

The Influence of Students' Perceptions of School Counselors' Personality on Students' Attitudes Toward Participating in Guidance and Counseling Services at SMP RK Deli Murni Delitua

Erwita Ika Violina *, Grace Melia Sidabukke
Universitas Negeri Medan, Medan, Indonesia

ABSTRACT

This study was motivated by the low level of student participation in guidance and counseling services, which is presumed to be related to their perceptions of the counselor's personality. A positive perception of the counselor's personality is believed to encourage openness and enthusiasm, while a negative perception may lead to resistance toward counseling services. This study aims to determine the influence of students' perceptions of the GC teacher's personality on their attitudes toward participating in GC services at SMP RK Deli Murni Delitua. This research employed a quantitative correlational method with a population of 400 students and a sample of 200 students selected through a simple random sampling technique. Data were collected using a Likert-scale questionnaire that had been tested for validity and reliability, and analyzed using simple linear regression assisted by SPSS software. The results showed a positive but weak influence between students' perceptions of the GC teacher's personality and their attitudes in participating in GC services, with a correlation coefficient (r) of 0.249 and a determination coefficient of 0.057. This means that students' perceptions contributed 5.7% to their attitudes, while the remaining 94.3% were influenced by other factors. The study concludes that the more positive students' perceptions of the GC teacher's personality, the more positive their attitudes toward counseling services. It is recommended that GC teachers strengthen their interpersonal communication and build warmer relationships with students, and that schools support efforts to improve the image and effectiveness of guidance and counseling services.

ARTICLE HISTORY

Received :30 November 2025

Accepted :22 December 2025

KEYWORDS

Student Perception; Guidance and Counseling Teacher Personality; Student Personality; Students Attitudes; Counseling Services.

* **Corresponding Author:** gracedabukke1302@gmail.com

© 2026 The Author(s). Published by Era Scientific Publisher (ERA).

This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. The terms on which this article has been published allow the posting of the Accepted Manuscript in a repository by the author(s) or with their consent.

Introduction

School counselors play a crucial role in supporting students' optimal development across academic, social, emotional, and personal domains. The effectiveness of guidance and counseling services is influenced not only by counselors' professional and pedagogical competencies but also by their personality competence, which serves as the fundamental basis for establishing effective interpersonal relationships with students. Positive personality traits such as patience, empathy, honesty, openness, and high integrity encourage students to feel comfortable and develop trust, thereby increasing their willingness to actively participate in counseling services. Conversely, inadequate personality characteristics of school counselors may generate negative perceptions among students and reduce their engagement in guidance and counseling activities.

Empirical evidence indicates that the implementation of guidance and counseling services in schools has not yet reached an optimal level, including at SMP RK Deli Murni Delitua. Based on preliminary observations and interviews conducted by the researcher, many students attend counseling services not out of personal awareness or initiative, but because they are summoned by the counselor. In addition, some students hold negative perceptions of the counselor's personality, perceiving the counselor as easily angered, using inappropriate language, and lacking sensitivity in understanding students' conditions. These perceptions contribute to negative student attitudes toward counseling services, such as reluctance to attend sessions, limited openness, and a lack of voluntary utilization of available services. This situation suggests a relationship between students' perceptions of the school counselor's personality and their attitudes toward participating in guidance and counseling services.

From a theoretical perspective, perception is a complex psychological process through which individuals interpret environmental stimuli based on their experiences, expectations, and personal

values (Shambodo, 2020). Students' perceptions of school counselors are formed through direct interactions, communication patterns, and the behaviors demonstrated by counselors during service delivery. Meanwhile, students' attitudes toward guidance and counseling services can be understood as evaluative responses that reflect the extent to which students are willing to engage actively and positively in counseling activities. Both perception and attitude play a significant role in determining the effectiveness of guidance and counseling services in schools.

