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**Student Awareness, Utilization, and Satisfaction with Guidance and  
Counseling Services in Indonesian High Schools**

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## STUDENT AWARENESS, UTILIZATION, AND SATISFACTION WITH GUIDANCE AND COUNSELING SERVICES IN INDONESIAN HIGH SCHOOLS

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### Abstract

*This study investigated Indonesian high school students' perceptions of school Guidance and Counseling (GC) services, focusing on three interrelated dimensions: awareness, utilization, and satisfaction. While GC services are recognized as essential for supporting student development, limited research has comprehensively examined how they are perceived and accessed by students themselves. Using a cross-sectional survey design, data were collected from 578 Grade 11 and 12 students in public senior high schools in Yogyakarta. Instruments adapted from Gallant and Zhao were employed, with reliability scores of  $\alpha = 0.716$  (awareness),  $\alpha = 0.916$  (utilization), and  $\alpha = 0.951$  (satisfaction). Statistical analyses included percentage distributions, Pearson chi-square, Mantel-Haenszel chi-square, and ordinal logistic regression. Findings revealed that although students demonstrated high awareness of GC services, variations in utilization and satisfaction were evident across grade levels. Notably, while higher awareness was associated with greater satisfaction, more frequent use was linked to lower satisfaction, indicating a potential mismatched between student expectations and the quality of services provided. These results highlighted the need for student-centered and developmentally responsive counseling services, offering implications for both national policy and international educational practices.*

**Keywords:** Awareness; Utilization; Satisfaction; Guidance and Counseling Services.



## A. Introduction

Secondary school represents a critical developmental stage in which students begin to form their identities and life goals (Erikson, 1968; Yukhymenko Lescroart & Sharma, 2022). During this period, students encounter significant physiological, psychological, and environmental changes and challenges (Yu et al., 2024). Guidance and Counseling (GC) services play a crucial role in supporting students' holistic development. Within the school context, GC is designed to assist students in navigating their personal growth and realizing their potential (Gysbers & Henderson, 2014; Yuksel-Sahina, 2012; Putri et al., 2024). As education systems evolve to accommodate increasingly complex student needs, GC services are expected not merely to serve academic functions but also to address broader social and emotional concerns.

However, despite their acknowledged importance, GC services remain underutilized and frequently misinterpreted. In practice, GC is often perceived not as a proactive developmental resource but as a disciplinary mechanism, reducing its perceived value among students (Rozak et al., 2018). This misunderstanding is further compounded by students' limited understanding of counselors' roles and the scope of services offered (Andronic et al., 2013), which significantly hinders the accessibility and effectiveness of these services. Such perceptions not only affect service uptake but also influence student engagement with school life more broadly, underscoring the importance of reevaluating how GC is communicated, structured, and delivered within schools (Oktaviawati & Sa'adah, 2024).

In this study, students' perceptions of GC services are examined across three dimensions: awareness of the service, frequency of use, and satisfaction with the services received. These dimensions are interrelated and together form a comprehensive indicator of the service's overall impact. Awareness is critical to ensuring accessibility and encouraging student engagement. Utilization reflects the extent to which students draw on GC services to address personal, academic, and career-related issues. Lastly, student satisfaction serves as an indicator of service effectiveness,

encompassing both the quality of interactions with counselors and the perceived relevance of the support provided. Despite the recognized contribution of GC to students' personal, social, and academic development, research shows that both utilization and satisfaction levels remain low (Arfasa & Weldmeskel, 2020; Atmarno et al., 2020; Godfrey, 2022). This condition may be accounted for by various structural and psychological barriers that limit GC services' accessibility and effectiveness.

Among the barriers are the limited number of professionally trained counselors, inadequate facilities, and the heavy workloads carried by school counselors, all of which adversely affect the quality and availability of services (Arfasa, 2018; Atmarno et al., 2020; Godfrey, 2022). Empirical data indicate that student satisfaction with school-based GC services remains moderate to low. One study reports that 52.9% of students rated these services as fair, poor, or very poor (Atmarno et al., 2020).

