

Students' Attitudes Towards the Pedagogical Competence of Counselors at SMA Negeri 1 Sibolangit Academic Year 2025/2026

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ABSTRACT

This study aims to describe students' attitudes towards the pedagogical competence of guidance counselors at SMA Negeri 1 Sibolangit. This research employed a quantitative descriptive approach. The population of this study consisted of 626 students from Grades X, XI, and XII, with 244 students selected as samples using a stratified random sampling technique. Data were collected using a questionnaire instrument with response options of Strongly Appropriate (SA), Appropriate (A), Less Appropriate (LA), and Not Appropriate (NA), based on a Likert scale. The data were analyzed using descriptive percentage analysis. The results showed that the average students' attitudes toward the pedagogical competence of guidance and counseling teachers at SMA Negeri 1 Sibolangit were in the positive category. Students' attitudes toward the pedagogical competence of guidance and counseling teachers were examined through five indicators, namely receiving, responding, valuing, organizing, and characterizing. The indicators of one, valuing, and characterizing were in the very positive category, while the indicators of responding and organizing were in the positive category.

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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 (Astuti et al., 2018).

The effectiveness of Guidance and Counseling (GC) services in schools is largely determined by the quality of professional interaction between GC teachers and their students. As educators, GC teachers hold a strategic responsibility to motivate learning and facilitate optimal student development in a comprehensive manner (Amani, 2018). This professional existence is firmly grounded in the fulfillment of academic qualifications and competency standards, as mandated by Law No. 14 of 2005 and Government Regulation No. 74 of 2008. Specifically, the Regulation of the Minister of National Education No. 27 of 2008 stipulates that pedagogical competence is a fundamental pillar, encompassing the counselor's ability to understand individual developmental characteristics, master the essence of services, and implement educational guidance practices.

From a theoretical perspective, students' attitudes toward teacher competence result from cognitive and affective evaluations that determine their level of involvement in the guidance process (Ajzen, 2005). Agustianingsih (2018) emphasizes that pedagogical competence has a significant correlation with service quality; competent teachers tend to foster higher levels of trust and openness among students. Conversely, inaccurate perceptions can hinder students from utilizing guidance services intensively (Fikri & Hariyadi, 2023). Therefore, evaluating the pedagogical competence profile is crucial to ensuring that service professionalism remains relevant to the evolving dynamics of student needs (Wardhani et al., 2019). This includes the teacher's capacity to manage student behavior through a humanistic approach (Annisa et al., 2022) and the importance of synchronizing theory with field practice (Baskara & Sutarni, 2024).

Based on initial observations at SMA Negeri 1 Sibolangit, it was found that the pedagogical competence of GC teachers is generally categorized as good. This is reflected in their ability to organize structured service programs and create an educational guidance atmosphere. Nevertheless, challenges persist regarding varied student attitudes, where remnants of long-standing stigmas concerning the role of GC teachers continue to influence student enthusiasm. This phenomenon indicates a gap between established teacher competence and subjective student responses. Based on this background, the research problem of this study is: what is the profile of students' attitudes toward the pedagogical competence of GC teachers at SMA Negeri 1 Sibolangit during the 2025/2026 Academic Year? Aligned with this problem, this study aims to describe the profile of students' attitudes

toward said competence. Through a descriptive quantitative approach (Abdullah et al., 2023; Aziza, 2023), the results are expected to contribute significantly to the development of more responsive GC services and serve as an evaluative instrument for strengthening the professionalism of GC teachers sustainably.

Method

This study employs a quantitative approach with a descriptive method to provide an objective overview of the investigated phenomenon. Data collection was conducted during the odd semester of the 2025/2026 academic year at SMA Negeri 1 Sibolangit. The research population comprised all students in grades X, XI, and XII, totaling 626 individuals. The sampling technique utilized stratified random sampling to ensure representation across all grade levels, resulting in a sample of 244 respondents. The primary research instrument was a closed-ended questionnaire utilizing a four-point Likert scale, consisting of response options: Strongly Agree (SS), Agree (S), Disagree (KS), and Strongly Disagree (TS).

The data processing procedure initiated with the collection phase using an instrument that had undergone validity testing via Pearson's Product Moment technique and reliability testing to ensure data accuracy. The data analysis technique applied was descriptive percentage statistical analysis to determine the categorical trends of students' attitudes toward the pedagogical competence of Guidance and Counseling (GC) teachers. The analysis results were subsequently categorized into specific intervals to map student perceptions, ranging from very positive to very negative categories. All data are presented systematically in the form of frequency distribution tables and diagrams to facilitate the interpretation of research findings.

