Student Perceptions of the Role of Guidance and Counseling Teachers Impact on *Subjective Well-Being* Ambon City High School students

Vally Latumeten[1;] Suwarjo[2]

[1] Student at Faculty of Education and Psychology, Yogyakarta State University, Indonesia

[2] Lecturer of Faculty of Education and Psychology, Yogyakarta State University, Indonesia

vallylatumeten.2021@student.uny.ac.id

Abstract

This research aims to determine the influence of: (1) students' perceptions about the role of teachers guidance and counseling towards subjective well-being high school students in Ambon City.

This study used a quantitative approach to the type of survey research. The minimum number of samples according to Isaac and Michael with a population of 10,661 is 264. The sampling technique used proportionate stratified random sampling with a sample of 314 students. The data collection technique used a scale, namely scale of students' perceptions about the role of guidance and counseling teachers, and scale of subjective well-being. The data were analyzed using path analysis, which had previously carried out various assumption tests, namely the normality test, multicollinearity test, and heteroscedasticity test.

The research results show that (1), there is a significant positive influence on students' perceptions of the role of guidance and counseling teachers' subjective well-being with a coefficient of 0.287

Keywords: students' perceptions, the role of guidance and counseling teachers, subjective well-being

Introduction

Well-being is a discussion in psychology that examines how to live a happy, enjoyable life and become a positive person (Snyder & Lopez, 2002, p. 3). Apart from that, welfare in guidance and counseling is closely related to guidance and counseling because it can play an important role in promoting and improving individual welfare (Oishi & Diener, 2000).A pleasant life can be defined as a state where a person feels happy, satisfied and satisfied with his life as a whole. This involves positive feelings, satisfaction in various aspects of life, and a balance between individual needs and expectations and existing reality. A pleasant life also includes having good relationships with the people around you, feeling comfortable and happy in your living environment, and having

the opportunity to develop your potential in the academic field. This phenomenon is called subjective well-being or commonly referred to as *subjective well-being* (SWB).

Students at school need it *Subjective well-being,* because students must feel prosperous when they are at school so that they feel safe, comfortable, happy, in the school environment. Students' perceptions about the role of guidance and counseling teachers are also one of the students' efforts in the welfare of students at school. Thus, positive student perceptions can provide a sense of comfort and self-confidence, which in turn can improve students' subjective well-being at school. Some students still have less positive perceptions of the role of guidance and counseling teachers. Students assume that the role of guidance and counseling teachers is only to interrogate, adjudicate, take action against students who are late, record students who play truant, rarely come to school, smoke and so on. The information that students get about guidance and counseling teachers as a place to help students overcome problems is very lacking, apart from that, students feel afraid when they come to the guidance and counseling room because they are afraid of being considered problematic by their friends. However, some other students have a positive perception, namely that the guidance and counseling teacher always pays attention to students, students always ask the guidance and counseling teacher if they experience problems or difficulties and the guidance and counseling teacher can help overcome student problems.

Methods

This research uses a quantitative approach with survey methods. The survey method was chosen to obtain data that occurred in the past or currently regarding behavior, beliefs, opinions, characteristics, variable relationships and to test several hypotheses about variables from samples taken from a population (Sugiyono, 2013, p. 6). In this case, researchers want to get facts regarding students' perceptions of the role of guidance and counseling teachers (X1), social support (X2) on students' interest in using guidance and counseling services (Y) and their impact on *subjective well-being* (Z). The data analysis technique in this research is path *analysis* or path analysis which aims to explain the direct and indirect influence of several causal variables on the effect variables (Hamid, Sufi, Konadi, Akmal & Iddris, 2019, p. 10).

The minimum sample size is determined using a calculation formula*Isaac* and*Michael* (Sugiyono, 2013, p. 87) with a population size of 10,661 students. Researchers took a significance level of 10% so they needed 264 samples.

The sample technique used disproportionate *stratified random sampling* Sugiyono, (2013, p.82). The research sample will be taken from classes X, XI and XII. Background: The researcher chose 4 high schools because the number of students in 3 schools did not meet the minimum research sample. The total research sample was 314 students.

