Facilitative Model of Developmental Guidance and Counseling for Student Satisfaction in Guidance and Counseling Services

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Abstract

School counselors and teachers are described as facilitators who are proficient in using interpersonal skills that can help individuals or groups move toward their goals. The facilitative model helps build interpersonal relationships in which students experience facilitative conditions such as trust, understanding, acceptance, concern, respect, and hope. when facilitative relationships are further enhanced; students become more open to exploring ideas, feelings, and behaviors; responsible decision-making can solve problems and improve student satisfaction with the services provided by counselors or teachers. Guidance and counseling in schools. This study aimed to determine the effect of the application of developmental guidance and counseling models with the application of facilitative responses by guidance and counseling teachers on student satisfaction with guidance and counseling services in schools. This study uses a quantitative approach, with the type of ex-post facto research, and uses binary logistic regression analysis. The data collection instrument used a questionnaire. The sample in this study was 373 high school students in the DI Yogyakarta region. The sampling technique in this study was carried out with an accidental random sampling technique. The results showed that the facilitative model with the application of facilitative responses by guidance and counseling teachers presented in six aspects affected student satisfaction in guidance and counseling services, or at least one aspect of the six aspects affected student satisfaction in guidance and counseling services.

Keywords: *Facilitative Model; Developmental Guidance and Counseling; Student Satisfaction; Guidance and Counseling Services*

Introduction

Guidance and counseling services in schools provide an important role in helping students in optimal development. Guidance and counseling teachers as implementers in guidance and counseling services in schools need competence so that the services provided can achieve the expected goals and provide student satisfaction. Permendiknas No. 27 of 2008 concerning Academic Qualification Standards and Counselor Competence (2008) formulated four core competency standards for counselors: pedagogic, personality, social, and professional (Hastuti & Marheni, 2017). The competence of guidance and counseling teachers will lead to the quality of services provided to students towards the expected goals and student satisfaction with these services is achieved. the goal of students will be to form consultations to provide quality guidance and counseling services (Mudjijanti, 2022).

Based on research from (Atmarno et al., 2020) the level of student satisfaction with the guidance and counseling services provided by school counselors cumulatively is 52.9% at sufficient, low, and very low levels. School counselors are advised to increase student satisfaction with guidance and counseling services by developing guidance and counseling programs that are in line with student development and strengthening inter-professional relationships in school education units such as comprehensive guidance and counseling (Atmarno et al., 2020). Based on the phenomena in the field, it is still found that there are negative perceptions from students towards guidance and counseling services as well as guidance and counseling teachers who are considered by students as school police which makes students afraid of guidance and counseling teachers as well as not feeling comfortable with the services provided. The counseling guidance teacher is identical to the "school police", so students have a fear when dealing with guidance and counseling teachers, students imagine that students who enter the BK room are "problematic children" (Purwaningsih, 2021). This indicates that students have not experienced services that provide satisfaction according to their expectations. Student comfort will affect student satisfaction in receiving guidance and counseling services which indicates that the services provided by guidance and counseling teachers are quality services.

Based on the phenomenon of student satisfaction and also negative perceptions that affect students' discomfort with guidance and counseling services, guidance and counseling teachers are required to improve the quality of services provided, one of which is by becoming a guidance and counseling teacher who is able to provide comfort, trust, understanding, acceptance, concern. , respect, and friendliness towards students in the services provided. This indicates the role of the counselor or guidance and counseling teacher as a facilitator who is able to create facilitative conditions and relationships to students with the facilitative responses given. A facilitative relationship is a relationship in which students explore their ideas, feelings, and behaviors (Myrick, 2011). This relationship is a relationship in which there are underlying facilitative conditions, namely caring, understanding, acceptance, respect, friendliness and trust (Myrick, 2011). Related to this, a facilitative model is needed to be applied in schools by guidance and counseling teachers in the process of providing services. The facilitative model is a workable and practical format of interpersonal communication skills, which serves as a practical guide, to keep in mind when counselors administer interventions (Myrick, 2011). This model is needed in developmental guidance and counseling. The approach to developmental guidance and counseling (Developmental Guidance and Counseling) or comprehensive guidance and counseling (Comprehensive Guidance and Counseling) is based on efforts to achieve developmental tasks, develop potential, and alleviate counselee problems (Bhakti, 2015). The facilitative model helps build interpersonal relationships in which students experience facilitative conditions such as trust, understanding, acceptance, caring, respect, and friendliness (Myrick, 2011).