This suggests a clear discrepancy between students' expectations for ideal counseling support and the reality of services delivered in schools. Another study also confirms that guidance and counseling (GC) services are often not optimally accessible to students, particularly in regions lacking sufficient counselors and supporting infrastructure (Arfasa & Weldmeskel, 2020; Permadin & Latifah, 2021). Despite positive perceptions regarding the importance of GC services, both students and teachers often hold negative views about their effectiveness in addressing personal issues and career planning (Arfasa, 2018). These conflicting attitudes raise important questions about how GC services are framed, implemented, and evaluated in the Indonesian school system.

Previous studies have explored the level of use and satisfaction with GC services among secondary school students (e.g., Vergara, MSLT & Magallanes, 2020); however, most focus on only one or two dimensions. For instance, some research highlights students' expectations and satisfaction without simultaneously considering their actual engagement with GC services (Ansari & Mudjiran, 2020; Syafitri & Yusri, 2020). Other studies tend to link student interest or service use with perceptions of counselor



competence, confidentiality issues, or infrastructural limitations, without integrating these findings into a more holistic understanding of student satisfaction or expectations (Zahara et al., 2019). Consequently, most research remains partial and fails to integrate the three critical aspects—awareness, use, and satisfaction—within a comprehensive and interconnected analytical framework (Arfasa & Weldmeskel, 2020; Godfrey, 2022; Mensah, 2025; Vergara, MSLT & Magallanes, 2020). This conceptual gap has important implications not only for the evaluation of existing services but also for the design of future interventions.

This gap highlights a significant research void: the absence of a conceptual model that systematically examines the relationships between students' perceptions of GC services, their level of satisfaction, and how these factors influence their engagement or willingness to use the services (Ansari & Mudjiran, 2020; Zahara et al., 2019). This issue becomes even more pertinent within the Indonesian context, where geographical diversity and disparities in educational resources may exacerbate the mismatch between student needs and available services. Furthermore, the theoretical approaches in previous studies tend to be fragmented, often failing to center students' perceptions as the primary users of the services. In fact, a comprehensive understanding of students' subjective experiences with GC services is crucial for designing student-centered interventions. A framework that captures how students' perceptions of GC services evolve across developmental stages can better inform educational institutions in formulating inclusive and responsive counseling policies.

Therefore, this study integrates the dimensions of awareness, use, and satisfaction into a unified analytical framework. This is the principal novelty offered by the study, distinguishing it from prior research. By contextualizing these dimensions within the Indonesian secondary school system, the study seeks to contribute not only to the academic literature but also to practical efforts aimed at strengthening school-based GC services. Moreover, the study is contextually grounded in the Indonesian education system, a setting that remains underrepresented in the international

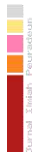
literature. Its contributions extend to policy, providing empirical evidence relevant to improving the planning and strengthening of GC services at the secondary school level.

In light of the developmental challenges faced by senior high school students, a nuanced understanding of their perceptions of GC services is crucial. Such insights can offer valuable guidance for educators, policymakers, and school counselors seeking to enhance service delivery (Xu & Zhu, 2024). The success of GC programs depends not only on their availability but also on how students perceive, engage with, and benefit from them. This study is expected to contribute to the development of educational policy in Indonesia, particularly in the strategic planning and quality improvement of guidance and counseling services at the secondary school level.

By providing robust empirical evidence on students' perceptions of guidance and counseling (GC) services from a holistic perspective, the study underscores the urgency of strengthening GC units that are not only available but also responsive and relevant to students' personal, social, and academic development needs. Therefore, this research aims to explore high school students' perceptions of GC services, focusing on awareness, use, and satisfaction. Through an in-depth analysis of these factors, the study seeks to identify areas in need of improvement in the implementation of GC services at the high school level and to offer practical recommendations for counselors in designing more adaptive and student-centered service strategies.

## **B. Method**

This study employed a cross-sectional survey design to examine senior high school students' perceptions of guidance and counseling (GC) services in relation to three key dimensions: awareness, utilization, and satisfaction. A cross-sectional approach was deemed appropriate as it enabled the collection of data from multiple grade levels simultaneously, offering insights into how perceptions may vary depending on students' developmental stages.



The research involved 578 students from Grade 11 and Grade 12 enrolled in public senior high schools across Yogyakarta City, Indonesia. These grade levels were selected because students in their second and final years of schooling are likely to have accumulated sufficient experience with GC services to evaluate them meaningfully. The sample size was determined using Krejcie and Morgan's (1970) table, which recommends a minimum of 336 respondents for a population of 9,354 students, assuming a 5% margin of error. To ensure representativeness, a proportional random sampling method was employed across participating schools.

