

Implementation of the Facilitative Model of Guidance and Developmental Counseling for Student Satisfaction with Guidance and Counseling Services

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ABSTRACT

School counselors and teachers are described as facilitators who are people who are proficient in using interpersonal skills that can help individuals or groups to move towards their goals. The facilitative model is a workable and practical format of interpersonal communication skills, which serves as a practical guide, to keep in mind as counselors administer interventions. This model is not an attempt to replace counseling theory or strategy but emphasizes certain aspects of relationship building and facilitative processes that can make it more effective, and identify and explain important interpersonal skills needed in developmental guidance and counseling. The facilitative model helps build interpersonal relationships in which students experience facilitative conditions such as trust, understanding, acceptance, caring, respect, and friendliness. When facilitative relationships are further enhanced; students become more open to exploring ideas, feelings, and behaviors; and responsible decision-making, can solve problems and lead to student satisfaction with the services provided by the counselor or Guidance and Counseling teacher at school. How big is the level of student satisfaction with the Guidance and Counseling services provided by Guidance and Counseling teachers in schools is important to pay attention to this because Guidance and Counseling services support the student's self-development process. The purpose of this study was to determine the effect of the application of the facilitative model of developmental guidance and counseling with the application of facilitative responses by guidance and counseling teachers on student satisfaction with guidance and counseling services in schools. This study uses a quantitative approach, with ex-post facto research type and binary logistic regression analysis. The data collection instrument used a questionnaire. The sample in this study was high school students in the Special Region of Yogyakarta for the academic year 2022/2023. The sampling technique in this study was carried out with a cluster random sampling technique. The results showed that the facilitative model with the application of facilitative responses by guidance and counseling teachers presented in six aspects affected student satisfaction in guidance and counseling services, or at least one aspect of the six aspects affected student satisfaction in guidance and counseling services.

Kata Kunci: facilitative model; developmental guidance and counseling; student satisfaction; guidance and counseling services