Students' Perceptions and Satisfaction Analysis Towards Online Guidance and Counseling Services During Covid-19 Pandemic

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ARTICLE INFORMATION	ABSTRACT
  Author Correspondence: Nina Alfa Rizkana Counseling Guidance Universitas Negeri Jakarta Rawa Mangun Muka Raya St, Number 11, Rawamangun, Jakarta Timur, 13220, Indonesia E-mail: 1108821009@mhs.unj.ac.id	The Covid-19 pandemic has brought about fundamental changes in providing school guidance and counseling services. The provision of services that were previously done offline, now it was changed to online. This study examines the descriptions of students' perceptions and level of satisfaction with online guidance and counseling services. The purposive sampling technique was done by surveying and sampling. A total of 246 respondents were obtained with the use of perception assessment as the instrument and CSQ-8 to measure the level of satisfaction. The results showed that students had a good perception of online Guidance and Counseling (BK) services and had a moderate or satisfactory level of satisfaction.

The Covid-19 Pandemic has brought the huge changes in Indonesian education, especially in teaching and learning activities at school. The health protocol requires us to do social and physical distancing around us. Many countries worldwide take the preventive way of isolating to minimize the transmission risk (Domenico et al., 2020). This condition certainly impacts the education sector, in which 90% of students got the learning barriers (Reuge et al., 2021). UNESCO declared in its reports on March 2020 that 165 countries had locked down, and it impacted 1.5 billion students and 63 million schoolteachers (Ella Page, 2021). Teachers and students are forced to adapt the way of learning from face-to-face at school become online learning at home. It means that the communication or interaction between teachers, students, parents, and school counsellors is also changed via cyber media or technology (computer/phone cell). Thus, the learning material delivery, supervision, and teacher professional development have changed completely digital (Wilczenski, 2006). Moreover, online learning is also implied as open learning, web-based learning, computer mediated learning, blended learning, and e-learning (Dhawan, 2020; Smart & Cappel, 2006).

The guidance and counselling program becomes more challenging by this condition. Guidance and counselling teachers struggle to keep productive, innovative, and creative in running the program. (Perdana & Shofaria, 2020; Petrus & Sudibyo, 2017). More importantly, providing guidance and counselling services need to be given based on the needs analysis and step by step, beginning from assessment to evaluation (Khoiriyah, Azizah, &Muhid, 2021). Further, offering services based on the priority scale is also provided during the Covid-19 pandemic (Suryani, Mustika,&Fatimah, 2021), when stress becomes a problem happened in students during pandemic (Korompot, 2020). Bloom (1998) argues that modernization, in this case, online or cyber counselling, should not hinder providing services to counselees. During pandemic, guidance and counselling services should be at the forefront in carrying out their duties and functions (Karaman, Eşici, Tomar, & Aliyev, 2021; Meleo-Erwin, Kollia, Fera, Jahren, & Basch, 2021).

It has been two years since online learning was an alternative in education, as well as guidance and counselling activities in schools with a strategic role in assisting students. Through this program of guidance and counselling, students are expected to become healthy individuals who continue to survive in maintaining their identity as human beings who are noble and dignified and carry out functions as a support for human civilization. Many functions of guidance and counselling are understanding, facilitating, adjusting, channelling, adaptation, prevention, improvement, healing, maintenance, and development (Badrujaman, 2011; dan Kamaluddin, 2011).

Several previous studies had been conducted about perception, although, according to (Mancillas, 2003), the term "perception" has not had a clear definition; it has a specific relationship to counselling effectiveness. However, (Lee & Tsai, 2005) and (Bargh, Chen, & Burrows, 1996) argued that perception is a thought about something that must be done and can be seen from

the appeared behaviour. (Fidalgo et al., 2020) made a comparison between the students' perceptions which got the learning process online and offline. Moreover, (Bączek et al., 2021; Huang et al., 2020; Nuraeni et al., 2020; Rakhmanina et al., 2021; Syauqi et al., 2020) examined perceptions of online learning only.

According to (Keller, 1983), the perception of the ability to access success and the feeling of being able to achieve goals are related to students' satisfaction. Moreover, to evaluate the guidance and counselling services process, the students' satisfaction is also an indicator of program success (Amalia et al., 2016). On the other hand, the research of (Dami & Waluwandja, 2019; Syamila, 2020; Zainudin & Yusop, 2018) evaluated the students' satisfaction with cyber counselling services.

Although online learning keeps growing rapidly, it is still in the step of development. Consequently, it needs a deeper understanding of how the students react and accept its online services since it becomes an important factor in enhancing the students' motivation (Koohang & Durante, 2003). In short, it comes to a research question on the students' perception and satisfaction of their experience of online guidance and counselling services (e-counselling) in Junior High School 210, East Jakarta, during Covid-19 pandemic.