Data were collected using an instrument adapted from a scale developed by Gallant and Jing (2011), designed to assess student perceptions of school counseling services. The original instrument included three subscales—awareness, use, and satisfaction—each consisting of four items. Initial reliability scores reported by the developers were  $\alpha = 0.60$  (awareness),  $\alpha = 0.73$  (utilization), and  $\alpha = 0.83$  (satisfaction). To ensure contextual and linguistic appropriateness in the Indonesian setting, the instrument underwent a five-stage adaptation process based on Beaton et al.'s (2000) guidelines: forward translation, synthesis, back-translation, expert committee review, and pilot testing.

Following the adaptation, psychometric testing was conducted. Construct validity was assessed using Exploratory Factor Analysis (EFA), and internal consistency was measured using Cronbach's alpha. The adapted instrument demonstrated strong reliability and sampling adequacy: awareness (KMO = 0.710;  $\alpha = 0.716$ ), utilization (KMO = 0.830;  $\alpha = 0.916$ ), and satisfaction (KMO = 0.815;  $\alpha = 0.951$ ), indicating its suitability for the study context.

Data analysis consisted of several steps. Descriptive statistics, including frequency and percentage distributions, were used to summarize levels of awareness, utilization, and satisfaction. Pearson's chi-square test was employed to examine grade-level differences in awareness, while Mantel-Haenszel chi-square was used to assess differences in utilization



and satisfaction between grade levels. To evaluate the predictive influence of awareness and use on satisfaction, ordinal logistic regression was applied. Prior to analysis, the proportional odds assumption—essential for ordinal logistic regression—was tested using the Test of Parallel Lines. The significance values ( $p > 0.05$ ) indicated that this assumption was met, validating the use of the model.

Overall, this methodology ensured rigorous instrument adaptation, reliable sampling, and appropriate statistical testing. The approach provided a solid foundation for drawing accurate conclusions about the extent and nature of students' engagement with GC services in Indonesian secondary schools.

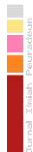
### **C. Results and Discussion**

As part of an effort to comprehensively understand students' perceptions of guidance and counseling (GC) services in secondary schools, this section presents empirical findings derived from quantitative data analysis. The results are organized around the study's three main dimensions: awareness, use, and satisfaction with GC services. Each dimension is analyzed according to the types of services offered in schools, including academic support, college and career preparation, and personal, social, and emotional counseling. Additionally, comparisons between grade levels are provided to identify how students' perceptions evolve as they progress through secondary education. The presentation of these findings aims to offer a holistic view of the extent to which students recognize, utilize, and are satisfied with the GC services available to them at school.

#### **1. Results**

##### **a. Awareness of the availability of guidance and counseling services**

Overall, 99.3% of students reported being aware of the presence of guidance and counseling (GC) services in their schools. This level of awareness was relatively consistent across grade levels, with 98% in Grade 11



and 99.5% in Grade 12. The chi-square test indicated no significant difference between the two grades ( $\chi^2 = 0.384$ ;  $p = 0.05$ ), as the p-value exceeds the conventional threshold of 0.05. A p-value greater than 0.05 suggests that any observed differences are likely due to chance and do not reflect a real disparity in the population. Therefore, it can be concluded that student awareness of GC services is generally uniform across grade levels.

Based on Table 1, when examined by service category, awareness of academic services reached 92.4%, with slightly higher awareness among Grade 12 students (92.6%) compared to Grade 11 students (92.0%). However, this difference was not statistically significant ( $\chi^2 = 0.796$ ;  $p > 0.05$ ). A similar pattern was observed for personal, social, and emotional services, where overall awareness was 95.7%, with no significant difference between grade levels ( $\chi^2 = 0.815$ ;  $p > 0.05$ ). In contrast, awareness of college preparation services showed a statistically significant difference between Grade 11 and Grade 12 ( $\chi^2 = 0.005$ ;  $p < 0.05$ ), with Grade 12 students reporting higher awareness (95.8%) compared to Grade 11 students (89.7%). This may be attributed to the increased urgency among Grade 12 students in planning for further education. Meanwhile, awareness of career services was reported at 82%. Although Grade 11 students showed higher awareness (86.8%) than Grade 12 students (80%), this difference was not statistically significant ( $\chi^2 = 0.05$ ;  $p = 0.05$ ).

