Are high school students motivated to attend counseling ?

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Abstract

Counseling is the core of the implementation of guidance and counseling services at the school as a whole. The success of counseling is a guarantee for the success of different types of guidance and counseling services. Unfortunately, not many students who voluntarily went to a counselor for help through the implementation of counseling. This research aims to describe the motivation of students to attend counseling. The research used survey method with 316 students of High School students. The results show that most students have not been motivated to follow counseling. Based on these findings, further research is needed on the factors that influence student motivation, as well as the efforts should be done by counselors and other stakeholders to increase students' motivation to attend counseling.

Keywords: school, student, adolescent,motivation, counseling.

Introduction

The need for guidance and counseling in schools is increasing from time to time(Hariko & Ifdil, 2017).Counselors as implementers of services are authorized to provide guidance and counseling services in educational and non-educational institutions(Andriani, Taufik, & Hariko, 2017).Some examples of guidance and counseling services that school counselors can do include student inventory services, information, individual counseling, placement, follow-up and evaluation, group counseling and group guidance, consultation, advocacy, mediation and orientation(Corey, 2015; Gibson & Mitchell, 2003; Gladding, 2012; Prayitno, 2017; Prayitno & Amti, 2004).Implementation of guidance and counseling services in schools includes a steady integration of the goals, functions, and principles of guidance and counseling, service areas, service types, support activities and service formats, and is implemented in various service formats: individual, group, classical, and collaborative(Prayitno, 2004, 2017; Prayitno & Amti, 2004).

One type of guidance and counseling services and implemented in an individual format is individual counseling (Kamaluddin, 2011; Prayitno, 2017; Prayitno & Amti, 2004). In many references, and also in this article, the term individual counseling is commonly referred to as counseling. Counseling is defined as a counselor relation to a client focused on personal growth and adjustment and the fulfillment of the need for problem solving, decision making and behavioral change (Gibson & Mitchell, 2003; Hansen, Stevic, & Warner, 1982; Hariko, 2017; Lesmana, 2008; Prayitno, 2017). Counseling is a type of counselor and client-specific relationship that can be in the form of face-to-face relationships, by phone, by letter, or with the help of electronic devices, and has a specific purpose (Alleman, 2002; Geldard & Geldard, 2005; Ifdil, 2013; Sudrajat, 2008). More specific counseling is also defined as the application of the principles of mental health, psychology or human development through cognitive, affective, behavioral or systemic

intervention,strategies that pay attention to wellness, personal growth, career, personal development and pathology, implemented to people who are still functioning normally,theory-based and takes place in a structured sequence, a container for clients to learn and development processes as well as interventions(Corey, 2015; Cottone, 1992; Gladding, 2012; Hariko, 2016; Lesmana, 2008).

Counseling has, since the early days of the movement into both school and non-school setting, been identified as the heart of any program of guidance and counseling services (Gibson & Mitchell, 2003). Counseling is the core activity of the overall guidance and counseling services in order to provide understanding and completion of student problems. If the counseling of individuals able to give good results, then the implementation of guidance and counseling services as a whole will go well(Gibson & Mitchell, 2003).Through counseling, students and counselors conduct interaction and communication processes to solve student problems(Luddin, 2010; Shanty & Christiana, 2013).

Implementation of effective counseling is expected to create students who are independent, successful and able to carry out their daily activities effectively(Prayitno & Amti, 2004). Counseling focuses its efforts on solving individual problems characterized by the formation of independence on the individual (Gibson & Mitchell, 2003; Gladding, 2012; Prayitno, 2017; Prayitno & Amti, 2004). Individual independence is characterized by the presence of several indicators, namely: understanding and acceptance of self and the environment in a positive, dynamic, and objective, able to take decisions appropriately, able to direct themselves according to the decisions that have been taken, and able to actualize themselves optimally (Prayitno & Amti, 2004). Estuary of the counseling process is expected to give birth to individuals who have constructive personality and able to formulate new ways to behave, feel and think(Lesmana, 2008; Truax & Carkhuff, 2007).

Considering the magnitude of potential benefits of counseling, this service should be utilized by all students in the school.The implementation of guidance and counseling in schools is guided by educational objectives taking into account individual specifications at each school level (Gibson & Mitchell, 2003; Gladding, 2012; Lesmana, 2008; Prayitno, 2017; Prayitno & Amti, 2004). Each student based on the type of problem, age and level of education served with careful attention to the specificity and needs.

