

PERCEPTIONS ON THE IMPLEMENTATION OF INFORMATION SERVICES IN CLASS XI HIGH SCHOOLS IN BAYAH DISTRICT, LEBAK BANTEN REGENCY

Nurmawati, Rahmi Mellynia Sri Widodo

Universitas Muhammadiyah Prof. Dr. Hamka, Indonesia

Email: Nurmawatimd131@gmail.com, rahmimsw06@gmail.com

Abstract

This research is expected to help Guidance and Counseling Teachers know students' perceptions of BK services provided in schools. This research is a quantitative descriptive study with a population of 612 students of class XI at the senior high school level in the Bayah District. The sample taken in this study was 242 students. The instrument in this study was a questionnaire on students' perceptions of information services which consisted of 52 statement items. The results of the research as a whole show that students' perceptions of the implementation of information services in high school level schools in Bayah District, obtained students who have perceptions in the very low category as much as 7.4%, the low category as many as 16.9%, the medium category as much as 52.5%, the high category as many as 17.4 % and very high category as much as 5.8%. Based on this, it is concluded that most students have a moderate perception of the implementation of information services in schools, as much as 52.5%.

Keywords: Information Services, Guidance and Counseling Teachers, Services Provided in Schools

Introduction

Human Resources (HR) is one of the determining factors in building the order of the State and the progress of a nation. Quality humans have quality education, which is formed from the results of the school environment and outside of school. Through education, each individual can improve knowledge, skills and potential to the fullest that exists within themselves (Amanchukwu, Stanley, & Ololube, 2015). Each individual can master advances in technology, science, and knowledge broadly, which continues to develop in society and can become a tough individual and ready to face challenges in life. However, quality education is not enough just to provide knowledge (Shum & Ferguson, 2012). Still need supporting factors such as the professionalism of educators, administrative management and school bureaucracy, as well as the ability of students to make decisions independently to achieve their goals and what they want (Tschannen-Moran & Gareis, 2015).

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Senior High School (SLTA) is a level of education that plays an important role in developing various aspects that exist in students—starting from the personal, social, learning and even career aspects that will lead to the world of lectures or work. Students are in the middle adolescence phase at this high school level and moving towards the late adolescence phase. Undergoing this process, of course, is not easy. There needs to be guidance from parents at home and teachers at school. So, Guidance and Counseling have a link and play an important role in helping students develop their potential, make students who are moral and have character, and produce good and quality personalities (Bond, 2015).

Article 3 of Law 20/2003 concerning the National Education System states that national education aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens. A democratic and responsible state. To realize the goals of national education, a quality education system is needed, namely education that integrates three fields, namely administration, curricula and guidance and counselling. So, to realize quality education to achieve national education goals, it is clear that Guidance and Counseling are necessary (Mardiana, 2017).

Decree of the Minister of Education and Culture No. 025/ 0/ 1995 suggests that Guidance and Counseling is an assistance service for students, both individually and in groups, to be able to be independent and develop optimally in the fields of personal guidance, social guidance, study guidance, career guidance through various types of services and activities. Supporters, based on applicable norms (Jayanti, 2016).

The counsellor's responsibility is to control and simultaneously carry out various guidance and counselling services and activities in carrying out their duties and responsibilities. The counsellor becomes a "servant" to achieve educational goals, meet needs, and achieve student development goals (Rahmiati, 2018). Students still think that those entering the Guidance and Counseling room are students with problems, but that is not entirely the case. Instead, they will be formed into moral and intellectual individuals and develop potential.

If students are interested in participating in implementing guidance and counselling services, it will run well. The implementation of guidance and counselling services is carried out optimally, so students' perception will be good because this is influenced by perception, namely the process of responding to and providing views on the stimulus given to students.

The goal to be achieved through this research is to describe students' perceptions of the implementation of information services in Class XI senior high schools in the Bayah district. Based on the background of the problem and the results of an initial survey of students in senior high schools in the Bayah District, the problems in this study can be identified: There are still teachers who are Guidance and Counseling Teachers with non-guidance and counselling backgrounds; Some students revealed that the provision of information services was not by what students needed; Students who still have negative perceptions of the implementation of guidance and counselling services in schools. So the

formulation of the problem in this study is "How are Student Perceptions of the Implementation of Information Services in Class XI Senior High Schools in Bayah District, Lebak Regency, Banten Province".

