

# Subject Teachers' Perception of the Performance of Guidance and Counseling Teachers at Medan State High School 12

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## ABSTRACT

This study aims to identify and describe subject teachers' perceptions of the performance of Guidance and Counseling (GC) teachers at SMA Negeri 12 Medan. The research employs a quantitative method with a descriptive-survey approach, which seeks to objectively and systematically illustrate the views of subject teachers regarding the performance of GC teachers in the school. The population in this study consists of all 55 subject teachers, all of whom were included as research samples using a total sampling technique. The results show that, in general, subject teachers' perceptions of the performance of GC teachers are in the very high category, with 35 respondents (63.64%) having very high perceptions and 20 respondents (36.36%) having high perceptions. There were no respondents with moderate, low, or very low perceptions. Based on each aspect, 74.55% of respondents were in the very high category for the receiving aspect, 65.45% for the understanding aspect, and 63.64% for the evaluating aspect.

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## Introduction

Guidance and counseling is a support service provided by counselors to students through a systematic and planned approach. This service aims to help students understand themselves, recognize their potential, develop it to the fullest, and make appropriate and responsible decisions (Batubara et al., 2022). In practice, guidance and counseling teachers play a crucial role as both educators and mentors in supporting students' holistic development encompassing personal, psychological, and social aspects (Astiti et al., 2018).

According to Ministry of Education and Culture Regulation No. 111 of 2014, the primary duties of guidance and counseling teachers include program planning, service delivery, evaluation, and follow-up on guidance and counseling services at schools. The performance of guidance and counseling teachers is reflected in their success in carrying out these duties professionally. Good performance is demonstrated through the ability to design programs according to students' needs, deliver services effectively, and conduct continuous evaluation and follow-up (Riskiyah, 2017).

The success of guidance and counseling services is inseparable from collaboration among various parties within the school environment. Collaboration between guidance counselors and subject teachers whether formal or informal, such as information sharing and home visits can help resolve students' problems and support the achievement of educational goals (Murti et al., 2023). This aligns with research indicating that cooperation among guidance counselors, subject teachers, school principals, and homeroom teachers is a crucial element in the sustainability of guidance and counseling services (Purwaningsih, 2021).

Other studies also confirm that structured collaboration among guidance counselors, subject teachers, homeroom teachers, and school principals can support the strengthening of character education through clear division of tasks and effective communication. Guidance counselors play a role in prevention services, problem-solving, and student self-development, while homeroom teachers and subject teachers provide support through mentoring and the integration of character values into learning. This collaboration is even manifested in an integrated communication model involving the school, students, and parents as the primary factors in educational success (Muslihati, 2019).

Nevertheless, subject teachers' perceptions of guidance counselors' performance still vary. Some teachers view guidance counselors as strategic partners in supporting student development, while others hold negative perceptions due to a lack of understanding of the role and functions of guidance counselors (Bahri, 2020). These differing perceptions indicate that the effectiveness of guidance counselors' performance is determined not only by professional competence but also by their ability to establish good working relationships with colleagues.

In practice, such collaboration still faces various obstacles, such as subject teachers' lack of understanding regarding the duties and functions of guidance counselors, as well as the suboptimal

counselor-to-student ratio. These conditions can hinder the effectiveness of guidance and counseling services. Therefore, the principal's role is essential in strengthening understanding and fostering better collaboration within the school environment (Margaretha et al., 2021).

Additionally, school counselors play a crucial role in supporting students' academic, social, and emotional success. However, in practice, there remains a mismatch between the tasks assigned and the primary role of counselors, leading to misunderstandings regarding their functions and contributions (Yohanes, 2021). This situation has the potential to cause miscommunication among school stakeholders, ultimately resulting in suboptimal services for students (Ningsih, 2018).

A lack of understanding regarding the core duties and functions of guidance counselors such as program planning, service delivery, and evaluation and follow-up can lead to the perception that their role is limited to handling students with behavioral issues. This results in suboptimal collaboration between guidance counselors and subject teachers in supporting student development (Tamimi et al., 2024).

Based on observations conducted at State High School 12 in Medan, it was found that collaboration between guidance counselors and subject teachers has been quite effective, particularly in addressing student issues through coordination and joint involvement, including in the process of summoning parents. However, several obstacles were still found in its implementation, such as a lack of coordination in certain activities, for example, summoning students to the guidance counseling room without prior communication with subject teachers. This indicates that the quality of communication and understanding of roles still need to be improved.

Previous studies have primarily focused on the forms of collaboration between guidance and counseling teachers and subject teachers; however, they have not specifically examined subject teachers' perceptions of guidance and counseling teachers' performance based on clear perception and performance indicators. Therefore, this study aims to analyze subject teachers' perceptions of guidance and counseling teachers' performance using perception indicators according to Walgito namely, acceptance, understanding, and evaluation as well as performance indicators based on Ministry of Education and Culture Regulation No. 111 of 2014, which cover the planning, implementation, evaluation, and follow-up of guidance and counseling services.