When facilitative relationships are further enhanced; students become more open to exploring ideas, feelings, and behaviors; and responsible decision-making can solve problems and lead to student satisfaction with the services provided by counselors or BK teachers in schools. Facilitative relationships are created by applying a high level of facilitative response. There are six basic responses that form the basis of the facilitative model referred to as high facilitative responses, including (Myrick, 2011): (1) a response that focuses on feelings; (2) clarify or summarize; (3) open-ended questions; (4) facilitative feedback, as a compliment or confrontation; (5) simple confession; and (6) linking. The facilitative responses applied to the facilitative model by the guidance and counseling teacher will foster trust that creates openness and comfort in a relationship between the guidance and counseling teacher and students. This can affect students' positive perceptions of guidance and counseling teachers which has an impact on student satisfaction with guidance and counseling services. Based on this, a study was conducted to determine the effect of the application of the facilitative model of developmental guidance and counseling with the application of facilitative responses by guidance and counseling teachers on student satisfaction in guidance and counseling services in schools.

Methods

The method used in this research is ex post facto. Ex post facto research is research that aims to find causes that allow changes in behavior, symptoms or phenomena caused by an event, behavior or things that cause changes in the independent variables which as a whole have occurred (Sukardi, 2013). Ex-post facto research examines cause-and-effect relationships that are not manipulated or treated by the researcher. Cause-and-effect research is carried out on programs, activities or events that have taken place or have occurred. The existence of a causal relationship is based on a theoretical study, that a variable is caused or motivated by certain variables or results in certain variables.

The population in this study were high school students in the DI Yogyakarta region for the academic year 2022/2023. The sampling technique in this study was carried out with an accidental random sampling technique. In the population there are groups that look uniform then the sample is chosen randomly based on the groups in the population. The sample used in this study was 373 high school students in the Special Region of Yogyakarta.

The data collection carried out in this study used a survey method to obtain data from certain natural (not artificial) samples. The reason for using the survey method is because this study took a sample using a questionnaire as a data collection tool. Instruments in this study include instruments that measure student satisfaction with facilitative responses that have been carried out by guidance and counseling teachers. The instrument used in this study was a questionnaire. The questionnaires in this study were compiled based on aspects of high facilitative responses, including (Myrick, 2011): (1) responses that focus on feelings; (2) clarify or summarize; (3) open-ended questions; (4) facilitative feedback, as a compliment or confrontation; (5) simple confession; and (6) linking. In this study, the instrument validity test was carried out with content validity in the form of expert judgment. The instrument reliability test was carried out for the guidance and counseling teacher's facilitative response instrument with a Cronbach Alpha value of 0.987 greater than 0.60 then the instrument can be said to be reliable and close to 1 so the higher the reliability of the instrument which can be used as a good measuring tool in research this.

The analysis used in this study uses binary logistic regression, to determine whether the probability of the occurrence of the dependent variable (bound) can be predicted by the independent variable (independent variable). The independent variable in this study is a facilitative model with the implementation of facilitative responses by the BK teacher which is presented in 6 aspects, while the dependent variable in this study is student satisfaction with guidance and counseling services. The use of binary logistic regression because the dependent variable is dichotomous data (two categories).

Results and Discussion

Results

The data that has been obtained through the data collection process is then carried out through data processing. The data analysis technique in this study uses Binary Logistic Regression to test whether the probability of the occurrence of the dependent variable, namely student satisfaction with guidance and counseling services, can be predicted by the independent variable, namely the facilitative model with the application of facilitative responses by BK teachers presented in 6 aspects. The six aspects are responses that focus on feelings, clarifying or summarizing, open-ended questions, facilitative feedback, simple recognition, linking. In this study, the dependent variable is dichotomous data (two categories), namely student satisfaction with Guidance and Counseling services with two categories of satisfied and dissatisfied. The category is satisfied with code 1 and not satisfied with code 0 as shown in table 4.1 below.

Table 4.1. Dependent Variable Encoding

Original Value	Internal Value
Not satisfied	0
Satisfied	1

Data were obtained from a sample of 373 high school students from the Special Region of Yogyakarta. All 373 samples can be observed and there is no missing data as shown in table 4.2 below.