Counselors working inHigh Schools, implementing counseling and guidance services to a number of clients who are in the period of adolescence(Gladding, 2012; Lesmana, 2008; Prayitno, 2004). Based on age ranges, High School students are at the age of 16-20 years which is equivalent to the period of adolescent age (Fudyartanta, 2011; Lesmana, 2008; Santrock, 2014; Sarwono, 2012).This period is often referred to as a turbulent and rebellious period(Lesmana, 2008). In adolescence, individuals experience changes as a result of a significant and simultaneous transition of physical, personality, cognitive, mental and social development, from the period of the child to an adult period, impacting major changes on the emotional aspect(Lesmana, 2008; Santrock, 2014; Sarwono, 2012). Counseling services at High School are expected to contribute positively to adolescents in responding to various changes appropriately.

The success of counseling in schools needs to get support from all sides, especially from students. Active participation of students to utilize counseling services provides a number of important benefits for students, both in terms of problem solving and self-development. Unfortunately, students at some schools have no encouragementand are not interested in participating in the implementation of counseling services.In addition, student expectations are not too high on the outcomes that can be obtained from counseling. Related to this, the motivation of students to voluntarily attend counseling is very important in the effort to create a more productive daily living.

Method

This research used survey method. The research population is high school students in Padang, Indonesia. The number of respondents is 316 students, obtained by simple random sampling technique with 95% accuracy value.The data were collected using Students Motivation to Counseling Scale (SMOCS).Data analysis using descriptive statistical techniques and then categorized proportionally into five interval classes(Iskandar, 2009; Sudjana, 2002).

Results and Discussions

Student motivation to attend counseling as measured in this research includes: (1) desire to attend counseling, (2) encouragement to attend counseling, and (3) expectations of counseling. The description of students' motivation to attend counseling based on research data can be seen in the following table.

Tabel 1. Description of Student Motivation to Attend Counseling (N = 316)

Aspect	Category									
	Very Low		Low		Medium		High		Very High	
	f	%	f	%	f	%	f	%	f	%
Desire to attend counseling	51	16.1	52	16.5	125	39.6	76	24.1	12	3.8
Encouragement to attend counseling	65	20.6	77	24.4	110	34.8	55	17.4	9	2.8
Expectations of counseling	11	3.5	42	13.3	140	44.3	93	29.4	30	9.5
Total	29	9.2	63	19.9	152	48.1	70	22.2	3	0.9

Referring to Table 1. it can be presented about the description of the student's motivation to attend counseling on the aspects reviewed. In the aspect of students' desire to attend counseling, 228 respondents (72.2%) have medium until very low motivation, and 88 respondents (27.8%) had high and very high motivation. In the aspect of encouragement to attend counseling, 252 respondents (79.9%) had medium until very low motivation, and 64 respondents (20.3%) had high and very high motivation. In the aspect of expectation of counseling, 193 respondents (61.1%) had medium until very low motivation, and 123 respondents (38.9%) had high and very high motivation. Then, overall 244 respondents (77.2%) had medium until very low motivation, and 73 respondents (23.1%) had a high to very high motivation.

The results of the data analysis show that the overall percentage of student motivation to attend counseling is mostly in the medium, low and very low category. Likewise, if observed further on each aspect under research. From these findings it can be interpreted that students are not very motivated to utilize counseling services. This data is of course a matter of great concern for the existence of counseling and guidance services in schools in the effort of self-development and solving student problems.

Motivation is one of the internal conditions that each individual possesses, influences the direction of behavioral choice and becomes the power supplier to act in a directional way(Ahmadi, 1991; Huitt, 2001; Sardiman, 2008; Syah, 2003; Uno, 2007). The individual's need for something can generate his motivation to perform an activity. Individual motivation can be known from its behavior, for example from what it says and what it does (Ahmadi, 1991; Walgito, 2010). Motivation is an impulse in a person that is indicated by the desire and interest, encouragement and need, and hope (Uno, 2007). Motivation begins with a change of energy within the individual characterized by the emergence of feelings of pleasure and interest in something (Sardiman, 2008; Sujanto, 2004). Thus, the motivation of the individual is an important internal component of the individual that can be observed from the description of his desire and encouragement to perform certain actions and expectations of the action. The needs of the individual will generate his motivation to perform a certain action.

Students' need for counseling will have an effect on the desire and encouragement to follow their counseling and expectations on counseling. Student motivation to attend counseling can be viewed from desire, interest and encouragement to attend counseling and expectation of counseling. The low motivation of students to attend counseling can be caused by various factors, both from students, counselors, and overall counseling. Gladding(2012)argues that the counseling process is influenced by several factors, namely: the type of problem, the structure of counseling, initiative, the quality of the client and the quality of the counselor.

Essentially everyone needs counseling services. Individuals whose lives are satisfactory and affluent even will experience emotional disturbance at certain times and need help (Geldard & Geldard, 2005).