*Table 1. Percentages and pearson chi-square analyses for high school students' awarenessof counseling services*

Service	Grade	n	%	Chi-Square Test	
				X <sup>2a</sup>	n
Academic		534	92.4	0.796	578
	11	160	92.0		
	12	374	92.6		
College Preparation		543	93.9	0.005*	578
	11	156	89.7		
	12	387	95.8		
Career		474	82.0	0.050	578
	11	151	86.8		
	12	323	80.0		

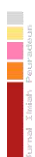
Service	Grade	n	%	Chi-Square Test	
				$\chi^2_a$	n
Personal, social, and emotional		553	95.7	0.815	578
	11	167	96.0		
	12	386	95.7		

\* $p < 0.05$

### b. Use of guidance and counseling services

Despite high levels of awareness, the frequency of service use varied considerably among students (see Table 2). Academic services were the most commonly accessed, yet the utilization pattern revealed a bifurcation: 44.6% of students reported using academic counseling services 1–3 times per year, whereas 42.9% indicated that they had never used these services at all. This polarization reflects not only varied levels of engagement but also suggests possible disparities in students' perceived need, access, or trust in such services. Statistical analysis confirmed a significant difference between Grade 11 and Grade 12 students in the frequency of academic service use ( $\chi^2 = 0.000$ ;  $p < 0.05$ ). In inferential statistics, a p-value below 0.05 implies that the likelihood of the observed difference occurring by chance is minimal, thus supporting the conclusion that the difference between groups is statistically meaningful. Accordingly, the analysis reveals that Grade 12 students are significantly less likely to use academic services compared to their Grade 11 counterparts. This trend may be linked to the increased academic pressure, limited time, or even disillusionment with service efficacy during the critical final year.

A similar usage trend was found in college preparation services. While 44.3% of students reported using these services 1–3 times, 41.9% indicated they had never used them. Interestingly, no statistically significant difference emerged between Grade 11 and Grade 12 students regarding the use of college preparation services ( $\chi^2 = 0.149$ ;  $p > 0.05$ ). This suggests a more uniform distribution of service use across the two grades, potentially because college-related concerns span both years or due to overlapping guidance initiatives. However, in the case of career counseling, the data showed a more concerning trend: a majority of students (57.4%)



reported never having accessed these services, and only 35.1% used them between 1–3 times. A significant difference was observed between the two grades ( $\chi^2 = 0.000$ ;  $p < 0.05$ ), with Grade 12 students once again reporting lower usage than those in Grade 11. This pattern continued in personal, social, and emotional counseling services, where 58.7% of students stated they had never used these services, and a statistically significant difference was found between the grades ( $\chi^2 = 0.000$ ;  $p < 0.05$ ), reinforcing the trend of decreasing engagement among final-year students.

These findings highlight a potential paradox in counseling service implementation: while awareness of services is relatively high, actual utilization—particularly among Grade 12 students—is consistently lower across multiple domains. This gap may be rooted in structural, psychological, or contextual factors. For instance, final-year students may prioritize immediate academic performance and exam preparation over seeking support, perceiving counseling services as time-consuming or non-essential. Additionally, a mismatch between service delivery formats and student expectations or schedules could reduce accessibility and perceived relevance. Consequently, these results underscore the importance of tailoring service delivery models to the specific temporal, academic, and emotional landscapes of students in their final year of secondary education, ensuring not only availability but also practical usability and perceived value.

*Table 2. Percentages and mantel-haenszel chi-square analyses for High School Students' use*

Service	Grade	n	Frequency of Use				Chi-Square Test	
			0	1-3	4-6	>7	X <sup>2a</sup>	n
Academic		578	248 (42.9%)	258 (44.6%)	56 (9.7%)	16 (2.8%)	0.00 0*	578
	11	174	61 (35.1%)	76 (43.7%)	30 (17.2%)	7 (4.0%)		
	12	404	187 (46.3%)	182 (45.0%)	26 (6.4%)	9 (2.2%)		
College Preparation		578	242 (41.9%)	256 (44.3%)	59 (10.2%)	21 (3.6%)	0.14 9	578
	11	174	64 (36.8%)	78 (44.8%)	24 (13.8%)	8 (4.6%)		