Table 4.2. Case Processing Summary

Unweighted Casesa		N	Percent
Selected Cases	Included in Analysis	373	100.0
	Missing Cases	0	.0
	Total	373	100.0
Unselected Cases		0	.0
Total		373	100.0

Regression Model Feasibility Assessment (Goodness of fit)

When the independent variable is not included in the model, the sample 373 gets a value of -2 Log Likelihood of 515,669 as shown in table 4.3 below.

Table 4.3. Iteration History

Iteration		-2 Log likelihood	Coefficients Constant
Step 0	1	515.669	.123
	2	515.669	.123

With a degree of freedom (df) of 372 and a probability of 0.05, the Chi Square table value is 394.626. Thus the value of -2 Log Likelihood > Chi Square table value is 515,669 > 394,626 so that the model before entering the independent variable (model only with constants) is a model that does not fit the data. By looking at table 4.4 below, it can be seen that the overall percentage value before the independent variable is entered into the model is 53.1% which shows the accuracy of the model before the independent variable is included. This shows that using the model only constants and does not include independent variables, it has not been able to provide an explanation of the proportion of student satisfaction with guidance and counseling services.

Table 4.4. Classification

			Predicted		
			Student Satisfaction		Percentage
	Observed		Not satisfied	Satisfied	Correct
Step 0	Student Satisfaction	Not satisfied	0	175	.0
		Satisfied	0	198	100.0
	Overall Percentage				53.1

The following is a test of whether or not the model fits with the data which is already by entering the independent variable into the model. With a degree of freedom (df) of 366 and a probability of 0.05, the value of the chi square table is 394.626. The value of -2 Log Likelihood is 270.605 < from the chi square table value of 394.626, it shows that the model by including the independent variable is a model that fits the data and shows the model is feasible to use. This is different when before entering the independent variable into the model which shows the model does not fit the data. The difference between the two values between before entering the independent variable and after entering the independent variable into the model can be seen in table 4.5 below.

Table 4.5. Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	245.064	6	.000
	Block	245.064	6	.000
	Model	245.064	6	.000

Based on table 4.5, it can be seen that the difference between the two values between before entering the independent variable and after entering the independent variable into the model is 245.064 with a significance value of 0.000 <0.05, indicating that entering the independent variable has an influence on the model or the model is declared fit with the data. In other words, the independent variable used in this study affects the satisfaction of high school students with guidance and counseling services. From table 4.6 below, it shows that the significance value is 0.598 > 0.05, so the model by including the independent variable can be accepted and hypothesis testing can be done.

Table 4.6. Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	1.877	3	.598

The model by including the independent variable is acceptable and the ability of the independent variable to explain the dependent variable is 64.3% and there are 35.7% of other factors outside the model. This can be seen in table 4.7 which shows the Nagelkerke R square value of 0.643 which is greater than the Cox & Snell R square value of 0.482.

Table 4.7. Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	270.605a	.482	.643

The percentage of the accuracy of the model in this study is shown in table 4.8 below.

Table 4.8. Classification Table

			Predicted		
			Student Satisfaction		Percentage Correct
	Observed		Not satisfied	Satisfied	
Step 1	Student Satisfaction	Not satisfied	130	45	74.3
		Satisfied	13	185	93.4
	Overall Percentage				84.5

Table 4.8 shows the overall percentage value of 84.5%, which means that the magnitude of the accuracy of the model in this study is 84.5%. Thus, from 373 observations, there are 315 whose exact classification is stated by the regression model in this study.

Hypothesis Testing and Model Building

Simultaneous significance testing in this study is the maximum likelihood test which sees the chi-square value of the difference of -2 Log Likelihood before entering the independent variable into the model and -2 Log Likelihood after the independent variable is included in the model. By looking at table 5 of the Omnibus Tests of Model Coefficients, the chi-square value is obtained where the difference between the values before entering the independent variable and after entering the independent variable into the model is 245.064. With a degree of freedom (df) 6 and a significance level of 0.05, the chi-square table value is 12,592. Thus the chi-square value is 245.064 > the table chi-square value is 12.592 and also

the significance value is 0.000 <0.05 so that the hypothesis (Ha) is accepted, that is, there is a simultaneous significant effect of the independent variable on the dependent variable in this study. The facilitative model with the application of facilitative responses by BK teachers is presented in 6 aspects that affect student satisfaction in guidance and counseling services, or at least one aspect of the 6 aspects that affect student satisfaction in guidance and counseling services. Based on table 4.7 the model summary shows that the ability of the independent variable in explaining the dependent variable is 64.3% and there are 35.7% of other factors outside the independent variable in this study which also have the ability to explain the dependent variable (student satisfaction with guidance and counseling services).