## Method

This study employed a quantitative approach with a descriptive-survey design. The quantitative approach was used because the data collected were in the form of numerical values analyzed statistically, resulting in objective and measurable findings (Bahri et al., 2022). The descriptive design aimed to systematically describe conditions or phenomena without manipulating variables, while the survey method was used to obtain data from respondents through questionnaires regarding subject teachers' perceptions of the performance of guidance and counseling teachers (Maidiana, 2021).

The research was conducted at SMA Negeri 12 Medan, located at Jalan Cempaka No. 75, Helvetia Tengah Village, Medan Helvetia District, Medan City, North Sumatra. The study was carried out over approximately two months and two weeks during the odd semester of the 2025/2026 academic year, from August to October 2025. The population in this study consisted of all subject teachers at SMA Negeri 12 Medan, totaling 55 individuals. The sampling technique used was total sampling, meaning that all members of the population were included as research samples (Sugiyono, 2023). Thus, the sample size in this study was 55 subject teachers (Abdullah et al., 2022).

This study used a single variable, namely subject teachers' perceptions of the performance of guidance and counseling teachers. Perception was measured based on three aspects according to Walgito: receiving, understanding, and evaluating. Meanwhile, the performance of guidance and counseling teachers referred to the Regulation of the Minister of Education and Culture No. 111 of 2014, which includes planning, implementation, evaluation, and follow-up services. Data were collected using a questionnaire with a four-point Likert scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The instrument was developed based on indicators of perception and guidance and counseling teacher performance, with a total of 70 items before the pilot test. Scores ranged from 4 to 1 for positive statements and were reversed for negative statements.

Before use, the instrument was tested for validity and reliability. The validity test was conducted using the Product Moment correlation with a significance level of  $\alpha = 0.05$  (Arikunto, 2010). The results showed that out of 70 items, 67 items were valid, while 3 items were discarded. Furthermore, the reliability test using Cronbach's Alpha yielded a value of 0.969, indicating that the instrument had very high reliability as it exceeded the minimum threshold of 0.60.

The research procedure included instrument development, pilot testing, validity and reliability analysis, data collection, data analysis, and drawing conclusions. The collected data were analyzed using descriptive statistical techniques with the help of Microsoft Excel and SPSS version 25. The analysis included calculating the mean, standard deviation, and percentages to describe the data distribution (Sugiyono, 2023).

The percentage was calculated using the formula:

$$P = (f/N) \times 100$$

The data were then categorized into five levels: very good, good, fair, poor, and very poor, based on categorization norms using the mean and standard deviation (Azwar, 2012). The results were interpreted descriptively to answer the research problem regarding subject teachers' perceptions of the performance of guidance and counseling teachers at SMA Negeri 12 Medan.

## Result and Discussion

### A. General Overview of the Study

This study was conducted at SMA Negeri 12 Medan involving 55 subject teachers as respondents. Data were collected using a Likert-scale questionnaire measuring subject teachers' perceptions of the performance of Guidance and Counseling (GC) teachers, and were analyzed using descriptive statistics.

### B. Research Findings

The results show that, in general, subject teachers' perceptions of GC teachers' performance fall into the very good category. A total of 63.64% of respondents were in the very good category and 36.36% in the good category, with no respondents in the fair, poor, or very poor categories. These findings indicate that GC teachers are considered to have performed their duties and responsibilities optimally in accordance with professional standards.

When viewed based on perception aspects, the results show a consistent and positive pattern. In the receiving aspect, the majority of subject teachers perceived GC teachers' performance as very good, with 41 teachers (74.55%) in the very good category and 14 teachers (25.45%) in the good category. No respondents were found in the fair, poor, or very poor categories (0%). This indicates that subject teachers are open to collaboration and recognize the importance of GC services in supporting student development.

**Table 1.** Subject Teachers' Perceptions of GC Teachers' Performance in the Receiving Aspect

Interval Formula	Score	Frequency	Percentage	Category
$(M + 1.5 SD) < X$	74.75 – 92	41 Teachers	74.55%	Very Good
$(M + 0.5 SD) < X \leq (M + 1.5 SD)$	63.25 – 74.74	14 Teachers	25.45%	Good
$(M - 0.5 SD) < X \leq (M + 0.5 SD)$	52.75 – 63.24	0 Teachers	0%	Fair
$(M - 1.5 SD) < X \leq (M - 0.5 SD)$	41.25 – 52.74	0 Teachers	0%	Poor
$X \leq (M - 1.5 SD)$	23 – 41.24	0 Teachers	0%	Very Poor

Source: Primary data, processed (2026)

In the understanding aspect, 36 subject teachers (65.45%) were in the very good category and 19 teachers (34.55%) in the good category, with no respondents in the other categories. These results indicate that subject teachers have a good understanding of the functions, objectives, and benefits of GC services, which forms an important basis for effective collaboration between GC teachers and subject teachers in supporting the learning process.