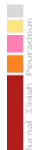
Service	Grade	n	Frequency of Use				Chi-Square Test	
			0	1-3	4-6	>7	X <sup>2a</sup>	n
Career	12	404	178 (44.1%)	178 (44.1%)	35 (8.7%)	13 (3.2%)	0.00 0*	578
		578	332 (57.4%)	203 (35.1%)	33 (5.7%)	10 (1.7%)		
	11	174	76 (43.7%)	75 (43.1%)	19 (10.9%)	4 (2.3%)		
	12	404	256 (63.4%)	128 (31.7%)	14 (3.5%)	6 (1.5%)		
Personal, social, and emotional		578	339 (58.7%)	186 (32.2%)	36 (6.2%)	17 (2.9%)	0.00 0*	578
	11	174	90 (51.7%)	54 (31.0%)	23 (13.2%) (7.5%)	7 (4.0%)		
	12	404	249 (61.6%)	132 (32.7%)	13 (3.2%) (3.2%)	10 (2.5%)		

\*p < 0.05

### c. Satisfaction with guidance and counseling services

Overall, students' satisfaction with school guidance and counseling services was relatively high (see Table 3). Regarding academic services, 55.9% of students reported being satisfied, while only 2.9% expressed dissatisfaction. A statistically significant difference was found between grade levels ( $\chi^2 = 0.011$ ;  $p < 0.05$ ), with 12th-grade students reporting higher satisfaction levels than those in 11th grade. This may be due to their greater sense of urgency and perceived benefit from academic-related guidance as they approach graduation.

In contrast, for college and career preparation services, satisfaction levels were also relatively high—49.3% and 48.3% of students, respectively, reported being satisfied—but no significant differences were observed between grades ( $\chi^2 = 0.442$  and  $\chi^2 = 0.112$ ;  $p > 0.05$ ). This suggests that these services are perceived similarly by students across grade levels, possibly due to shared exposure or generalized program implementation. However, for personal, social, and emotional services, a significant difference was



found ( $\chi^2 = 0.031$ ;  $p < 0.05$ ). A larger proportion of 11th-grade students reported being “very satisfied,” whereas 12th-grade students more frequently selected “satisfied,” which may reflect a shift in expectations or greater emotional complexity among final-year students.

These findings suggest that while general satisfaction with guidance and counseling services remains favorable across domains, nuanced differences emerge when examined by grade level. The consistently higher satisfaction among Grade 12 students for academic services may indicate a stronger alignment between service content and their immediate academic needs. Conversely, the relatively lower intensity of satisfaction in emotional and personal domains among final-year students could reflect unmet expectations or the increasing psychological demands they face nearing graduation. Such disparities underline the need for a more targeted and responsive approach in service delivery, ensuring that both academic and emotional support evolve in tandem with students' developmental stages. The detailed percentages and results of the Mantel-Haenszel chi-square analyses are presented in Table 3.

*Table 3. Percentages and mantel-haenszel chi-square analyses for High School Students' satisfaction*

Service	Grade	n	Satisfaction				Chi-Square Test	
			Dissatisfied	Fairly satisfied	Satisfied	Very satisfied	$X^{2a}$	n
Academic		578	17 (2.9%)	149 (25.8%)	323 (55.9%)	89 (15.4%)	0.011*	578
	11	174	1 (0.6%)	41 (23.6%)	96 (55.2%)	36 (20.7%)		
	12	404	16 (4.0%)	108 (26.7%)	227 (56.2%)	53 (13.1%)		
College Preparation		578	19 (3.3%)	164 (28.4%)	285 (49.3%)	110 (19.0%)	0.442	578
	11	174	4 (2.3%)	44 (25.3%)	88 (50.6%)	38 (21.8%)		
	12	404	15 (3.7%)	120 (29.7%)	197 (48.8%)	72 (17.8%)		
Career		578	31	176	279	92 (15.9)	0.112	578