By looking at table 4.9 "Variables in the Equation" we can see which aspects of the guidance and counseling teacher's facilitative response have a significant effect on student satisfaction with guidance and counseling services so that they can be included in the model.

Table 4.9. Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B) Lower	Upper
tep 1ᵃ	X1	19.023	3930.887	.000	1	.996	182610278.494	.000	.
	X2	.414	.675	.376	1	.540	1.513	.403	5.678
	X3	1.680	.482	12.154	1	.000	5.368	2.087	13.806
	X4	1.773	.675	6.894	1	.009	5.888	1.567	22.119
	X5	.274	.604	.205	1	.650	1.315	.402	4.299
	X6	.484	.631	.587	1	.443	1.622	.471	5.593
	Constant	-22.148	3930.887	.000	1	.996	.000		

Based on table 4.9 "Variables in the Equation", the significance value <0.05 is only found in two aspects, namely X3 (open questions) and X4 (facilitative feedback). In the X3 aspect (open questions) the significance value is 0.000 <0.05 and in the X4 aspect (facilitative feedback) the significance value is 0.009 <0.05. Thus, there is a significant effect between open questions on student satisfaction in guidance and counseling services with an influence coefficient value of 1.680 and there is a significant influence between facilitative feedback on student satisfaction in guidance and counseling services with an influence coefficient value of 1.773. The magnitude of the effect is indicated by the Odds Ratio, namely the Exp value (B) in table 4.9. In X3 (open questions) with an Exp (B) value of 5.368, students who get a facilitative response from the guidance and counseling teacher in the form of open questions are more at risk of being satisfied with the services of the guidance and counseling teacher as much as 5.368 times compared to students who do not get a facilitative response from guidance and counseling teacher in the form of open questions. In X4 (facilitative feedback) with an Exp (B) value of 5.888, students who get a facilitative response from the guidance and counseling teacher in the form of facilitative feedback are at risk of feeling satisfied with the services of the guidance and counseling teacher as much as 5.888 times than students who do not get a response. facilitation from the guidance and counseling teacher in the form of facilitative feedback. In other aspects (X1, X2, X5, and X6) the significance value > 0.05, it shows that there is no significant effect on student satisfaction in guidance and counseling services. Thus, the logistic regression probability model formed is as follows.

$$ln \, ln \left(\frac{p}{1-p} \right) = -22{,}148 + 1{,}680 X_{1i} + 1{,}773 X_{2i}$$

$$p = \frac{exp \, exp \, (-22{,}148 + 1{,}680 X_{1i} + 1{,}773 X_{2i})}{1 + exp \, exp \, (-22{,}148 + 1{,}680 X_{1i} + 1{,}773 X_{2i})}$$

$$p = \frac{e^{-22,148 + 1,680 X_{1i} + 1,773 X_{2i}}}{1 + e^{-22,148 + 1,680 X_{1i} + 1,773 X_{2i}}}$$

X_{1i} is X3 (open question)

X_{2i} is X4 (facilitative feedback)

i = 1, 2, etc

If a student gets a facilitative response from the guidance and counseling teacher in the form of open questions (code 1) and facilitative feedback (code 1), it is predicted that the student will experience satisfaction with guidance and counseling services (code 1). However, if the student does not experience satisfaction with the guidance and counseling service (code 0) then the student is out of the predicted value.

Discussion

Based on the results of the research above, it can be shown that the facilitative response of guidance and counseling teachers affects student satisfaction with guidance and counseling services in schools. This is in line with the opinion of Myrick (2011) that the facilitative response in the facilitative model helps build interpersonal relationships between guidance and counseling teachers and students, so that students experience facilitative conditions such as trust, understanding, acceptance, caring, respect, and friendliness. These conditions indicate student satisfaction with the services of guidance and counseling teachers in schools so that the negative perception of guidance and counseling teachers as the results of Purwaningsih (2021) research no longer occurs.