**Table 2.** Subject Teachers' Perceptions of GC Teachers' Performance in the Understanding Aspect

Interval Formula	Score	Frequency	Percentage	Category
$(M + 1.5 SD) < X$	71.5 – 88	36 Teachers	65.45%	Very Good
$(M + 0.5 SD) < X \leq (M + 1.5 SD)$	60.5 – 71.49	19 Teachers	34.55%	Good
$(M - 0.5 SD) < X \leq (M + 0.5 SD)$	49.5 – 60.49	0 Teachers	0%	Fair
$(M - 1.5 SD) < X \leq (M - 0.5 SD)$	38.5 – 49.49	0 Teachers	0%	Poor
$X \leq (M - 1.5 SD)$	22 – 38.49	0 Teachers	0%	Very Poor

Source: Primary data, processed (2026)

A more detailed analysis of the questionnaire items shows that in the planning aspect, subject teachers strongly support the programs designed by GC teachers. Planning is considered professional, relevant to students' needs, and based on clear scientific principles. However, there are still some constraints in communication, such as suboptimal dissemination of service schedules and limited involvement of subject teachers in program planning. In the implementation aspect, GC teachers are considered to have delivered services professionally, in accordance with educational principles and students' needs. Collaboration between GC teachers and subject teachers is also considered quite good. However, some issues remain regarding time coordination, especially when services are conducted during class hours. In the evaluation aspect, subject teachers show high awareness of the importance of evaluation in GC services. GC teachers are considered to have conducted evaluations in a planned and systematic manner and used them as a basis for service improvement. However, evaluation results are perceived as not being fully disseminated and not optimally utilized for improving service quality.

In the follow-up aspect, GC teachers are considered to have taken concrete actions based on evaluation results and adapted them to students' needs. Follow-up services are also seen as capable of providing solutions to students' problems. However, there are still limitations in involving subject teachers in the follow-up process and a lack of understanding regarding its objectives and mechanisms. These findings are consistent with previous studies indicating that GC teachers' performance is generally perceived positively by both teachers and students. Good performance is reflected in the ability of GC teachers to plan, implement, evaluate, and follow up services professionally and systematically. Positive perceptions are also influenced by GC teachers' ability to establish effective communication and collaboration with school members. Theoretically, these findings support the concept that perception consists of three main aspects: receiving, understanding, and evaluating. These aspects are interrelated and form a comprehensive assessment of an object. In this study, positive perceptions from subject teachers indicate that GC teachers have met professional expectations and contributed significantly to student development.

Although the results show a very good category, several aspects still need improvement, particularly in communication, collaboration, and transparency in the evaluation and follow-up stages of GC services. Strengthening these aspects is expected to enhance the overall effectiveness of GC services. In conclusion, the performance of Guidance and Counseling teachers at SMA Negeri 12 Medan is categorized as very good, as indicated by the positive acceptance, understanding, and evaluation from subject teachers. Nevertheless, continuous improvement is necessary, especially through strengthening coordination and collaboration among teachers, so that GC services can provide more optimal benefits for student development.

## Conclusion

Based on the findings of the study on Subject Teachers' Perceptions of the Performance of Guidance and Counseling Teachers at SMA Negeri 12 Medan, which involved 55 subject teachers as respondents, it can be concluded that, in general, subject teachers' views on the performance of guidance and counseling teachers are at a very good level. This is evidenced by 35 respondents (63.64%) expressing very good perceptions and 20 respondents (36.36%) expressing good perceptions, with no respondents indicating moderate, low, or very low perceptions. These findings indicate that subject teachers have a highly positive view of the performance of guidance and counseling teachers in the school.

From the aspect of acceptance, subject teachers demonstrate a very positive attitude, with 41 respondents (74.55%) having very good perceptions and 14 respondents (25.45%) having good perceptions. This illustrates that subject teachers highly accept the presence of guidance and counseling teachers and appreciate their roles and responsibilities in supporting students' developmental tasks and academic success.

In terms of understanding, 36 respondents (65.45%) show very good perceptions and 19 respondents (34.55%) show good perceptions. This indicates that subject teachers have a good understanding of the functions, objectives, and mechanisms of guidance and counseling services in schools. They recognize that these services support students in developing their potential, overcoming personal and academic problems, and adapting optimally to the school environment.

Meanwhile, in the aspect of evaluation, 35 respondents (63.64%) gave very good ratings and 20 respondents (36.36%) gave good ratings to the performance of guidance and counseling teachers. This means that guidance and counseling teachers are considered to have high professionalism, good

communication skills, responsibility, and the ability to implement services that align with students' needs and support the educational process within the school environment.

Overall, the findings of this study reveal that guidance and counseling teachers at SMA Negeri 12 Medan have carried out their duties professionally, systematically, and with a strong orientation toward students' needs. Their performance is considered effective in planning, implementing, evaluating, and following up on services, as well as in building effective collaboration with subject teachers. Nevertheless, this study also indicates the need for improvement in the aspect of collaboration, particularly in the evaluation and follow-up of services, so that guidance and counseling programs can provide optimal benefits for the entire school community.

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