

## Factors Causing the Lack of Student Interest in Participating in Guidance and Counseling Services at SMA Negeri 1 Pamona Selatan



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**ABSTRACT:** This research aims to identify the factors causing the lack of interest among students in participating in the guidance and counseling services at SMA Negeri 1 Pamona Selatan. The research method used in this study is a survey with a descriptive quantitative approach, utilizing a questionnaire on the factors caused by the lack of interest of students in participating in guidance and counseling services as the instrument. The sampling technique used is simple random sampling with a sample of 75 eleventh-grade students at SMA Negeri 1 Pamona Selatan. The results of the descriptive analysis on the factors causing the lack of interest among students in participating in guidance and counseling services, presented in percentage form, indicate that based on table 4.4, from 75 students who responded, there are 8 or 10.66% of students who gave very high responses, 33 or 44% of students who gave high responses, 28 or 37.33% of students who gave low responses, and 4 or 5.3% of students who gave very low responses. The conclusion from the survey results on the factors causing the lack of students at SMA Negeri 1 Pamona Selatan to engage in counseling services is attributed to two factors: internal and external factors. Internal factors include student motivation, while external factors encompass three aspects: Family, Guidance Counselors, Counseling Service Facilities, and Peers.

**KEYWORDS:** Causing Factors, High School Students

### INTRODUCTION

The role of Guidance and Counseling (BK) is very important in enhancing the potential of students in schools. A guidance and counseling teacher is someone who has the responsibility to provide guidance and counseling at school. The goal is for students to cope with the developments they experience and to live independently in fulfilling their developmental tasks as creatures of God, individual beings, and social beings. Therefore, the role and active involvement of guidance and counseling teachers greatly influence the development of students' potential and can help address students' problems at school, whether in personal, social, academic, or career aspects. The reason students are reluctant to participate in guidance and counseling activities is that they perceive the guidance counselor as someone to be avoided; guidance counseling is only for troubled students. Many students feel more comfortable sharing their problems with peers rather than attending counseling services with a counselor, as they perceive that counselors are like school police meant for troubled students

Based on the research conducted by (Yulisma, Nelpian, 2022) titled "Factors Influencing Students' Lack of Interest in Participating in Individual Counseling at SMPN 1 Tanjung Mutiara, Tikus Selatan, Agam Regency." It reveals the factors that influence the low interest of students in accessing guidance and counseling services. Based on field research, it can be concluded that the lack of student interest in participating in guidance and counseling services is influenced by internal factors (within themselves) and external factors (outside the individual).

Guidance and counseling teachers play an important role in helping students achieve progress in their learning process and future planning. Guidance and counseling teachers need support from various assistance services to achieve optimal results. The goal is to help students overcome the problems they face and develop their potential through the guidance and counseling services available in schools.

Through the observation conducted by the researcher at SMA Negeri 1 Pamona Selatan, it was found that not all students participate in the guidance and counseling services provided by the guidance and counseling teachers at the school. They prefer to skip to the school canteen rather than attend their counseling activities, believing that counseling is only intended for problematic students. This certainly indicates that there are factors that lead to a lack of interest among students in participating in guidance and counseling services.