Result and Discussion

1. Research Result

a. Quantitative Results of Students' Attitudes Toward the Pedagogical Competence of Guidance and Counseling (GC) Teachers

Based on the processing of questionnaire data from 244 student respondents at SMA Negeri 1 Sibolangit, the overall score distribution of students' attitudes toward the pedagogical competence of GC teachers is presented in Table 1 below.

Table 1. Distribution of Students' Attitudes Toward the Pedagogical Competence of GC Teachers at SMA Negeri 1 Sibolangit, Academic Year 2025/2026

Attitude Category	Score Range	Frequency	Percentage
Very Positive	$191,75 \leq X$	72	29,5%
Positive	$162,25 \leq X < 191,75$	118	48,4%
Negative	$103,25 \leq X < 162,25$	54	22,1%
Very Negative	$X \leq 103,25$	0	0%

To facilitate the understanding of the overall data regarding students' attitudes toward the pedagogical competence of GC teachers at SMA Negeri 1 Sibolangit, the data is also presented in the form of a pie chart as shown in Figure 1 below.

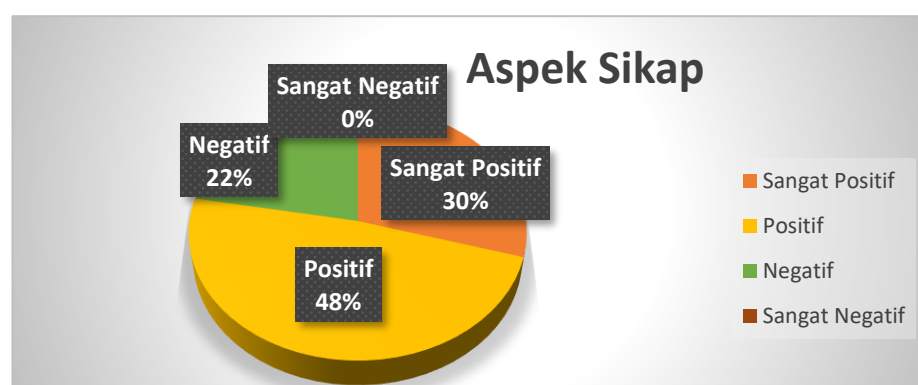


Figure 1. Overall Distribution of Students' Attitudes Toward the Pedagogical Competence of Guidance and Counseling (GC) Teachers at SMA Negeri 1 Sibolangit, Academic Year 2025/2026

b. Description of Quantitative Research Results Regarding Students' Attitudes Toward the Pedagogical Competence of Guidance and Counseling (GC) Teachers Based on Each Attitude Aspect

Based on the data processing results of the questionnaires from 244 student respondents at SMA Negeri 1 Sibolangit for the 2025/2026 Academic Year, the score distribution of attitudes toward the pedagogical competence of GC teachers across each attitude aspect is presented in Table 2 as follows.

Table 2. Frequency Distribution of Students' Attitude Scores Toward GC Teachers' Pedagogical Competence in the Receiving Aspect

Category	Receiving Aspect			
	VP	P	N	VP
Frequency	118	86	40	0
Percentage(%)	48,36%	35,25%	16,36%	0%

Frequency Distribution of Students' Attitude Scores Toward GC Teachers' Pedagogical Competence in the Responding Aspect

Category	Responding Aspect			
	VP	P	N	VP
Frequency	91	102	51	0
Percentage(%)	37,30%	41,80 %	20,90%	0%

Frequency Distribution of Students' Attitude Scores Toward GC Teachers' Pedagogical Competence in the Valuing Aspect

Category	Valuing Aspect			
	VP	P	N	VP
Frequency	107	80	57	0
Percentage(%)	43,85%	32,79%	23,36%	0%

Frequency Distribution of Students' Attitude Scores Toward GC Teachers' Pedagogical Competence in the Organization Aspect

Category	Organization Aspect			
	VP	P	N	VP
Frequency	69	101	74	0
Percentage(%)	28,28%	41,39%	30,33%	0%

Frequency Distribution of Students' Attitude Scores Toward GC Teachers' Pedagogical Competence in the Characterization Aspect

Category	Characterization Aspect			
	VP	P	N	VP
Frequency	86	77	79	2
Percentage(%)	35,25%	31,56%	32,38%	0,81%

2. Discussion

a. Students' Overall Attitudes Toward the Pedagogical Competence of Guidance and Counseling (GC) Teachers

