

PERCEPTION OF CLASS VIII STUDENTS ON THE ROLE OF BK TEACHERS IN PROVIDING INFORMATION SERVICES AT SEMPU SMPN 1

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ABSTRACT

This study aims to determine the relationship between students' perceptions of the role of BK teachers in providing information services at SMPN 1 SEMPU. This type of research is descriptive quantitative. The research population is class VIII students and uses proportional random sampling technique. The results showed that the effective contribution of the variable perception of class VIII students to the role of BK teachers in providing information services at SMPN 1 SEMPU was 57.5%. So that there are 42.5% related to student perceptions not examined in this study. It can be concluded that there is a significant positive relationship between the perceptions of class VIII students on the role of BK teachers in providing information services at SMPN 1 SEMPU. This means that the higher the role of the BK teacher in providing information services, the higher the student's perception will be. On the other hand, if the role of the counseling teacher in providing information services is low, the student's perception will also be low.

Keywords: character-based, higher education, leadership model

INTRODUCTION

Education is the main part that is expected to realize the ideals of the nation. The purpose of education is to help students recognize and develop their potential. A good education is expected to enable students to adapt to their environment, so that they can improve their quality to become independent, mature, flexible and responsible individuals.

With a good education, students are expected to be able to adapt to their environment. The level of education is the process of students in improving their education according to the level they will take in continuing their education. Junior High School, which is abbreviated as SMP, is a level of basic education in formal education in Indonesia after graduating from elementary school (or its equivalent). Junior high school is taken in 3 years, starting from grade 7 to grade 9. Currently junior high school is a 9-year normal program (SD, SMP). The junior high school which is led by the principal is then assisted by school representatives such as curriculum, students, subject teachers, homeroom teachers, and BK teachers.

Junior High School, of course, includes guidance and counseling teachers. Guidance and

counseling are two meanings related to the meaning of providing assistance. Guidance and counseling is an activity carried out by BK teachers in order to provide assistance to students who experience difficulties in their environment (Nasution & Abdillah, 2019). Guidance and counseling aims to help students achieve optimal development through various forms of services, both individual services and group services (Noviandari, 2016). Guidance and counseling there are 10 services including orientation services, information, content mastery, individual counseling, group counseling, group guidance, mediation, consultation, placement and distribution, and advocacy. In this study, researchers only focus on one service, namely information services. Counseling teachers in providing information services can be friends of students and protectors of students to help students who are having difficulties. Information services are provided to all students who need or have problems that they are experiencing regardless of age, physique, and economic level of the student.

Information services are services that provide a number of information to students so that they have adequate information, both information about himself and information about his environment. Information service is one of the services used by BK teachers at SMPN 1 SEMPUR. Information service received by students is an aid in making the right decisions (Reza, et al, 2017). Information service aims to equip students with various useful things to know themselves, plan, and develop pattern of life as students, family members and society (Wahid, 2012). The role of the BK teacher in providing Information services are very important to improve learning activities and achievements, and develop ideals.

The role of BK teachers helps students develop their potential optimally both in the academic and personal social fields, gain meaningful learning experiences at school, and develop access to various opportunities and opportunities both in the school environment and outside of school (Irma, et al, 2019). The task of the BK teacher is related to the self-development of students in accordance with the needs, potential talents, interests and personalities of students at school. Unique student organization that develops according to its stage of development. Child development is the development of all aspects of his personality, but the tempo and rhythm of the development of each child in every aspect of a group of people with a certain age who learn either in groups or individually. Changes in personality development are generally experienced by junior high school students. Daryanto (2015) suggests that the role of BK teachers is to provide service assistance for students, both individually and in groups to be independent and develop optimally in personal guidance, social guidance, study and career guidance. Guidance and counseling have important functions and roles in self-development, instilling good norms and ethics, solving student problems, and educating students.

Middle school students are generally 13-15 years old, the age at which children enter their early teens. At the age of 13-15 years, junior high school students often experience developmental changes. Physical changes occur very rapidly and reach their peak. Emotional imbalance and instability in many ways exist during this time. He is looking for identity because at this time his status is not clear. Patterns of social relations began to change (Sobur, 2016).

Adolescence is a period of transition. Like all transitions, this is an uncomfortable time for both the teenager and his parents. The wisest parental response is to be supportive, not the time to point out faults in their thinking or inappropriateness. It's a good time to let them buy their own things and clothes and manage their own finances (Sobur, 2016). If this early adolescence is lived with the help of supportive parents, the

fickleness and self-centeredness will disappear. The changing nature of these early teenage students makes it easy for them to be influenced by the environment so that it can lead to negative perceptions of BK teachers because they do not really understand the true role of BK teachers. They only understand that

the BK teacher is just a school policeman.

Junior high school students who do not understand the role of BK teachers so that students have positive and negative perceptions. There is a positive side regarding students' perceptions of the role of BK teachers in providing information services. Those who are close to the BK teacher will feel happy when called to the BK room. Students can be more open and often talk about problems that they think cannot be solved, so they ask the guidance counselor for help. Students who are close to their BK teacher have their own sense of comfort to communicate with the BK teacher, so that students do not feel anxious and afraid when they enter the BK room. Students who have negative perceptions are students who do not understand or even understand at all about the role of BK teachers in schools. It is expected that students can respond positively to the existence of BK teachers by making good use of counseling activities, because it is to help them solve their problems and make decisions. This data is taken from one of the junior high schools, namely SMPN 1 SEMPUR which is located in Sempur District, Banyuwangi Regency. SMPN 1 SEMPUR has 24 classes, where in each class there are students of grades VII, VIII, IX. Each class consists of 256 students, the total number of students is 768 students. The number of BK teachers is 5 people, each BK teacher handles 150 students. The subjects I took to conduct the research were students of class VIII. Based on the results of observations made at SMPN 1 SEMPUR, the data obtained that there are positive and negative perceptions by students of BK teachers in providing information services..