Several previous studies have examined the relationship between counselors' personality and students' attitudes or perceptions; however, limited research has specifically focused on the junior high school level, particularly on students' perceptions of school counselors' personality as a factor influencing their attitudes toward participating in counseling services. A study by Lase (2023) examined students' satisfaction with counselors' personality without linking it to students' attitudes toward service participation. Research by Feni Oktaviani and Sukoco (2023) focused on teachers' personality competence in general, without emphasizing its role in guidance and counseling services, while Kurniawati (2022) investigated perceptions of information services rather than counselors' personality traits. Therefore, the present study offers a distinct contribution by examining the direct relationship between students' perceptions of school counselors' personality and students' attitudes toward participating in guidance and counseling services within the context of a junior high school in a local setting, namely SMP RK Deli Murni Delitua.

The urgency of this study lies in the importance of fostering positive relationships between school counselors and students to enhance the effectiveness and attractiveness of guidance and counseling services. By understanding students' perceptions, school counselors can engage in self-reflection to improve their personality quality and develop more humane and communicative counseling approaches.

Based on this background, the research problem is formulated as follows: Is there an influence of students' perceptions of school counselors' personality on students' attitudes toward participating in guidance and counseling services at SMP RK Deli Murni Delitua? Accordingly, this study aims to identify and analyze the influence of students' perceptions of school counselors' personality on students' attitudes toward participating in guidance and counseling services. The findings of this study are expected to contribute theoretically to the development of educational psychology and guidance and counseling scholarship, as well as provide practical benefits for school counselors in enhancing professionalism and service effectiveness through strengthening personality aspects that reflect empathy, openness, and role modeling.

Method

This study employed a quantitative approach with a correlational research design to examine the influence of students' perceptions of school counselors' personality on students' attitudes toward participating in guidance and counseling services. The study was conducted at SMP RK Deli Murni Delitua during the odd semester of the 2025/2026 academic year. Primary data were obtained directly from students through self-administered questionnaires.

The population of this study consisted of 400 students. A total of 200 students were selected as the research sample using a simple random sampling technique to ensure that each member of the population had an equal opportunity to be included in the study. The research instruments were Likert-scale questionnaires developed to measure students' perceptions of school counselors' personality and students' attitudes toward participating in guidance and counseling services. Prior to data collection, the instruments were tested for validity and reliability to ensure their appropriateness for measuring the intended constructs.

Data collection was conducted directly at the school under the supervision of the researcher to minimize response bias and to ensure that the questionnaires were completed properly. The collected data were analyzed using simple linear regression analysis with the assistance of SPSS version 25. Before conducting the regression analysis, prerequisite tests were performed, including tests of normality, linearity, and heteroscedasticity, to confirm that the data met the assumptions required for regression analysis. The results of the analysis were presented descriptively and inferentially to describe the influence of students' perceptions on their attitudes toward participating

in guidance and counseling services.

Result and Discussion

This study aimed to examine the influence of students' perceptions of school counselors' personality on students' attitudes toward participating in guidance and counseling services at SMP RK Deli Murni Delitua. The research data were obtained from 200 respondents through Likert-scale questionnaires that had been tested for validity and reliability.

The results of descriptive analysis and simple linear regression analysis indicated a positive and statistically significant relationship between the two variables. These findings suggest that students' perceptions of school counselors' personality are associated with their attitudes toward participating in guidance and counseling services.

Table 1. Classification of Students' Perceptions Categories

Interval	Category	Frequency	Percentage
>160,95	Very Good	16	8,00%
150,05 – 160,95	Good	33	16,50%
139,15 – 150,05	fair	92	46,00%
128,25 – 139,15	Poor	52	26,00%
<128,25	Very Poor	7	3,50%
Total		200	100,00%

Based on the results of SPSS analysis involving 200 respondents, students' perceptions of school counselors' personality yielded a mean score of 144.6, a median of 145, and a mode of 140. The highest score obtained was 180, while the lowest was 101, with a standard deviation of 10.89, indicating a moderate level of data dispersion. The score distribution shows that the majority of students fell within the interval of 137–154, with the highest percentage observed in the range of 146–154 (31%).

Based on the categorization criteria proposed by Azwar (2012), the distribution of students' perceptions was as follows: *very good* (8%), *good* (16.5%), *fair* (46%), *poor* (26%), and *very poor* (3.5%). These results indicate that most students (46%) had a fair perception of the school counselor's personality, while 24.5% evaluated it as good to very good. Overall, students' perceptions of the school counselor's personality can be classified as moderately positive, although a small proportion of students still perceived it negatively.

