

# Analysis of adolescents' perspectives on the role of guidance and counseling

Minarsi Minarsi<sup>1\*</sup>, Deby Anggeta Sari<sup>2</sup>, Dinar Nur Sagita<sup>3</sup>, Tiana Febriani<sup>4\*</sup>, Sindi Fitriana<sup>5</sup>

<sup>1</sup>Universitas Sriwijaya, Indralaya, Indonesia

<sup>2</sup>Universitas Sriwijaya, Indralaya, Indonesia

<sup>3</sup>Universitas Sriwijaya, Indralaya, Indonesia

<sup>4</sup>Universitas Sriwijaya, Indralaya, Indonesia

<sup>5</sup>Universitas Sriwijaya, Indralaya, Indonesia

\*tianafebrian02@gmail.com

## ARTICLE INFO

### Article history

Received October 19, 2024

Revised October 24, 2024

Accepted October 24, 2024

**Keywords:** Perspective,  
Guidance and Counseling,  
Adolescent

### ABSTRACT

The perspective of adolescents is important because it affects the extent to which guidance and counseling services are beneficial to them. The effectiveness of guidance and counseling services heavily relies on how adolescents perceive the role of these services. Various studies indicate that adolescents' perspectives on guidance and counseling services are often lacking, necessitating further examination of their views on participation in such programs. This article aims to explore adolescents' perspectives on the role of guidance and counseling. The research method employs a descriptive approach with qualitative methods. Data collection involves observation, interviews, and documentation. The subjects of this study are individuals in the adolescent development stage, selected through random sampling. The results show that adolescents predominantly have a positive perspective towards guidance and counseling, as evidenced by the numerous sources agreeing that these services are important for them. Adolescents tend to view guidance and counseling as a source of guidance, advice, and direction that helps them resolve their issues.

## 1. INTRODUCTION

Adolescence represents a period full of dynamics and changes, where an individual begins to search for their identity. At this stage, individuals start to seek their true selves and often face dilemmas in making life choices. The courage to explore various new experiences and build social relationships becomes a hallmark of this phase. Adolescence is when individuals begin to adjust to adult society. At this point, individuals no longer feel inferior compared to older people, but rather feel equal. Adapting to enter the culture of adult society requires a lot of emotional work, which can be more or less intense compared to puberty. (Ali, M & M, Asrori, 2016). Adolescence is marked by physical, emotional, and social changes, which often lead to obstacles and challenges that cause teenagers to experience difficulties in their development process, starting from decision-making, self-identity formation, to social relationships with their

surroundings. If the obstacles and challenges faced by teenagers are not addressed properly, they can trigger emotional and psychological issues such as anxiety, stress, and even depression.

During adolescence, guidance and counseling services play a crucial role in supporting the intellectual, social, and psychological development of teenagers, as these services provide assistance to address personal, social, academic, and career-related issues. Furthermore, Prayitno (2004) states that guidance and counseling services aim to help students, both individually and in groups, so that they can develop as well as possible and become independent. This service offers professional, social, educational, and personal support through various activities and supportive services provided in accordance with applicable norms.

The effectiveness of guidance and counseling services greatly depends on how adolescents perceive the role of the guidance counselor. The perspective of adolescents is crucial as it impacts the extent to which the guidance and counseling services are beneficial to them. According to Martono in (Haryani, 2019), perspective is the way an individual views or assesses an issue or phenomenon from a particular point of view. This perspective is shaped by experiences, backgrounds, and individual beliefs, which collectively influence how a person sees the world around them. Furthermore, according to Vaughan & Hogg (2005), perspective is the individual's view or understanding of social reality formed by the processes of social interaction and cognition. This perspective allows individuals to organize and interpret information coherently so that they can function within a social context. Fisher (1978) states that perspective is a viewpoint that enables a person to gain two fundamental things: first, a conception of reality that is most helpful in understanding social phenomena, and second, a general picture of truth through observation or interpretation. Fisher adds that models, approaches, intellectual strategies, conceptual frameworks, and worldviews can all be considered forms of perspective.

Various studies show that adolescents' perspectives on guidance and counseling services are often lacking, indicating a need for further examination of their views on participation in such programs. Adolescents frequently do not realize that guidance and counseling services encompass emotional, social, and professional support, and they tend to associate these services solely with disciplinary or academic purposes. Even when faced with issues that require professional assistance, adolescents may be reluctant to use counseling services if they do not fully understand their functions.

## 2. METHODS

This research uses a descriptive approach with a qualitative method. Qualitative methods are chosen to understand phenomena within specific contexts, thereby producing data with profound meaning. (Sugiyono, 2013). In the use of this method, it will produce data in the form of descriptive words and sentences, whether spoken or written, from the source.

In this qualitative research, numerical calculations in statistics are not used; instead, it emphasizes the results from interviews and observations using sources cited in the standard text. The descriptive research methodology aims to interpret objects and gain in-depth knowledge about the research subjects. This study also describes various phenomena and events. The descriptive qualitative approach in this research facilitates the author in examining how adolescents perceive the role of guidance and counseling. The subjects of this study are individuals in their adolescent development, serving as the necessary data sources obtained through random sampling. The focus of this research is on the perspective of guidance and counseling.