RESEARCH METHOD

The method used in this research is descriptive quantitative method. The definition of descriptive research is research that only describes situations or events, Shauma & A (2015). So descriptive quantitative is a type of research used to analyze data by describing or describing the data that has been collected as it is. The purpose of this study was to use descriptive quantitative methods, namely to explain a situation to be studied with the support of a literature study so as to further strengthen the researcher's analysis in making a conclusion about the perception of class VIII students on the role of BK teachers in providing information services at SMPN 1 SEMPUR

RESEARCH RESULTS AND DISCUSSION

The research subjects were students of class VIII with a total of 80 students. The data analysis technique used to examine the perception of class VIII students on the role of BK teachers in providing information services at SMPN 1 SEMPUR is a two predictor regression analysis technique. The test was conducted to determine the relationship between the overall variables, the role of the BK teacher (X1) and information services (X2) with student perceptions (Y). Based on the results of the F test calculation, it is known that the role of BK teacher (X1) and information service (X2) variables on student perceptions (Y) is $0.000 < 0.05$ and the calculated F value is $52.163 > f$ table 3.12. It can be interpreted that H_0 is rejected and H_1 is accepted. This means that there is a significant relationship between the role of BK teachers (X1) and information services (X2) on student perceptions (Y).

The magnitude of the relationship between the two variables (X1 and X2), namely the role of BK teachers and information services on the variable (Y) of student perceptions is indicated by the magnitude of the correlation / relationship value (R) which is 0.759. From the output, the coefficient of determination (R square) is 0.575, which implies that the influence of the role of counseling teachers (X1) and information services (X2) on student perceptions (Y) provides a relationship of 57.5%. This means that there are other variables of 42.5% which are related to student perceptions are not examined in this study.

Descriptive statistics also show the average value (mean) of the BK teacher's role with the amount of data (N=80) is 61.54 with a standard deviation of 7,483. The average (mean) of information services with the

amount of data (N=80) is 32.41 with a standard deviation of 4.371. The mean (mean) of students' perceptions with the amount of data (N=80) was 43.88 with a standard deviation of 4.990.

According to Sulistiawati (2018), the role of BK teachers in schools, including BK teachers, plays a role in as an educator. This is the basic duty and function of every educator. One of the bk teachers is as an energy educators, meanwhile one of the functions of national education is to develop the character and character of the nation. The existence of the BK teacher's role in providing services in schools looks better than the previous era. Recognition towards guidance and counseling services as a profession has increasingly crystallized, especially from government and other professionals. The implementation of counseling guidance has an important role in achieving educational goals. Guidance and counseling services, it is hoped that an educational institution can form good student characters and realize constructive educational values (Khadijah, 2018).

Ria Hayati (2019) said that information services are one type of service that is under guidance and support counseling which has an important role in the implementation of counseling activities. This service provides information required by the client or service participant who needs it. Riska (2013) explains that Information is needed and needed in all aspects of human life. According to Listianah (2013) said that information services are guidance guidance activities that intend to help students to know the environment. The purpose of this information service is to provide individuals with various useful things to know oneself, plan and develop a pattern of life as a student, family member and Public. The understanding obtained through information services is used as reference material in improve learning activities and achievements, develop ideals, organize daily life and make decisions.

According to Sobur (2016) "perception in a narrow sense is vision, the way a person sees something, while in a broad sense is the way a person perceives or interprets something". The formation of the perception process can be influenced by various things, both consciously and unconsciously. This formation process is also based on past experiences or events of humans based on observations of an object. This perception is individual. Sometimes the perception is not necessarily in accordance with human thinking, the perception that has been given to an object can change at any time according to the experience, behavior, and attitude of the human being. According to Sarwono (2013) perception is an object around us, which we capture through the senses and projected on a certain part of the brain so that we can observe the object. Then the ability to focus, distinguish and group these objects, will be interpreted so that individuals are able to realize and understand what they want. According to Kartiko, et al (2014), perception is a view or how someone views or interprets something. Everything that is perceived has its own meaning in the mind. According to Danarjati, et al (2013) perception is a process of how a person selects, organizes and interprets information inputs and existing experiences and then interprets them to create a meaningful overall picture.

CONCLUSION

Based on the results of the study, it can be concluded that there is a significant positive relationship between the perceptions of class VIII students on the role of BK teachers in providing information services at SMPN 1 SEMPU. This means that the higher the role of the BK teacher in providing information services, the higher the student's perception will be. On the other hand, if the role of the counseling teacher in providing information services is low, the student's perception will also be low. The results showed that the effective contribution of the variable perception of class VIII students to the role of BK teachers in providing information services at SMPN 1 SEMPU was 57.5%. So that there are 42.5% associated with student perceptions not examined in this study

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