Table 2. Classification of Students' Attitude Categories

Interval	Very Good	Very Good	Very Good
>110,2	Good	10	5,00%
99 – 110,2	Fair	55	27,50%
87,8 – 99	Poor	87	43,50%
76,6 – 87,8	Very Poor	32	16,00%
<76,6	Total	16	8,00%
	Total	200	100%

The analysis of the attitude variable revealed a mean score of 93.38, a median of 93, and a mode of 90. The highest score was 127 and the lowest was 65, with a standard deviation of 11.19. Most students' scores fell within the interval of 86–106, indicating a generally fair to moderately positive attitude toward guidance and counseling services.

Based on the categorization criteria proposed by Azwar (2012), the distribution of students' attitudes was as follows: *very good* (5%), *good* (27.5%), *fair* (43.5%), *poor* (16%), and *very poor* (8%). These findings demonstrate that the majority of students (43.5%) exhibited a fair attitude toward guidance and counseling services, while 32.5% demonstrated good to very good attitudes.

Table 3. Summary of Prerequisite Test Results

No	Test Type	Sig. Value	Criterion	Interpretation
1	Normality Test	0.099	> 0.05	Data are normally distributed
2	Heteroscedasticity Test	0.128	> 0.05	No heteroscedasticity detected
3	Linearity Test	0.010	> 0.05	Relationship is non-linear

The results of the three prerequisite tests indicated that the research data were normally distributed and did not exhibit heteroscedasticity; however, the relationship between the perception variable (X) and the attitude variable (Y) was found to be non-linear. Therefore, while the assumptions of normality and homoscedasticity were satisfied, the regression model employed in this study should be interpreted with caution when explaining the relationship between the variables.

Table 4. Summary of Hypothesis Testing Results

Test Type	Test Statistic	Calculated Value	Critical Value	Sig.	Decision	Conclusion
Simple Regression	$\beta = 0,256$	-	-	0,000	-	Students' perceptions have a positive effect on attitudes
t-test (Partial)	$t = 3,618$	1,972	< 0,05	0,000	H _a accepted	Students' perceptions have a statistically significant effect on attitudes
F-test (Simultaneous)	$F = 13,089$	3,89	< 0,05	0,000	H _a accepted	Students' perceptions significantly affect attitudes
Correlation (R)	0,249	-	-	-	-	Weak relationship between perception and attitude
Coefficient of Determination (Adjusted R ²)	0,057	-	-	-	-	Students' perceptions explain only 5.7% of the variance in attitudes

The results of hypothesis testing indicated that students' perceptions of school counselors' personality had a positive and statistically significant effect on students' attitudes toward participating in guidance and counseling services. Although the effect was statistically significant, the strength of the relationship was relatively weak ($R = 0.249$), with a contribution of 5.7% to the variance in students' attitudes. This finding suggests that the more positive students' perceptions of school counselors' personality, the more favorable their attitudes toward participating in guidance and counseling services.

Nevertheless, given that the contribution was only 5.7%, it can be concluded that factors other than students' perceptions of school counselors' personality exert a much greater influence on students' attitudes. These factors may include personal motivation, peer environment, parental support, and previous experiences with guidance and counseling services.

This study aimed to examine the relationship between students' perceptions of school counselors' personality and students' attitudes toward participating in guidance and counseling services at SMP RK Deli Murni Delitua. Based on the data analysis, the correlation coefficient (R) was 0.249, with a coefficient of determination (R²) of 0.057. These results indicate that students' perceptions of school counselors' personality contributed 5.7% to students' attitudes toward participating in guidance and counseling services, while the remaining 94.3% was influenced by other factors beyond the scope of this study. The obtained regression equation, $Y = 56.375 + 0.256X$, suggests that each one-unit increase in students' perceptions of school counselors' personality is associated with an increase of 0.256 points in students' attitudes. Thus, more positive perceptions of school counselors' personality are associated with more favorable student attitudes toward guidance and counseling services, although the magnitude of the effect is relatively weak.