### 3. RESULTS AND DISCUSSION

Based on the results of interviews with five participants referred to as informants, both verbally and in writing as included by the author, which are grounded in findings from qualitative descriptive data analysis and processing. The author only uses the initials of the informants in accordance with ethical guidelines. The results of the interviews are as follows:

1. Informant: UL,age:19. According to UL, guidance and counseling are quite important in helping to face problems. However, the impression of guidance and counseling for UL is something that is tense, causing a physical reaction, namely excessive nervousness.
2. Informant: SR,age:17. According to SR, Guidance and Counseling are important to provide direction and motivation for me to become better. Guidance and Counseling have also helped me face my problems by providing good solutions.
3. informant: AI,age:18. According to AI, Guidance and Counseling are very important because they have already provided a lot of assistance and discussions related to determining career goals.
4. Informant: OF,age:18. According to OF, guidance and counseling are important for finding solutions to the difficulties he is experiencing. OF feels happy to be able to participate in the guidance and counseling program well.
5. Informant: NAPR,age:17. According to NAPR, Guidance and Counseling are not important to him because he feels independent and capable of solving problems without needing the role of a Guidance and Counseling teacher. NAPR has the impression that Guidance and Counseling are only meant for naughty children.

The results of interviews with teenagers revealed their understanding of guidance and counseling to be generally positive. Four out of five respondents had a favorable view of guidance

and counseling for themselves and stated that the attitudes displayed by counselors during the guidance and counseling process have made efforts to provide the best support for teenagers in facing various issues, consistently offering guidance and assistance to address these problems. This indicates that the presence of guidance and counseling is important for them in their efforts to resolve their issues.

Then, the researchers found one informant who had a negative perspective on guidance and counseling. The results of the interview with one teenager who held a negative perspective revealed that the informant often felt scared and assumed they would be scolded when meeting with the counselor, which made them reluctant to discuss their problems honestly with the counselor due to feeling embarrassed if those issues were revealed. According to the research subject, guidance and counseling are viewed as a means to address troubled and unruly teenagers, where the counselor provides advice to the misbehaving youth, closely related to the perception of counselors as strict and feared figures among teenagers. This illustrates the fact that not all teenagers are aware of the methods or approaches used by counselors in conducting guidance and counseling. Based on interviews with several sources, it was found that the perspectives of adolescents are divided into two categories: positive and negative perspectives. It can be concluded that adolescents predominantly have a positive perspective towards guidance and counseling, as evidenced by the many sources that agree that guidance and counseling are important for them.

The provision of guidance and counseling services is very important as it helps achieve academic goals. Guidance and counseling are known as practices that assist in overcoming developmental obstacles faced by adolescents. Counseling and guidance are closely related and cannot be separated, as both are essential components. Guidance and counseling services are crucial for the educational process and help students succeed within it. In other words, learning and education cannot be maximized without the support of quality guidance and counseling services. The guidance and counseling services aim to address individual issues from various aspects such as learning, personal, social, and career-related matters. In addition to resolving problems, another goal is to empower adolescents to develop their optimal abilities. Thus, it is the responsibility of adolescents to achieve personal development effectively with the support of guidance and counseling, evidenced by the individuals experiencing benefits from the counseling services, enabling them to overcome their own problems after participating in the guidance and counseling services.

The perspective of adolescents towards guidance and counseling is influenced by a number of internal and external factors. This occurs when each adolescent interprets the implementation of guidance and counseling based on their personal understanding, rather than on the principles that should apply. The differences in perspective regarding an object among adolescents depend on their

individual experiences and observations of that object. If one has prior experience with the object while others do not, their perspectives will differ. Adolescents' views on guidance and counseling are heavily dependent on how the school counselor treats them.

Winkel & Hastuti (2004) opinion states that perspective is one of the elements that influences the intensity of BK services. A person's actions will be guided and driven by their self-perception. According to Winkel (2007), students who have a negative view of guidance and counseling teachers will react negatively, which will certainly hinder the goals and effectiveness of the service. Individuals who acquire knowledge will come together to form an integrated process. The level of utilization of BK services by students or their motivation to participate and make use of BK services at school is influenced by their impression of the services. The implementation of counseling services by counselors is said to be running well, according to the perspective of adolescents, if the counseling process results in a positive relationship between the adolescents and the counselors. Adolescents appreciate the services provided by school counselors because they feel that the counselors maintain confidentiality well and are able to provide answers to the problems they face. Therefore, counselors consider the counseling services offered to be very beneficial. Conversely, if the treatment by the school counselor is less than satisfactory, adolescents tend to have a negative perspective on guidance and counseling.

#### 4. CONCLUSION

Based on the results of interviews and analysis using a descriptive approach and qualitative methods, it can be concluded that adolescents have a generally positive view of counseling guidance. They see counseling guidance as a guide, advisor, and direction that helps in solving problems. Based on this conclusion, the researcher suggests that guidance and counseling teachers should be more active in socializing the functions of counseling services. This includes encouraging students not to hesitate to seek counseling. Adolescents are also expected to be more active in participating in counseling service activities and to learn more about these services to eliminate negative perspectives. Additionally, they are encouraged to be brave in visiting the counseling room to consult about the issues they face. This is important to help them receive the support they need in addressing various problems they encounter.

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