Likewise with students in High School. Various conditions that always faced by students related to aspect of personal aspects, social, education, career, religious understanding, preparation of family, and others, often cause various problems. Students deal with not only the various targets of learning outcomes, but also the various potential problems that will arise as a consequence of interaction with the social environment.

As individuals who are in the period of adolescence, students are particularly vulnerable to various problems. Some research data reveal a number of problems faced by students, that is, related to adjustment to the environment, physical and psychological changes (Murdani, 2017; Rahmah, Ilyas, & Nurfahanah, 2016; Suryani, 2013), negative emotions and low emotional intelligence (Fefriawati, 2010; Yuliani, 2013), premarital sex behavior, heavy-risk sexual behavior, and pornography (Hanifah, 2013; Hariyani, Mudjiran, & Syukur, 2012; Nursal, 2008), aggressive behavior (Fefriawati, 2010; Hidayat, Yusri, & Ilyas, 2013; Restu, 2013), career planning, learning readiness and learning achievement (Mulyani, 2013; Permadi, 2016), smoking and drug use(Rahayu & Pratiwi, 2013), addicted to internet and games(Jannah, Mudjiran, & Nirwana, 2015; Kusumawati, Aviani, & Molina, 2017; Lilimiwirdi & Nelfira, 2016). Based on the findings of this study, it is illustrative of a small portion of the complexity of the problems faced by students.

The description of the research findings that have been put forward signals the need for immediate settlement efforts, especially by the counselor as the guidance and counseling service at the school. School counselors should be able to play their roles in implementing counseling services and other types of services, to all students at school (Ahmadi, 1991; Gibson & Mitchell, 2003; Gladding, 2012; Gysbers, 2001; Prayitno, 2017; Prayitno & Amti, 2004; Schmidt, 2003). Students need to be intensively involved in counseling, not only for the solve of personal and group issues, but also for student self-development purposes.

Guidance and counseling in schools should receive more attention from all parties, so that it is socialized and implemented well.Unfortunately, various misconceptions about counseling are still common, especially with regard to definitions, objectives, functions and processes of implementation. The term counseling that is used with too broad and clutter, resulted in a blurring of understanding about the real meaning (Palmer, 2000). For example, counseling is often equated with ordinary conversation in everyday life or counseling is considered a mere process of advice(Geldard & Geldard, 2005; Palmer, 2000). Even most people who are not familiar with the counseling process come to the counselor with the thought that they will be immediately advised and told what exactly they will do (Geldard & Geldard, 2005). When in fact advice is only one of the special techniques proposed by one of the counseling theories used in the counseling process with certain preconditions and contains some weaknesses when used improperly. Counseling is not just about giving advice, it is very different from ordinary conversation in everyday life and through a series of systematic processes.

The effectiveness of counseling can be obtained when the client realizes that he / she is in trouble, need the help of others to solve the problem, and try to find the party who can provide assistance that is counselor (Gladding, 2012; Prayitno, 2017). The view that seeking outside help to overcome the problem is one indication of one's weaknesses, can decrease the individual's interest in utilizing counseling services (Geldard & Geldard, 2005). Counseling is often only the last choice of most individuals, because they do not know what they will gain from the process (Gladding, 2012). Related to this, the research results of Vogel, Wade, & Hackler (2007) found that perceptions about the stigma of others about counseling contribute to the stigma of self and affect attitudes to seek help. Students who have negative experiences with counseling are unlikely to be motivated to attend counseling, although in principle have a number of problems that need help to solve them. Negative experiences can be gained from individual self-counseling experience in the past, or the result of conclusions about other people's negative experiences about counseling.

Various internal factors of students should be of concern in relation to the low motivation of students to attend counseling. One of these factors is related to students' self-disclosure. Student self disclosure to express problems is needed in counseling processes (Gladding, 2012; Prayitno, 2017; Prayitno & Amti, 2004). The results of research conducted by Nirwana (2013) revealed that High School students' self-disclosure rates are low, especially in attitude, financial, personality, and physical aspects. Various factors can be a factor of low self-disclosure of students, one of which is the cultural factor.

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According to Gainau (2009) self-disclosure is strongly influenced by culture, which includes values, rules, perspective, and attitudes towards the environment. Low student self-disclosure is related to collective culture, where in the culture since childhood the child has been educated not to be open to others, educated not to tell others something that will embarrass themselves, family, and society (Nirwana, 2013). Things as mentioned will certainly be an inhibiting factor for students in deciding to seek help through counseling services, even though they are in desperate need of help.

