valid
4	0.358*	0.2845	Valid	17	0.496**	0.2845	Valid
5	0.506**	0.2845	Valid	18	0.586**	0.2845	Valid
6	0.440**	0.2845	Valid	19	0.475**	0.2845	Valid
7	0.487**	0.2845	Valid	20	0.601**	0.2845	Valid
8	0.531**	0.2845	Valid	21	0.343*	0.2845	Valid
9	0.431**	0.2845	Valid	22	0.678**	0.2845	Valid
10	0.474**	0.2845	Valid	23	0.619**	0.2845	Valid
11	0.341*	0.2845	Valid	24	0.779**	0.2845	Valid
12	0.574**	0.2845	Valid	25	0.690**	0.2845	Valid
13	0.582**	0.2845					

As demonstrated in the preceding table, the following conclusion can be drawn regarding the counseling guidance service variable (question items no. 1 - 25) at a significant level of 5% and N = 48. It can be seen that $R_{hitung} \geq R_{tabel}$. Consequently, it can be concluded that the data obtained in the field can be declared valid.

- b. Involves the evaluation of the validity of the learning achievement variable.

The determination coefficient test for variables can be found in the following table:

Table 2. Determination Coefficient Test

No	R _{hitung}	R _{tabel}	Ket	No	R _{hitung}	R _{tabel}	Ket
1	0.623**	0.2845	Valid	9	0.511**	0.2845	Valid
2	0.393**	0.2845	Valid	10	0.609**	0.2845	Valid
3	0.651**	0.2845	Valid	11	0.484**	0.2845	Valid
4	0.666**	0.2845	Valid	12	0.449**	0.2845	Valid
5	0.644**	0.2845	Valid	13	0.413**	0.2845	Valid
6	0.442**	0.2845	Valid	14	0.433**	0.2845	Valid
7	0.501**	0.2845	Valid	15	0.622**	0.2845	Valid
8	0.529**	0.2845	Valid	16	0.436**	0.2845	Valid

As illustrated in the above table, under the category of learning achievement (questions 1-16), the data at a 5% significant level and $N = 48$ indicates that $R_{hitung} \geq R_{tabel}$. Consequently, it can be concluded that the data obtained through fieldwork can be declared valid.

2. Instrument reliability

According to Nunnally, a variable is considered reliable if it yields a Cronbach Alpha value of at least 0.60 (Ghozali, 2009). The outcomes of the reliability analysis are presented in the subsequent table.

Table 3. Instrument Reliability Test

No	Variable	Cronbach Alpha	Required Cronbach Alpha	Conclusion
1	Guidance and counseling	0.883	0.60	Reliable
2	Student achievements	0.824	0.60	Reliable

RESEARCH RESULTS AND DISCUSSION

1. Fundamental Assumptions

Prior to the execution of data analysis, the analysis requirements test, which encompasses the normality and linearity tests, is conducted.

a. Normality test.

The results of the normality test are as follows:

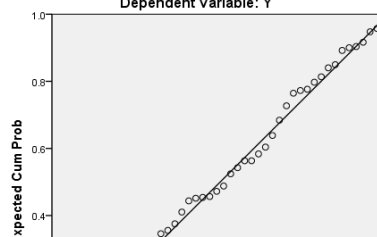
Table 4. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		48
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.22162690
Most Extreme Differences	Absolute	.061
	Positive	.044
	Negative	-.061
	Test Statistic	.061
	Asymp. Sig. (2-tailed)	.200 ^{c,d}

As demonstrated in the above table, the Kolmogorov-Smirnov significance value of 0.200 is more significant than 0.05, indicating that the regression model in this study is typically distributed. This finding is further substantiated by the outcomes of graphical analysis, specifically the Normal Probability plot graph depicted below:

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Y



Picture 1. Normal Probability Plot

b. Linearity Test

Table 5. Linearity Test

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Y * X	Between	(Combined)	782.263	23	34.011	1.026	.474
	Groups	Linearity	296.506	1	296.506	8.943	.006
		Deviation from Linearity	485.757	22	22.080	.666	.829
	Within Groups		795.717	24	33.155		
Total			1577.979	47			

As illustrated in the above table, the Sig. dev.from linearity value $> \alpha$ ($0.829 > 0.05$). Consequently, it can be deduced that the relationship between counseling guidance and learning achievement is linear.

2. Research Hypothesis Testing

a. Partial Test (t Test)

The initial research hypothesis comprises the null hypothesis (H_0) and the alternative hypothesis (H_1), defined as follows:

H_0 : Guidance and counseling services do not significantly influence students' learning achievement.

H_1 postulates the presence of a significant influence between counseling services and students' learning achievement.

The results of the analysis, facilitated by the SPSS 24 for Windows program, are presented in the following table:

Table 6. Partial Test (t-test)

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	102.499	10.150		10.099	.000
X	-.310	.095	-.433	-3.262	.002

According to the aforementioned summary for the bK service variable, the Pvalue is 0.002, which is less than the alpha level of 0.05 that

was used. These findings suggest that the alternative hypothesis (H_1) that was examined has been substantiated, thereby rejecting the null hypothesis (H_0). Consequently, there is a significant influence between counseling services and student learning achievement.

- b. The correlation coefficient and the coefficient of determination are to be tested

The determination coefficient test for variables is illustrated in the subsequent table:

Table 7. Determination Coefficient Test

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.433 ^a	.188	.170	5.278

a. Predictors: (Constant), X

b. Dependent Variable: Y

The above table shows that R is 0.433, subsequently confirmed in the correlation coefficient table within the interval class of 0.40 to 0.599. This finding suggests a moderate relationship between the BK service variable and student learning achievement, with a contribution of 18.8%. The remaining 81.2% of the variance is attributed to other variables not included in this study.

CONCLUSION

There is a significant influence between counselling services on student learning achievement. There is a moderate relationship between counselling services and student learning achievement, with a contribution of 18.8%, while the remaining 81.2% comes from other variables that are not included in the variables in this study.

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