Descriptively, the findings indicate that students' perceptions of school counselors' personality were categorized as "fairly good," while students' attitudes toward guidance and counseling services were classified as "moderate." These results suggest that although most students perceive the counselors' personality positively, this perception has not yet been optimal in fostering active and voluntary engagement in counseling services. Interview and observation data support this interpretation, revealing that some students participated in counseling services primarily due to obligation rather than personal awareness. While some students perceived the school counselor as insufficiently firm or easily angered, others viewed the counselor as caring and open. This variation in perceptions indicates that the counselor's personality has not been experienced consistently by all students.

The relatively low contribution of perception to students' attitudes may be explained by two main factors. First, from a substantive perspective, the emotional bond between the school counselor and students may not have been sufficiently developed. Counselors tended to adopt a formal approach and demonstrated limited empathy, warmth, and social engagement, which may have reduced students' comfort in expressing themselves openly. This finding is consistent with Azwar's (2012) view that attitudes are formed through cognitive, affective, and conative components; negative perceptions are likely to elicit negative emotional responses and behaviors. Second, technical research factors such as time constraints, students' limited understanding of questionnaire confidentiality, and restricted access to school data may also have influenced the research outcomes.

The findings of this study are consistent with previous research indicating that students' perceptions of counselors' personality and communication style influence their willingness to participate in counseling services (Alvarez-Hernandez & Childs, 2022). The results also reinforce Jung's (2021) findings that teachers' empathy and social engagement enhance students' openness toward guidance and counseling services. In the present study, students perceived the school counselor as relatively friendly and patient, yet still overly formal. This condition underscores the importance of enhancing behavioral consistency, empathy, and interpersonal approaches among school counselors, as emphasized by Afdal (2023), who noted that consistent counselor personality inside and outside formal counseling sessions is essential for building students' trust.

Based on respondent characteristics, seventh-grade students demonstrated more positive perceptions and attitudes compared to eighth- and ninth-grade students. This may be explained by the fact that seventh-grade students are still in the adaptation phase and tend to be more open to school counselors. In contrast, ninth-grade students are more focused on examination preparation, resulting in decreased participation in counseling services. This finding aligns with Schmidt and Duncan's (2020) research, which reported a decline in students' participation in counseling services as age and academic pressure increase. Gender differences were also observed, with female students exhibiting more positive perceptions than male students. This finding is consistent with Zhang and Han's (2022) study, which suggested that female students tend to place greater emphasis on counselors' empathy and emotional support, whereas male students are more attentive to firmness and objectivity.

Theoretically, the results of this study support Walgito's perspective (as cited in Amin, 2016) that individuals' perceptions of an object influence their attitudes and behaviors toward that object. Similarly, the theory proposed by Krech and Crutchfield (Shambodo, 2020) explains that attitudes are shaped by both internal and external factors, such as personal experiences, social support, and the learning environment. Therefore, a positive school counselor personality must be accompanied by a supportive service environment to effectively foster positive student attitudes toward guidance and counseling services.

Several previous studies further reinforce these findings. Wardhani (2019) found that teachers' personality influences students' interest in participating in counseling services, although the effect may not be significant without a conducive learning environment. Sari (2024) emphasized that empathy, honesty, and acceptance are essential counselor characteristics that strengthen the effectiveness of counseling relationships. Moreover, Chan and Wong (as cited in Rahhal, 2019)

demonstrated that students' attitudes toward counseling services are more strongly influenced by the alignment of services with their needs than by counselors' personality alone.

In conclusion, school counselors' personality plays an important role in shaping students' perceptions and attitudes toward guidance and counseling services. However, a positive personality alone is insufficient. Effective interpersonal communication skills, active counselor involvement in students' activities, and supportive school policies are also required to shift the long-standing perception that guidance and counseling services are intended only for students with problems. A combination of positive counselor personality, adaptive counseling methods, and supportive school policies is essential to foster positive student attitudes and enhance the overall effectiveness of guidance and counseling services in schools.