Students 'concern about the application of confidentiality by counselors in the counseling process is also one of the factors that might influence the students' motivation to attend counseling. In principle, as a professional activity, the counselor in carrying out his professional activities is required to always apply the principle of confidentiality (Geldard & Geldard, 2005; Gibson & Mitchell, 2003; Gladding, 2012; Glosoff & Pate Jr, 2002; Prayitno, 2017). Students who doubt the application of confidentiality by counselors will most likely decide not to attend counseling. How not, most of the topics that will be discussed by students in counseling are the things that are really kept secret from anyone. Related to this, the research findings of Purwanti, Firman, & Sano (2013) revealed that there is a significant relationship between students' perceptions of the implementation of the principle of confidentiality by the counselor with the interest of students following counseling. Consistency of counselor in applying of confidentiality principle will trigger the emergence of student interest to attend in counseling service.

The counseling process involves interpersonal relationships between two parties, where the personality of the counselor is a very important thing to achieve counseling goals (Brammer & Shostrom, 1982; Geldard & Geldard, 2005; Gladding, 2012; Gunarsa, 2001; Hariko, 2017; Lesmana, 2008; Rogers, 1971). Personal factors of counselor, client's view of counselor, and counselor-client relationship are crucial to the process and outcomes of the counseling(Zulfikar, Hariko, Muwakhidah, & Aritonang, 2017).Factors that come from the counselor into the main consideration of students in deciding whether or not to use counseling services. The personality of the counselor in the interaction in everyday life and in the counseling process, becomes the focus of student consideration. Students who have negative perceptions about the personality of the counselor tend to try to minimize the interaction and communication with counselor, both in daily activities and in the utilization of counseling services.

Counselors who have a good personality tend to be the students' choice in the implementation of counseling. The empathy, friendliness and modest attitude shown by the counselor can be an early antidote to the complexity of student perceived problems. Students' expectations of the acquisition of insights, knowledge and mastery of life skills will be gained more easily in an atmosphere of friendly, understanding and non-threatening interaction. This is also confirmed by Griffith & Frieden (2000) that new insights can be gained as counselors and clients collaborate in a non-threatening atmosphere.

In addition to the aspect of personality, professional counselors must also have to master the theory and skills of counseling and skilled in practicing those skills. In the counseling process, theory is something that is absolute, because counseling is a special way to help others that involve certain skills for specific purposes by utilizing certain skills based on validated approaches and theories (Burks & Stefflre, 1979; Corey, 2015; Cottone, 1992; Geldard & Geldard, 2005; Gibson & Mitchell, 2003). These approaches and theories are formulated by the counselor dynamically in accordance with the needs and types of student problems. Each counselor must develop a personal theory of counseling (Hansen et al., 1982). Skilled counselors with broad insights and knowledge will increase the desire and encouragement of students to attend counseling.

Unfortunately, the use of theory in counseling practice is often ignored by some counselors. Some experienced counselors are cynical about the theory and question the value of the theory (Burks & Stefflre, 1979). This can be one of the triggers of students' disinterest in utilizing counseling services. Effective counseling implementation utilizes a number of appropriate skills with needs specifications and student problems (Hariko, 2017). The use of counseling skills by counselors aims to give the client a feeling of being understood and affirmed, managing problem situations, managing problems, changing the bad skills of the problem-creating students, and bringing about changes in the philosophy of life (Nelson-Jones, 2013). Mastery of counseling theories and skills by counselors will encourage students to benefit counseling services for self-development and solving problems.

Various other factors sourced from clients and counselors as well as the overall process will affect students' motivation to attend counseling. Motivation is an important aspect that students must have, to

stimulate voluntarily to attend counseling for self-development and / or problem-solving. Students need to voluntarily refer themselves to counselors. Thus, the goals of counseling as mentioned can be achieved more easily. Some aspects that can cause or inhibit the emergence of student motivation to follow counseling, need further research by the parties associated with the profession of counseling. Thus, students are expected to be more motivated to utilize counseling services to achieve effective daily living.

Conclusion

Counseling is the core of the implementation of guidance and counseling services at the school as a whole. If students intensively attend counseling, then they have a greater chance of being free from the complexity of the problems they face and helping students in self-development efforts. Unfortunately, not many students are interested in utilizing counseling services. Research data reveal that most students are not yet motivated to attend counseling. This condition can be caused by a number of factors that come from students and counselors or the overall counseling process. Some aspects that may be factors of incurring and / or inhibiting the emergence of student motivation to attend counseling, for example, views about the importance of seeking help from counselors to solve problems, the understanding about counseling, the level and condition of self-disclosure, belief and doubts about the application of the principle of confidentiality by counselors, perceptions about the personality of the counselor, mastery of theory by counselors, and proficiency of counselor in applying counseling skills.However, counselors and all stakeholders should take systematic and sustainable steps, so that students' motivation to attend counseling is increasing.

Acknowledgments

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