Method

This study uses a quantitative approach with a descriptive method. This research method is shown to describe or describe existing phenomena, both natural phenomena and human engineering that took place at this time or in the past. This study examines the form of activity, characteristics, changes, relationships, similarities and differences with other phenomena (Wahid et al., 2020). By the title of this research, namely Student Perceptions of the Implementation of Information Services in Class XI Senior High Schools in Bayah District, this research is included in the type of quantitative descriptive research because the research was conducted to find out the answers regarding students' perceptions of the implementation of guidance and counselling services in schools, and provide a more detailed picture of a symptom or phenomenon.

The variable used in this study is a single variable, namely students' perceptions of the implementation of guidance and counselling services. So that there is no correlation between variables, both the influencing and the affected variables (Wahid et al., 2020).

Results and Discussion

Gender

Table 1
Respondents

		Gender			
		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Male	102	42.1	42.1	42.1
	Female	140	57.9	57.9	100.0
	Total	242	100.0	100.0	

Based on the table above, information is obtained that from 242 respondents, there are two gender categories, namely male and female. Based on this, it was obtained that the respondents who had male sex were 102 respondents (42.1%). As for the gender of women, as many as 140 respondents (57.9%). The details in the histogram are as follows:

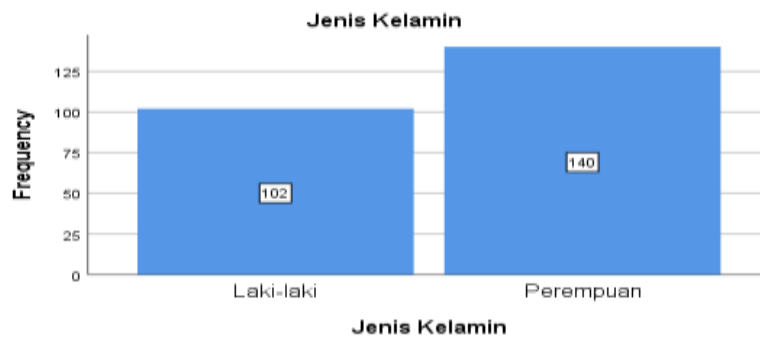


Figure 1. Gender

Origin School

Table 2
Origin School

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	MAN 2 LEBAK	80	33.1	33.1	33.1
	SMA N 1 BAYAH	81	33.5	33.5	66.5
	SMK N 1 BAYAH	81	33.5	33.5	100.0
	Total	242	100.0	100.0	

Based on the table above, information is obtained that 242 respondents, as many as 80 respondents (33.1%) from MAN 2 LEBAK, 81 respondents (33.5%) from SMA N 1 BAYAH and 81 respondents (33.5%) from SMK N 1 Bayah. Following are the details in the histogram:



Figure 2. School Origin

Overall Student

Table 3
Perceptions

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Very Low	18	7.4	7.4	7.4
	Low	41	16.9	16.9	24.4
	Medium	127	52.5	52.5	76.9
	High	42	17.4	17.4	94.2
	Very High	14	5.8	5.8	100.0
	Total	242	100.0	100.0	

Based on the table above, it was obtained information that from 242 students obtained students who have a very low category of perception of 18 people (7.4%), a low category of 41 people (16.9%), medium category of as many as 127 people (52.5%), high category as many as 42 people (17.4%), and very high category as many as 14 people (5.8%). Based on this, it can be concluded that most students have a moderate perception of 127 people with a percentage of 52.5%. The distribution of the data can also be seen from the histogram below:

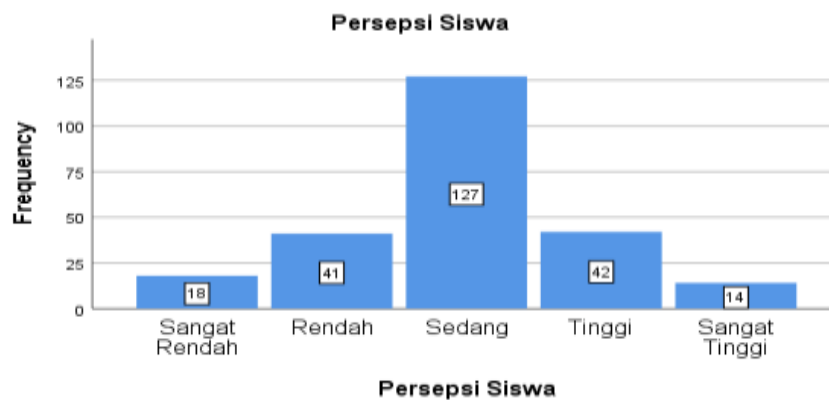


Figure 3. Student Perceptions

Student Perceptions of MAN 2 LEBAK

Table 4
Student Perceptions of MAN 2 Lebak

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Very Low	5	6.3	6.3	6.3
	Low	13	16.3	16.3	22.5