## **LITERATURE REVIEW**

Guidance and counseling are services provided to students, both individually and in groups, to enable them to be independent and develop optimally in the areas of personal guidance, social guidance, learning guidance, and career, through various types of services and supporting activities, based on applicable norms. The main objective of guidance and counseling services is to assist students in understanding themselves, achieving self-acceptance, self-direction, and making appropriate decisions in their lives in accordance with the Minister of Education and Culture Regulation of 2014. The process of providing guidance and counseling services involves structured steps, starting from the collection of information about the students, analyzing the situations and problems they face, understanding the needs and goals of the students, to formulating strategies and action plans to achieve the desired development. Guidance and counseling teachers act as facilitators in this process, providing guidance, support, and understanding to the students (Badriyah, 2023). Guidance and counseling services aim to provide assistance to students in developing critical thinking, managing emotions, communicating effectively, and making decisions. The guiding teacher has duties, responsibilities, and authority in carrying out guidance and counseling services for students in schools. Structured steps begin with gathering information about students, analyzing the problems and situations faced by students, understanding the needs and goals of students, and formulating strategies and action plans to achieve the desired development. (Badriyah, 2023). Guidance and Counseling aim to assist students in developing their potential to the fullest extent possible or to realize the values contained in the developmental tasks they must master as best as they can. The development of potential includes three stages, namely: understanding and awareness, attitude and acceptance, and skills or actions in carrying out developmental tasks. The goal of guidance and counseling services is to help clients to: (1) plan activities related to completing studies, career development, and their future life; (2) optimally develop all their potential and strengths; (3) adapt to the educational environment, community environment, and work environment; (4) overcome obstacles and difficulties faced in studies, adjustments to the educational environment, society, and work environment (Mutia, 2021).

Factors influencing students' interest in participating in guidance and counseling services need to take into account several factors that cause a lack of interest. The factors that contribute to students' diminished interest include:

- 1) Internal factors: factors that come from within the student
- 2) External factors include: family environment (parental factors, household atmosphere, and family economic situation), school environment, teachers (emotional abilities and methods), and community environment.

External factors are factors that originate from outside the student that relate to the students' interest in utilizing counseling services. As follows:

### **1. The Personality of Guidance and Counseling Teachers**

The personality of guidance and counseling teachers plays an important role in attracting students' interest in participating in guidance and counseling services. Students tend to be drawn to guidance and counseling teachers who are considered good. Students' attraction to consult with guidance and counseling teachers can be influenced by the characteristics of the teachers, namely the personality of the guidance and counseling teachers that students view as good for them, friendly, and able to be friends. If the guidance and counseling teacher is stern and unfriendly towards students.

### **2. Peers**

The attitude and actions of peers can influence students in their behavior, actions, and participation in guidance and counseling services. If peers do not take part in counseling services, other students tend to follow suit and do the same. When peers are not involved in attending guidance and counseling services, other students will not follow the guidance and counseling services either.

### **3. Family Environment**

The family is the smallest group in society consisting of a father, mother, and children. Parental support is very influential in encouraging students to participate in guidance and counseling services. The role of parents in carrying out educational functions at home is to always provide encouragement and motivation that can support children to succeed in life, so that any form of problems or misbehavior can be addressed early on by participating in the guidance and counseling services provided by the school.

### **4. School Facilities**

A conducive and comfortable guidance and counseling room, where not just anyone can enter, will provide comfort for students, making them interested in visiting the guidance and counseling room. A crowded room will make students uncomfortable in the guidance and counseling space. This is in accordance with the Ministry of Education and Culture Regulation No. 111 of 2014. The expected facilities are a properly organized and special guidance room, as well as other equipment that enables the achievement of quality guidance and counseling services.

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The perception held by students still assumes that guidance and counseling teachers are teachers whose task is to punish students when they make mistakes or violations, and students who enter the guidance and counseling room or students called by the guidance and counseling teacher are students who have problems at school (Yulisman, Nelpia, 2022).

(Wahid, 2020) Students' perceptions of guidance and counseling services will be positive if they feel they receive maximally satisfying services according to their needs. Conversely, students' perceptions of guidance and counseling services will be less favorable if the guidance and counseling teacher provides services that do not align with students' needs.

### **1. Interest in Participating in Basic Services**

#### **a. Interest in Orientation Services**

Students will choose to participate in guidance and counseling services if the services provided meet their needs. Interest refers to taking real action because individuals have the desire to take real actions as they wish to do so. Handoko (2020) states that guidance and counseling services assist students and other parties in understanding their environment, such as the new school that students have entered. The goal is to facilitate and smooth the adaptation of students in the new environment. Many students who show a good interest in participating in orientation services are expected to adapt more easily to the new environment they have entered. (Luthfiyyah, Sayyidah, Sukma, 2021) that students who show good interest in participating in orientation services are expected to adapt more easily to the new environment they enter. Similarly, parents of students who understand the conditions, situations, and demands of their children's school and are able to provide the necessary support for their children's success. The following are various types of guidance and counseling orientation services, namely information services, group counseling services.