Conclusion

The results of this study indicate a positive and statistically significant influence of students' perceptions of school counselors' personality on students' attitudes toward participating in guidance and counseling services at SMP RK Deli Murni Delitua. Positive student perceptions of counselors' personality encourage more open, enthusiastic, and cooperative attitudes toward counseling services. These findings underscore the importance of school counselors' personality traits—particularly empathy, patience, and openness—in establishing effective relationships with students.

This study provides practical implications for school counselors and educational institutions by highlighting the need to strengthen guidance and counseling services through improvements in counselors' personality quality and communication skills. Furthermore, the findings suggest that enhancing counselors' interpersonal characteristics may contribute to increased student engagement and more effective counseling services.

Acknowledgments

Based on the findings, it is recommended that school counselors continuously develop personality traits that reflect empathy, patience, openness, and effective communication skills to create a comfortable and motivating environment for students to participate in guidance and counseling services. Schools are also encouraged to provide comprehensive support for counseling programs through adequate facilities, supportive policies, and conducive service schedules to optimize the implementation of guidance and counseling services.

The author would like to express sincere gratitude to the administration of SMP RK Deli Murni Delitua for granting permission and providing support throughout the research process. Appreciation is also extended to the author's parents and colleagues for their encouragement and assistance in completing this study.

ORCID

Erwita Ika Violina <https://orcid.org/0000-0003-2624-2588>

References

- Amin, S. (2016). Pengantar Psikologi Umum. In *Jurnal Penelitian Pendidikan Guru Sekolah Dasar* (Vol. 6, Issue August). Andi.
- Feni Oktaviani, Sukoco, S. M. (2023). Pengaruh Kompetensi Kepribadian Guru Terhadap Sikap Siswa Kelas XI TKJ SMK Ma'arif NU 1 Bantarkawung Tahun Pelajaran 2022/2023. *Democratia Online*, 1(2), 41–47.
- Grace, M,S. (2025). Persepsi Siswa Tentang Kepribadian Guru BK Terhadap Sikap Siswa Dalam Mengikuti Layanan Bimbingan dan Konseling Di SMP RK Deli Murni Delitua. [Skripsi]. Universitas Negeri Medan
- Jung, A. R. (2021). Exercise Strategies to Prevent Hypoglycemia in Patients with Diabetes. *Korean Journal of Family Medicine*, 42(2), 91–95. <https://doi.org/10.4082/kjfm.19.0043>
- Kurniawati, E. (2022). Mengurangi Persepsi Negatif Siswa Terhadap Guru Bk Melalui Layanan Informasi Di Kelas X Mm2 Smkn 1 Juwiring. *VOCATIONAL: Jurnal Inovasi Pendidikan Kejuruan*, 2(1), 92–97. <https://doi.org/10.51878/vocational.v2i1.979>
- Lase, U. (2023). Pengaruh Sikap dan Kepribadian Guru Terhadap Kepuasan Siswa dalam Layanan

- Bimbingan dan Konseling Kelas XI–IIS-1 SMA Negeri 1 Gido. *Indo-MathEdu Intellectuals Journal*, 4(2), 810–821. <https://doi.org/10.54373/imeij.v4i2.286>
- Rahhal, M. N. (2019). Disturbances in Insulin-Glucose Metabolism in Patients with Advanced Renal Disease with and Without Diabetes. *Journal of Clinical Endocrinology and Metabolism*, 104(11), 4949–4966. <https://doi.org/10.1210/jc.2019-00286>
- Sari, M. (2024). Enhancing the Counseling Process: The Significance of Counselor’s Personality Traits. *Jurnal Bimbingan Dan Konseling Terapan*, 8(1), 58. <https://doi.org/10.30598/jbkt.v8i1.1894>
- Shambodo, Y. (2020). Faktor Yang Mempengaruhi Persepsi Khalayak Mahasiswa Pendatang UGM Terhadap Siaran Pawartos Ngayogyakarta Jogja TV. *Jurnal Al Azhar Indonesia Seri Ilmu Sosial*, 1(2), 98–110. <https://doi.org/10.36722/jaiss.v1i2.464>