METHODS

This research aims to analyse the students' perceptions and satisfaction towards online guidance and counselling services during the Covid-19 pandemic in State Junior High School 210, East Jakarta, with a population of 600 students. Purposive Sampling was used to gather the participants. The sample of this study is the seventh, eighth, and ninth-grade students who have done the online guidance and counselling session. Moreover, from the result of the Slovin formula, 246 students gained with a response rate of 100%. The method of this study is descriptive quantitative with the survey as the design. The data collection used two instruments. The first survey was used to measure the student's perception of online guidance and counselling services. The second survey is the adaptation of Client Satisfaction Questionaire-8 (CSQ-8) that was gained to measure the students' satisfaction with the service quality.

Those two surveys were gathered by using Google Forms as the media to be filled by the participants. In those instruments, the researcher provided the "informed consent" and the goal description from this research. In short, the students were asked to fill out two instruments that measured the perception of e- counselling and its satisfaction after joining the service held by the guidance and counselling teacher.

RESULTS

From the result of instruments distribution, demographic data was gained, as shown in Table 1.

Table 1. Participants Characteristic

Gender	Male	48%
	Female	52%
Age	13 years old	49,2%
	14 years old	33,3%
	15 years old	14,6%
Class	7th Grade	57,3%
	8th Grade	30,5%
	9th Grade	12,2%

The descriptive analysis distribution of students' perception towards online guidance and counselling services showed that more than half of students knew about e-counselling (58.9%) and have experienced online guidance and counselling services (65%). On the other hand, many of them used the Zoom application as a service media platform (46.3%), and only a few used google classroom as the online platform (16.7%). On the point of using the online platform as the media of service, more than half of students agreed (55.7%). It only had a slight difference with the students who disagreed if the guidance and counselling is delivered online (44.3%). However, most of the students stated that online guidance and counselling services helped them enough (63.4%). Furthermore, from the perspective of the teacher service process, students perceived that the teacher is quite satisfying (48.4%) and satisfying (48.4%). It means that there was only 3.2% of students were less satisfied. Moreover, in the point of time and place convenience, almost all of them agreed that guidance and counselling teacher makes them easy (92.3%). Further, the point of guidance and counselling teacher's personality, as many as 63.8% of students stated that the teacher is responsible, the teacher provides sincere assistance (63%), trusted (58.9%), appealing (58.1%), overt (48.8%), honest (48.8%), and warm-hearted (43.5%).

Table 2. Students' Perception on Online Guidance and Counselling Services

No.	Item	Scale	Percentage
1	Do you know what e-counseling is?	Yes	58.9%
		No	41.1%
2	Have you ever experienced e-counseling before	Ever	65%
		Never	35%
3	What kind(s) of online platform that you use for e-counseling?	Zoom	46.3%
		WhatsApp	82.5%
		Google Meet	17%
		Google Classroom	16.7%
4	Do you agree to have an online session for guidance and counseling services?	Agree	55.7%
		Disagree	44.3%
5	Do online guidance and counseling services help you?	Helpful	31.7%
		Quite Helpful	63.4%
		Unhelpful	4.9%
6	How is the performance of guidance and counseling teachers during online services?	Satisfying	48.4%
		Quite Satisfying	48.4%
		Less satisfied	3.2%
7	Guidance and counseling teacher helps students decide the convenient time and place for doing e-counseling	Agree	92.3%
		Disagree	7.7%
8	How is the guidance and counseling teacher's personality during e-counseling?	Warm-hearted	43.5%
		Trusted	58.9%
		Provides sincere assistance	63%
		Overt	48.8%
		Appealing	58.1%
		Honest	48.4%
		Responsible	63.8%

This research used CSQ-8 to see the students' satisfaction scale. It has eight dimensions which cover the judgment of service quality, fulfillment of expectations, fulfillment of needs, service recommendations to others, the assessment of the amount of service received, service results, general satisfaction, and future service use (Attkisson & Grrenfield, 1996). Therefore it revealed that as many as 77.2% of students feel satisfied with the service quality, satisfied with the fulfillment of expectations (77.6%), satisfied with the fulfillment of needs (73.2%), satisfied with the service recommendations to others (69.9%), satisfied with the assessment of the amount of service received (73.6%), satisfied with the assessment results (67.1%), satisfied with the service of general satisfaction (73.2%), and the future service use (64.4%).