### **2. Interest in Participating in Responsive Services**

#### **b. Interest in Participating in Individual**

Individual counseling services are provided or organized by counselors for a client to receive direct or face-to-face services with guidance and counseling teachers to discuss and resolve the issues they face (Handoko, 2020). Individual or personal counseling is an effective service that has its own significance in helping students overcome the problems they encounter. In the implementation of individual counseling services, face-to-face interactions occur between the counselor and the counselee to discuss the problems experienced by the counselee. Individual counseling services are conducted at the will of the student themselves. Individual counseling is assistance provided by counselors or guidance and counseling teachers to counsees or students with the aim of developing students' potential. students are able to solve their own problems and can adapt positively. Individual counseling is effectively conducted to explore the problems faced by students because they can privately share their issues with the guidance and counseling teacher without it being known by others, in accordance with the principle of confidentiality in guidance and counseling. One of the requirements for effective counseling is the self-awareness of the students so that they have an interest in participating in counseling services (Khairunnisa, 2020).

From several definitions of interest above, it can be concluded that interest is a relatively stable attraction to something that encourages a continuous attention and memory, accompanied by a sense of pleasure in obtaining satisfaction in achieving the goals of activities, or it can be said as interest in. Developmental Psychology Counseling and Guidance. Counseling and guidance services are an interest followed by a feeling of pleasure in participating in counseling and guidance services, so that students can understand their potential, develop abilities, solve their life problems, and achieve satisfaction in attaining happiness. Guidance and counseling is a proactive and systematic effort to facilitate individuals in achieving optimal levels of development, effective behavior development, environmental development, and enhancing the individual's function or benefit in their environment. All of these behavioral changes are part of the individual's development process, which is the interaction process between the individual and the environment through healthy and productive interactions.

Guidance and counseling have important duties and responsibilities to develop the environment, build dynamic interactions between individuals and their surroundings, and teach individuals to develop, change, and improve their behavior. Guidance and counseling are not learning activities in the context of teaching scenes like those conducted by teachers in subject learning, but rather expert services in the context of empowering students. Therefore, guidance and counseling are expert services provided by a counselor (guidance and counseling teacher). A counselor is a type of educational qualification, namely educational staff who specialize in the field of guidance and counseling, participating in the provision of education.

## **RESEARCH METHODS**

Research methods are functional processes that involve the collection of data, analysis, and interpretation of information related to the research object. The method used in this research is a quantitative method and employs instruments as tools for data collection. The type of research used is a survey. This research will be conducted at Senior High School 1 Pamona Selatan.

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The implementation time is in the 2024/2025 academic year. Located at Jalan S. Parman Pasir Putih, Pamona Selatan District, which is situated in Poso Regency. Research variables are anything that will be the object of observation in a study. According to Sugiyono (2019), 'Research variables are an object of study or anything that draws attention in this research, consisting of one variable or a single variable.' The variables in this study are the factors causing the lack of student interest in participating in counseling services. The population is a generalized area consisting of subjects that have specific qualities and characteristics determined by the researcher for study and to draw conclusions (Sugiyono, 2023). The population of this study comprises all classes in SMA Negeri 1 Pamona Selatan with a total of 409 students. In this study, the researcher narrowed the population to a total of 299 students in eleventh grade, with a sample size of 75 students, calculated using Slovin's formula (Sugiyono, 2023).

In this study, the data collection instrument used by the researcher is a questionnaire to measure the factors causing students' lack of interest in attending counseling services. The measurement tool in this study utilizes a questionnaire from Sugiono's research (in Sukendra and Atmaja 2020). The instrument used in this study is a questionnaire that contains factors causing the lack of student interest in participating in counseling services at school, consisting of 20 items of statements accompanied by four alternative answer choices: always (SL), often (SR), sometimes (KD), and never (TP). Each option is weighted 1.