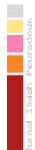
Service	Grade	n	Satisfaction				Chi-Square Test	
			Dissatisfied	Fairly satisfied	Satisfied	Very satisfied	X <sup>2a</sup>	n
Personal, social, and emotional	11	174	(5.4%)	(30.4%)	(48.3%)	(%)	0.031*	578
			5 (2.9%)	46 (26.4%)	91 (52.3%)	32 (18.4%)		
	12	404	26 (6.4%)	130 (32.2%)	188 (46.5%)	60 (14.9%)		
			23 (4.0%)	164 (28.4%)	290 (50.2%)	101 (17.5%)		
	11	174	4 (2.3%)	46 (26.4%)	82 (47.1%)	42 (24.1%)		
			19 (4.7%)	118 (29.2%)	208 (51.5%)	59 (14.6%)		

\*p < 0.05

**d. The influence of awareness and use on satisfaction with counseling services**

The Test of Parallel Lines was employed to assess whether the proportional odds assumption in the ordinal logistic regression model was met, a critical requirement for the validity of ordinal regression analysis. This test evaluates whether the relationship between the independent variables and the logits is consistent across all levels of the dependent variable. A significance value greater than 0.05 (p > 0.05) indicates that the assumption is not violated, meaning the slope coefficients are assumed to be the same across response categories. In this study, among the four categories of counseling services evaluated, only the models for college preparation (p = 0.123) and career services (p = 0.769) met this assumption. Since both p-values exceed the 0.05 threshold, the proportional odds assumption holds for these two domains, allowing for valid interpretation of the ordinal regression results in these areas.

Given this, further analysis was conducted using ordinal logistic regression to examine the influence of two key predictors—service awareness and frequency of service use—on student satisfaction. These



variables were analyzed specifically within the categories of college preparation and career services, as these were the only domains where model assumptions were satisfied. This analysis aims to provide deeper insight into how students' familiarity with available counseling services and their actual engagement with them affect their overall satisfaction levels. Such findings are crucial for developing more targeted interventions that enhance both the visibility and effectiveness of school counseling programs. The detailed results of the model fitting information, goodness-of-fit indices, and pseudo R-square values are summarized in Table 4.

*Table 4. Model fitting information, goodness of fit, and pseudo r-square of the influence of awareness and utilization on satisfaction with guidance and counseling services in the categories of college preparation and career services*

	Model Fitting Information			Goodness-of-Fit		Pseudo R-Square
	-2 Log Likelihood		Sig.	Chi-Square	Sig	Nagelkerke
	Intercept Only	Final				
College Preparation Services	131.985	84.492	.000	62.948	.000	.088
Career Services	180.308	95.066	.000	44.611	.001	.152

*Table 5. Parameter estimates of the influence of awareness and utilization on satisfaction with guidance and counseling services in the college preparation service category*

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshhold	[Kep_PK = 1]	-2,823	.254	123,682	1	.000	-3.320	-2.325
	[Kep_PK = 2]	-.364	.133	7.520	1	.006	-.625	-.104
	[Kep_PK = 3]	1.177	.130	81.884	1	.000	.922	1.432
Locati on	P_PK	.380	.067	31.716	1	.000	.248	.512
	[K_PK=1]	-.594	.205	8.437	1	.004	-.996	-.193
	[K_PK=2]	0 <sup>a</sup>	.	.	0	.	.	.



Table 6. Parameter estimates of the influence of awareness and utilization on satisfaction with guidance and counseling services in the career service category

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Thresh hold	[Kep_Karir = 1]	-2.500	.216	134.111	1	.000	-2.923	-2.077
	[Kep_Karir = 2]	-.357	.138	6.661	1	.010	-.628	-.086
	[Kep_Karir = 3]	1.223	.137	80.164	1	.000	.955	1.491
Locati on	P_Karir	.435	.079	30.618	1	.000	.281	.588
	[K_Karir=1]	-.832	.136	37.322	1	.000	-1.099	-.565
	[K_Karir=2]	0 <sup>a</sup>	.	.	0	.	.	.

1) *The influence of awareness and utilization on satisfaction with college preparation counseling services*

Table 4 shows a reduction in the -2 Log Likelihood value from 131.985 (intercept-only model) to 84.492 for the full model, with a significance level of  $p = 0.000 < 0.05$ . This indicates that the model including the independent variables provides a significantly better fit than the intercept-only model. The inclusion of awareness and service utilization variables improves the model's predictive capacity.

As presented in Table 4, the Pearson chi-square value is 62.948 with a significance level of  $0.000 < 0.05$ , indicating that the model containing only the intercept lacks the ability to generate reasonable predictions.