Table 3. Level of Satisfaction with the Service

No	Item	Very Satisfied	Satisfied	Less Satisfied	Dissatisfied
1.	I feel comfortable with the service of guidance and counselling teacher/counsellor during the session	17.5%	77.2%	5%	0.4%
2.	The service of guidance and counselling that I have got suits my needs	14.6%	77.6%	6.9%	0.8%
3.	The amount of e-counselling that I have joined is appropriate in helping me solve the problem	17.5%	73.2%	7.7%	1.6%
4.	The service of guidance and counselling that I have joined was held effectively	17.1%	73.6%	8.5%	0.8%
5.	I will recommend my friend who has a problem see the guidance and counselling teacher/counsellor to get the service	19.5%	69.9%	9.8%	0.8%
6.	I am satisfied with the online guidance and counselling services that I joined	16.7%	73.2%	8.1%	2.0%
7.	Online guidance and counselling session that I joined helped me solve the problem	18.7%	67.1%	11.0%	3.3%
8.	I will come to see my guidance and counselling teacher to consult if I need help in the future	21.5%	64.4%	11.0%	2.8%

If it was looked at, it could be said that the level of students' satisfaction with online guidance and counseling services is classified as Quite Satisfied (72.1%). Meanwhile, there are only a few students who are very satisfied (17.9%) and only a limited number of students who are less satisfied (8.5%) and dissatisfied (1.6%).

Table 4. The Total Level of Satisfaction

Scale	Percentage
Very satisfied	17.9%
Satisfied	72.1%
Less satisfied	8.5%
Dissatisfied	1.6%

DISCUSSION

Essentially, e-counseling is not a new thing (Barnett, 2005). The term "distance counselling" came from the first time in 1950. It started by having a call for counselling when there was a criticalness at that time. The phone-counselling is still being used for counselees who need a service (Allerman, 2002; Centore & Milacci, 2008; Mohr et al., 2008; Stead et al., 2013). Nonetheless, the use of technology in guidance and counselling sessions at school is still new. It has risen since the Covid-19 pandemic because teacher has just become aware of the essential use of information and communication technology for students (Agarwal & Kaushik, 2020). In other words, pandemic has been a starting point of the information technology era in the guidance and counselling field (Abdillah et al., 2020). The e-counselling services is necessary during the pandemic since many students face obstacles and difficulties (Handika & Herdi, 2021). In other words, it is hard for them as teenagers who experience the transition to adulthood, which is full of turmoil in the search for identity and changes in their way of thinking, physical and psychosocial (Papalia, Olds & Feldman, 2009).

Compared to conventional counselling services, online services have their advantages and challenges, such as ease of access and flexible implementation time (Agarwal & Kaushik, 2020; Glasheen et al., 2015), it is equally as many as 92.3% of respondents agreed with that. Particularly in the pandemic era, e-counselling has a positive impact on the students' morale by creating a diversion from a pandemic situation (Agarwal & Kaushik, 2020), even so, almost half of the students (44.3%) expressed their disagreement with online counselling services. However, considering the level of effectiveness, this online service is quite high, because 73.6% of students said they were satisfied and 63.4% said that e-counselling services were quite helpful to them. Therefore, it can be said that students' perceptions of e-counselling services are quite good, as research that have been conducted by (Anhusadar, 2020; Rachman & Jamain, 2020). Interestingly, from the data above, 35% of students admit that they have never received e-counselling services.

These online service activities should approach face-to-face service activities (Rachman & Jamain, 2020). A guidance and service teacher/counsellor is expected to be skilled in using technology and to think creatively and innovatively to increase students' interest in the counselling services they teach (Kusumawati, 2020), as well as adequate competence in guiding online counselling services (Barnett, 2005; Mishna et al., 2015). Even more so if teachers encounter challenges in infrastructure, such as internet signal disturbances, as described by (Rachman & Jamain, 2020), these technical disturbances do not affect the hours of service that students get, and from the data above, 73.2% of students feel that online counselling service hours are quite capable of helping solve their problems. In addition to the service process, the counselling teacher as a facilitator must also pay attention to his personality while conducting online services. This study illustrates that even though it is done online, counselling teachers help their students sincerely, responsibly, trustworthy, interesting, open, honest, and warm.

CONCLUSION

The Covid-19 pandemic has made us realize the importance of online learning and guidance and counselling service activities with no exception. Since counselling services were carried out offline before the pandemic, online services are the main alternative in providing services during a pandemic. Thus, it can be said that an e-counselling service is a form that is still new and needs adaptation and evaluation in its implementation. The level of satisfaction is one of the most appropriate indicators to see the effectiveness of the program (Sampson et al., 2010), which has a relationship with perceptions. Even though this study is not evaluating the impact between perception and satisfaction of the students, this data pictured that the students' perception is good both in the perception of the services process and the guidance and counselling teacher's personality. Moreover, the students' level of satisfaction with online guidance and counselling services as measured using the CSQ-8 instrument also shows a moderate level of satisfaction or quite satisfaction with a percentage of 72.1%. However, for teachers of other subjects, cooperation is expected in helping students deal with school problems and personal development. For guidance and counselling teachers, it is better if they continue to improve their skills in mastering technology as a tool for program implementation, involve students in program planning, and carry out periodic evaluations to see the effectiveness of the program.

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