**Table I Scores for Factors Causing Students' Lack of Interest in Participating in Counseling Services Based on the Likert Scale**

| NO | Positive statement (Favorable) |                         | egative Statement<br>(Unfavourable) |                         |
|----|--------------------------------|-------------------------|-------------------------------------|-------------------------|
|    | Skor                           | Keterangan              | skor                                | Keterangan              |
| 1  | 4                              | Strongly agree (SS)     | 1                                   | Strongly Agree (SS)     |
| 2  | 3                              | agree (S)               | 2                                   | Agree (S)               |
| 3  | 2                              | Disagree (TS)           | 3                                   | Disagree (TS)           |
| 4  | 1                              | Strongly Disagree (STS) | 4                                   | Strongly Disagree (STS) |

## RESULT

This study was conducted at SMA Negeri 1 Pamona Selatan to examine the Causes of Students' Lack of Interest in Participating in Guidance and Counseling Services. The causes of students' lack of interest were obtained using a questionnaire instrument consisting of 21 items in the form of statements.

**Table II Percentage of Classification of Factors Causing Lack of Student Interest in Participating in Guidance and Counseling Services at State High School 1 Pamona Selatan**

| No | Klasifikasi Kejenuhan Belajar | F  | %     |
|----|-------------------------------|----|-------|
| 1  | Sangat Tinggi                 | 8  | 10,66 |
| 2  | Tinggi                        | 33 | 44    |
| 3  | Rendah                        | 28 | 37,33 |
| 4  | Sangat Rendah                 | 4  | 5.3   |

Based on table 4.4, it can be explained that out of 75 students who are respondents, there are 8 or 10.66% students who have very high answers, and there are 33 or 44% students who have high answers, and there are 28 or 37.33% students who have low answers, and there are 4 or 5.3% students who have very low answers.

## DISCUSSION

The factor of students' lack of interest in counseling services is closely related to their level of interest, often referred to as motivation. Interest drives students to participate in counseling. Interest is a tendency or attraction that captures a person's attention, allowing them to willingly and happily engage in counseling services. Students who are interested in attending counseling will find it easier to address their challenges because there is no sense of compulsion. Conversely, if students lack interest, they will be reluctant to attend counseling, which disrupts their effectiveness in the learning process.

The lack of interest among students in attending counseling is influenced by various factors from both within and outside the individual. The factors affecting the lack of interest in counseling among eleventh-grade students at SMA Negeri 1 Pamona

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Selatan include: motivation, perception, guidance counselors, school environment and facilities, and peers. The following are the factors influencing the lack of interest among students in attending counseling, both internal and external:

**1. Internal Factors** Internal factors are factors that originate from within the students themselves. Based on the results of this study, the researcher found several internal indicators that influence students' interest in attending counseling, including: **a)**

### **Motivation**

Motivation or an inner drive within individuals makes someone voluntarily engage in activities, including counseling. Motivation is the driving force for students to participate in activities. The presence of motivation can create enthusiasm, a sense of joy, and the spirit to engage in counseling. Students are less motivated because they prefer to seek help from sources other than the guidance and counseling teacher and find individual counseling less appealing in their eyes, making them hesitant to utilize guidance services. According to Amron & Nabila, the presence of motivation, enthusiasm, and a sense of willingness indicates that students are interested in participating in counseling. Without motivation, students are reluctant to seek counseling.

### **2. External Factors**

External factors are anything that comes from outside the individual and can influence a person's personal, social, learning, and career development, such as family, school, community, and culture (Prayitno 2020).