This research uses content validity based on the assessments of 3 expert lecturers (*expert judgment*) on the scale of students' perceptions of the role of guidance and counseling teachers, the scale of social support, the scale of students' interest in using guidance and counseling services and the scale subjective *well-being*.

Discussion

Mark Subjective *well-being* students get from *Satisfaction With Life Scale* (SWLS) + *Positive Affect - Negative Affect Schedule,* then you get the level subjective *well-being* classified into several categories as follows.

Table 1. Categorization of Variables *Subjective well-being*

No	Category	Interval	Frequency	Present
1.	Very high	$X \geq 48$	2	0,64%
2.	Height	$24 \leq X < 48$	181	57,64%
3.	Enough	$0 \leq X < 24$	130	41,40%
4.	Low	$-24 \leq X < 0$	1	0,32%
5.	Very low	$X < -24$	0	0
Amount			314	100%

Calculation of variable categories subjective *well-being* above, it can be seen that the level subjective *well-being* the majority of students at Ambon City High School are in the high category, to see the grades mean and standard deviation obtained from the results of descriptive analysis as in table 2.

Table 2. Descriptive Data *Subjective Well-Being*

Subjective_wellbeing	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance
	314	59	-7	52	8142	25.93	8.997	80.947
Valid N (listwise)	314							

Table 2 shows that N or the number of variable data subjective *well-being* which is 314. The mean value is greater than the standard value, if data deviation is low, the value distribution is even, this value is in the high category.

The level of student perception regarding the role of guidance and counseling teachers is classified into several categories as follows.

Table 3. Categories of Student Perception Variables Regarding the Role of Guidance and Counseling Teachers

No	Category	Interval	Frequency	Present
1.	Very high	$X \geq 79,5$	44	14,01 %
2.	Height	$66,5 \leq X < 79,5$	207	65,92%
3.	Enough	$53,5 \leq X < 66,5$	56	17,83%
4.	Low	$40,5 \leq X < 53,5$	5	1,60%
5.	Very low	$X < 40,5$	2	0,64%
Amount			314	100%

Calculation of categories of student perception variables regarding the role of guidance and counseling teachers above, it can be seen that the level of student perception regarding the role of guidance and counseling teachers the majority of students at Ambon City High School are in the high category, to see the grades mean and standard deviation obtained from the results of descriptive analysis as in table 4.

Table 4. Descriptive data of students' perceptions of the role of guidance and counseling teachers

Student Perceptions About the Role of Guidance and Counseling Teachers	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance
	314	35	18	53	11400	36.31	4.696	22.053
Valid N (listwise)	314							

Table 4 shows that the mean value is greater than the standard value, the data deviation is low, so the value distribution is even, this value is in the high category.

The path coefficient value of the student perception variable regarding the role of guidance and counseling (X1) towards subjective *well-being* (Z) $P_{zx1} = 0,287$.

The influence of student perceptions about the role of guidance and counseling teachers towards subjective *well-being* which is proven by mark standardized *coefficient* of 0.287 andThe significant value at α is 0.000. Significance value at α< 0.05 so it can be concluded that it directly has a significant effect on student perceptions about the role of guidance and counseling teachers towards subjective *well-being*.

These findings are supported by research by Salistrama (2020) which explains thatStudents' perceptions regarding the role of guidance and guidance teachers in schools are very much needed. Guidance and counseling teachers can change their approach to students who do not understand the role of guidance and counseling teachers so that no more students have a bad perception of their role.Purnanto (2014) explains that there is a positive relationship between Students' perceptions about the role of guidance and counseling teachers on students' interest in utilizing guidance and counseling services, where the more positive students' perceptions are about the role of guidance and counseling teachers, the higher students' interest in utilizing guidance and counseling services.

Conclusion

The results of the analysis of the data obtained and collected along with the discussion, so that the conclusion obtained is: It has a direct and significant influence on students' perceptions of the role of guidance and counseling teachers on subjective *well-being*.

Based on the conclusions above, it shows that guidance and counseling teachers need to identify strategies that can change students' perceptions about the role of guidance and counseling teachers, so that they remain well maintained and the students' welfare at school continues to be felt.

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