Medium	45	56.3	56.3	78.8
High	14	17.5	17.5	96.3
Very High	3	3.8	3.8	100.0
Total	80	100.0	100.0	

Based on the table above, information is obtained that from 80 students, five students had a very low category perception (6.3%), 13 people in the low category (16.3%), 45 people in the medium category (56.3%), in the high category as many as 14 people (17.5%), and very high category as many as three people (3.8%). Based on this, it can be concluded that most students have a moderate perception of 45 people with a percentage of 56.3%. The distribution of the data can also be seen in the histogram below.



Figure 4. Perceptions of MAN 2 Lebak Students

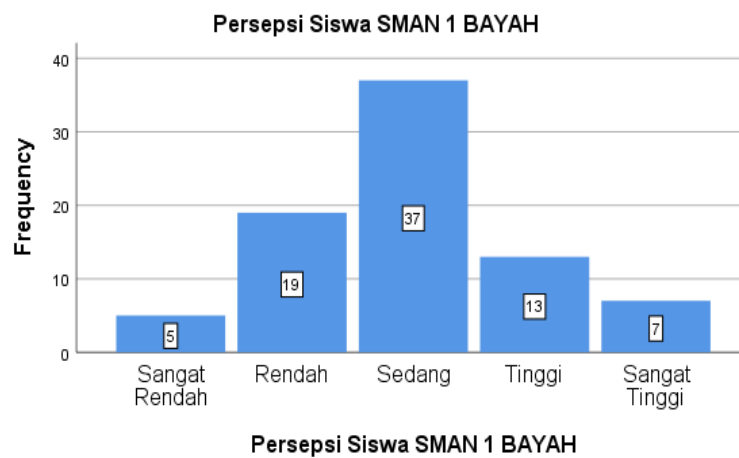
Perceptions of SMAN 1 BAYAH

Table 5
Students' Perceptions of SMAN 1 BAYAH Students

	Frequency	Per cent	Valid Percent	Cumulative Percent
Valid Very Low	5	6.2	6.2	6.2
Low	19	23.5	23.5	29.6
Medium	37	45.7	45.7	75.3
High	13	16.0	16.0	91.4
Very High	7	8.6	8.6	100.0
Total	81	100.0	100.0	

Based on the table above, was obtained information from 81 students, five students (6.2%), 19 students (23.5%), moderate category (45.7%), high category, 19 people, and 37 students (45.7%), high category were obtained. (16%), and very high category, as many as seven people (8.6%). Based on this, it can be concluded that most students have a moderate perception of 37 people with a percentage of 45.7%. The distribution of the data can also be seen in the histogram below.

Figure 5
Perceptions of Students of SMAN 1 BAYAH



Student Perceptions of SMKN 1 BAYAH

Table 6
Student Perceptions of SMKN 1 Bayah

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Very Low	5	6.2	6.2	6.2
	Low	13	16.0	16.0	22.2
	Medium	44	54.3	54.3	76.5
	High	15	18.5	18.5	95.1
	Very High	4	4.9	4.9	100.0
	Total	81	100.0	100.0	

Based on the table above, it was obtained information that from 81 students, there were students who had perceptions in the very low category of as many as five people (6.2%), and in the low category of as many as 13 people (16%), in the medium category as many as 44 people (54.3%), in the high category as many as 15 people. (18.5%), and very high category as many as four people (4.9%). Based on this, it can be concluded that most students have a moderate perception of 44 people with a percentage of 54.3%. The distribution of the data can also be seen in the histogram below.

Figure 6
Perceptions of SMKN 1 Bayah Students



Conclusion

Based on the results of the research that has been carried out, the distribution of the frequency and percentage of all categories, which include students' perceptions of very low, low, medium, high and very high categories of the implementation of information services in high school level schools in Bayah District, it was found that 242 students had moderate perception as many as 127 people with a percentage of 52.5%.

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