#### **a) Family**

Parents want the best for their children, including supporting them to quickly utilize counseling services to help resolve issues. There are also parents who do not support their children due to a lack of understanding about counseling services at school, making students hesitant to seek help. Parental support greatly influences students to take advantage of counseling services. This aligns with statement that interest is influenced by external or individual factors, namely the family, school, and community environment. Parents' role in carrying out educational functions at home is to continuously provide encouragement and motivation that can lead their children to the gateway of future success, so that any form of laziness or delinquency can be addressed early on

#### **b) Guidance Counselor**

The appearance of the guidance counselor significantly determines students' willingness to utilize guidance services. A more appealing appearance makes students feel more comfortable. Additionally, the competency of the guidance counselor is essential because it increases students' interest in taking advantage of guidance services. If the guidance counselor's competency is lacking, students may not trust or even be unwilling to utilize the services. This is in line with the statement by Tyas Prastiti (2020), which explains that factors related to the counselor can affect students' interest in coming to the counselor based on the counselor's characteristics. Students are interested in approaching the counselor because of the counselor's personality, which they perceive as good for them, friendly, and able to be a friend to them. The factors related to the counselor are aspects that come from within the counselor, in this case, involving an understanding of their counseling services that are not good, a lack of comfort in giving attention, and being less friendly in providing information services to the students, which leads to a decreased interest in the counselor.

#### **c) BK Service Facilities**

The facilities of the counseling services are a factor that attracts students to utilize these services, especially the counseling room. A conducive and comfortable counseling room that is not accessible to just anyone will make students feel at home and interested in the counseling services. However, if the counseling room is not conducive, especially if it is combined with other rooms, students may feel hesitant to approach the counseling services. This is in accordance with the Minister of Education and Culture Regulation No. 111 of 2014, which states that the expected facility is a dedicated and organized counseling room, along with other equipment that enables the achievement of quality counseling and guidance services.

#### **d) friends of the same age**

Peers always influence students in their attitudes and actions, including in participating in counseling services. Research shows that friends can provide support in counseling, motivating students to engage in counseling. On the other hand, unsupportive friends make students less interested in doing things, including participating in counseling. This refers to the understanding of discussing problems with friends, being more trusting of school friends compared to school counselors, never utilizing counseling services at all due to a lack of trust in guidance counseling services, and the counseling room being uncomfortable.

Internal and external factors are interconnected in this research because both can improve students' interest in counseling. Students' interest will be maintained if they believe that counseling meets personal needs or is beneficial for themselves. The dominant factor influencing students' interest in counseling is the internal factor, which comes from within the

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students themselves. Internal factors are more influential because of the perceptions held; students tend to be reluctant to seek counseling due to misconceptions about guidance and counseling itself.

There are some misconceptions where students assume that guidance and counseling teachers are individuals or teachers responsible for punishing students when they make mistakes or violations at school. Additionally, students also believe that students who enter the counseling room are those who have problems or cases at school.

### CONCLUSION

The factors causing the lack of interest among 11th-grade students in participating in guidance and counseling services at SMA Negeri 1 Pamona Selatan are due to two factors, namely internal and external factors. Internal factors include the motivation of the students. Meanwhile, external factors encompass three aspects, namely Family, BK Teachers, BK Service Facilities, and Peers. Students are afraid to go to the guidance and counseling room because they think of themselves as problematic students, and they feel embarrassed to seek counseling. The counselor factors include students perceiving the guidance counseling teacher as a school police officer, students not knowing what guidance counseling is, students believing that the guidance counseling teacher only deals with those who have problems, and a lack of understanding among students about guidance counseling services because counselors do not adequately introduce these services to students. The third factor is the social environment, which includes the counseling room being less supportive, and students not utilizing the counseling room unless called by the school counselor.

### CONFESSION

Based on the results of the research, recommendations can be given to several parties as follows:

#### 1. For the Principal

The school principal is expected to encourage, support, and facilitate guidance and counseling services at the school that refer to factors that can enhance student interest in utilizing counseling.

#### 2. For School Counselors

Guidance and Counseling teachers consistently improve their self-quality and professionalism in providing guidance and counseling services.

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