The emergence of negative stigma from students towards the existence of guidance and counseling teachers in schools cannot be separated from the facts on the ground which show that there are still many guidance and counseling teachers in schools who are tasked with providing sanctions for student violations at school. Which is very contrary to the purpose of guidance and counseling services as stated in (Permendikbud No 111 Tahun, 2014) concerning BK PDPM states that guidance and counseling are systematic, objective, logical, and sustainable and programmed efforts carried out by counselors or BK teachers to facilitate the development of students or counselees to achieve independence, in the form of the ability to understand, accept, direct, make decisions, and realize themselves responsibly so as to achieve happiness and prosperity in their lives. So it can be concluded that the task of providing sanctions for violations committed by students in schools is not in accordance with the objectives of guidance and counseling services in schools.

The success of guidance and counseling teachers in schools in carrying out their duties and roles is influenced by the academic qualifications and competencies they must have. In accordance with (Permendiknas No. 27 Tahun 2008 Tentang Standar Kualifikasi Akademik dan Kompetensi Konselor, 2008), where counselors need to have four competency standards such as pedagogic, personality, social and professional, the facilitative response possessed by guidance and counseling teachers supports the improvement of the personality competencies of guidance and counseling teachers. This is because the facilitative response carried out by the guidance and counseling teacher can produce a facilitative relationship where students can explore their ideas, feelings, and behaviors so that facilitative conditions are formed at school, namely caring, understanding, acceptance, respect, friendliness and trust (Myrick, 2011).

A facilitative relationship between guidance and counseling teachers and students can be created if the guidance and counseling teacher applies a high facilitative response. There are six basic responses that form the basis of the facilitative model referred to as high facilitative responses, including (Myrick, 2011): (1) a response that focuses on feelings; (2) clarify or summarize; (3) open-ended questions; (4)

facilitative feedback, as a compliment or confrontation; (5) simple confession; and (6) linking. In the end, facilitative responses that are applied to the facilitative model by guidance and counseling teachers will foster trust that creates openness and comfort in a relationship between guidance and counseling teachers and students.

The facilitative response in the facilitative model is a format of interpersonal communication skills that can be applied and a practical guide, which needs to be kept in mind when counselors manage interventions (Myrick, 2011). When a facilitative relationship has been formed, students become more open to exploring ideas, feelings, and behaviors. So that students are able to make decisions responsibly to be able to solve their problems. Conditions like this will ultimately result in student satisfaction with the services provided by their guidance and counseling teachers at school. Thus, it can be concluded that if more schools apply the facilitative model of developmental guidance and counseling through the implementation of facilitative responses by guidance and counseling teachers, student satisfaction with guidance and counseling services in schools will increase.

Implications

Based on the results of the study, it shows that there is a simultaneous significant effect of the facilitative model with the application of facilitative responses by guidance and counseling teachers on student satisfaction in guidance and counseling services, or at least one aspect of the six aspects that affect student satisfaction in guidance and counseling services. . This implies that the facilitative model with the application of facilitative responses by guidance and counseling teachers can help increase student satisfaction with guidance and counseling services in schools.

Limitations And Suggestions For Further Research

Future research is expected to be able to conduct more in-depth research and with a larger population and sample coverage. In addition, further research can conduct research by applying the facilitative model in schools as a whole by applying all parts of the model and not only implementing facilitative responses to increase student satisfaction with guidance and counseling services. Further research besides looking at student satisfaction can also see the impact of the application of this model on students' perceptions of guidance and counseling teachers.

Conclusions

The results of the study indicate that there is a simultaneous significant effect of the independent variable on the dependent variable in this study. Thus, the facilitative model with the application of facilitative responses by the guidance and counseling teacher presented in six aspects affects student satisfaction in guidance and counseling services, or at least one aspect of the six aspects affects student satisfaction in guidance and counseling services. The facilitative response in the facilitative model carried out by the guidance and counseling teacher will create a facilitative relationship which makes students more comfortable and open to exploring ideas, feelings, and behaviors so that students are able to make decisions responsibly to be able to solve their problems. This in turn will have an impact on student satisfaction with the services provided by guidance and counseling teachers.

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Author Contribution Statement

The authors contributed equally to the completion of this research

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