Based on the data analysis conducted on 244 students at SMA Negeri 1 Sibolangit, students' attitudes toward the pedagogical competence of Guidance and Counseling (GC) teachers were examined through five aspects of the affective domain: receiving, responding, valuing, organization, and characterization. These five aspects reflect the stages of student attitude development, ranging from the willingness to receive to the internalization of values into behavior. In general, based on the recapitulation of students' attitudes, an overall mean score of 180 was obtained, which falls into the positive category. This indicates that students possess a favorable attitude toward the pedagogical competence of GC teachers, encompassing the mastery of educational theory and praxis, understanding of students' physiological and psychological development, and mastery of the essence of guidance and counseling services.

b. Students' Attitudes Toward the Pedagogical Competence of GC Teachers Based on Each Attitude Aspect

1) Receiving Aspect

The receiving aspect represents the initial stage of the affective domain, indicating a student's willingness to attend to and accept the object of attitude (Krathwohl, Bloom, & Masia, 1964). Research findings indicate that the majority of students fall into the "very positive" category, signifying an excellent level of acceptance among most students. This suggests that students accept the GC teacher's mastery of educational theory and praxis, the application of physiological and psychological developmental understanding, and the core essence of guidance and counseling services. This acceptance serves as a vital foundation, as it reflects students' openness toward GC services. These results align with research by Saputra (2022), which posits that the pedagogical competence of GC teachers plays a crucial role in establishing initial student acceptance, thereby ensuring that participation in counseling services is voluntary rather than coerced.

2) Responding Aspect

The responding aspect describes active involvement toward the object of attitude through participation and tangible reactions (Krathwohl et al., 1964). The results indicate that the responding indicator is in the "positive" category. This reveals that students do not merely acknowledge the presence of the GC teacher but also begin to provide active responses, such as participating in service activities, paying attention to teacher explanations, and demonstrating interest in the provided services. This response signifies initial engagement in the guidance and counseling process. These findings are consistent with Wardhani et al. (2020), who state that a GC teacher's pedagogical competence contributes to enhanced student responsiveness and participation in guidance and counseling services.

3) Valuing Aspect

The valuing aspect indicates the stage where students begin to appreciate and perceive the role of the GC teacher as something of value (Krathwohl et al., 1964). The research results place this indicator in the "very positive" category. This indicates that students have formed a positive appraisal of the GC teacher's pedagogical competence. Students perceive that the mastery of educational theory, the understanding of physiological and psychological development, and the services provided by the GC teacher offer tangible benefits in helping them address academic, personal, and social challenges. This finding is supported by Rahmawati (2023), who suggests that positive student perceptions and appraisals of GC teacher competence significantly influence the perceived quality of guidance and counseling services.

4) Organization Aspect

The organization aspect involves the integration of values into the student's personal value system (Krathwohl et al., 1964). The research results show this indicator to be in the "positive" category. This finding indicates that most students have been able to organize the values gained from GC services into their personal frameworks, such as utilizing the GC teacher's guidance as a consideration in their attitudes and decision-making. Nevertheless, some students have not yet fully integrated these values consistently. This aligns with Suharto (2021), who argues that the process of organizing values requires time and sustained service to ensure that the values obtained are stably structured within the student.

5) Characterization Aspect

Characterization is the highest stage of the affective domain, where professional values become an inherent part of the student's attitude and behavior patterns (Krathwohl et al., 1964). The research findings place this indicator in the "very positive" category. As the pinnacle of the affective domain, this stage reflects the internalization of values into attitudes and behaviors. These results show that some students have exhibited relatively consistent behavioral changes, such as openness

to guidance, self-awareness, and responsibility in facing problems. However, this value internalization is not yet uniform across the entire student population. This finding is in line with Sari and Pratiwi (2022), who state that the success of GC services in forming student character is highly dependent on both the teacher's pedagogical competence and the continuity of the services provided. Overall, students' attitudes toward the pedagogical competence of GC teachers at SMA Negeri 1 Sibolangit are categorized as "positive." These attitudes develop progressively, from receiving to characterization. This demonstrates that the pedagogical competence of GC teachers is not only accepted and valued positively but is also beginning to be internalized within the students' attitudes and behaviors.

Conclusion

Students' attitudes toward the pedagogical competence of Guidance and Counseling (GC) teachers at SMA Negeri 1 Sibolangit fall into the positive category, with a prevalence of 48.4%. Student attitudes are measured across five aspects: receiving, responding, valuing, organization, and characterization. Specifically, the findings show that the receiving aspect is in the very positive category (48.36%), the responding aspect is in the positive category (41.80%), the valuing aspect is in the very positive category (43.85%), the organization aspect is in the positive category (41.39%), and the characterization aspect is in the very positive category (35.25%).

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