The Nagelkerke R-square score is 0.088, suggesting that 8.8% of the variance in satisfaction with college preparation services is explained by students' awareness and frequency of utilization of guidance and counseling services in this category, while the remaining 91.2% is influenced by other factors outside the model. In other words, only 8.8% of the variance in satisfaction with college preparation services can be attributed to students' awareness of and engagement with those services.

Table 5 presents the parameter estimates for the ordinal logistic regression model, from which the following equations were derived:

$$P_1 = -2.823 - 0.380X_1 + 594 X_2$$

$$P_2 = -364 - 0.389X_1 + 594X_2$$

$$P_3 = 1.177 - 0.389X_1^* + 594 X_2$$

The negative coefficient for utilization ( $X_1$ ) indicates that students who more frequently use college preparation services are slightly more likely to report lower satisfaction levels. Conversely, the positive coefficient for awareness ( $X_2$ ) suggests that students who are aware of the availability of college preparation services are more likely to report higher satisfaction.

2) *The influence of awareness and utilization on satisfaction with career counseling services*

Table 4 indicates a reduction in the -2 Log Likelihood value from 180.308 (intercept-only model) to 95.066 for the model containing independent variables, with a significance level of  $p = 0.000 < 0.05$ .

The Pearson chi-square statistic of 44.611 with a significance of  $p = 0.001 < 0.05$  further demonstrates that the intercept-only model fails to produce meaningful predictions, confirming that the full model provides a more suitable fit for the data.

The Nagelkerke score is 0.15, indicating that 15% of the variance in students' satisfaction with career-related guidance and counseling services is explained by their awareness and frequency of service utilization. The remaining 85% is influenced by factors outside the model. In other words, students' awareness of the availability of career services and the frequency of their use account for 15% of the satisfaction level with career services in school counseling.

As shown in Table 6, the following regression equations were generated from the parameter estimates:

$$P1 = -2.500 - 0.435X_1 + 0.832 X_2$$

$$P2 = -0.357 - 0.435X_1 + 0.832 X_2$$

$$P3 = 1223 - 0.435X_1 + 0.832 X_2$$

The negative coefficient for utilization ( $X_1$ ) implies that students who access career counseling services more frequently tend to report lower levels of satisfaction. Conversely, the positive coefficient for awareness ( $X_2$ ) suggests that students who are more aware of the availability of career services are more likely to be satisfied with those services.

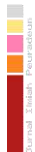


## **2. Discussion**

Students' awareness of counseling services was generally high, with an even distribution across all grade levels. This suggests the effectiveness of service dissemination efforts through orientation programs such as the School Environment Introduction Period known in Indonesia as *Masa Pengenalan Lingkungan Sekolah* (MPLS). Awareness of academic and personal-social-emotional services exceeded 90%, with no significant differences between grades. This indicates that information about academic services has been widely distributed and systematically introduced from the beginning of high school, supporting prior findings that academic issues are the primary focus of school counseling interventions (Sink & Stroh, 2003; Steen & Kaffenberger, 2007).

The findings regarding personal, social, and emotional services indicate that psychosocially oriented support has become relatively well known and integrated into the school environment. A psychosocially supportive school climate plays a crucial role in shaping students' emotional well-being and is positively correlated with academic engagement and achievement (Klem & Connell, 2004). More broadly, schools are responsible not only for academic matters but also for students' personal, social, and emotional development, which contributes to overall educational success (Tišćanová, 2024). High awareness of these services may also reflect growing student sensitivity to psychosocial support needs in response to increasingly complex school dynamics.

For college preparation services, a significant difference was found: more grade 12 students reported awareness. This may be explained by their heightened need to prepare for university entrance. The result aligns with career development theory, which emphasizes exploration and commitment in late adolescence (Kosine & Lewis, 2008). However, the practical implication of this finding is the need to reposition college preparation services so they are not limited to grade 12, but developed gradually from earlier grades to allow sufficient time for career exploration and long-term planning. This reflects the fact that the grade 12 students in



this study—students from general high schools—are more focused on university preparation, in contrast with vocational school students who are more oriented toward workforce entry (Choi, 2021; Gibson & Mitchell, 2016; Ling et al., 2024).

Interestingly, awareness of career services was lower in grade 12 than in grade 11. This may suggest that career services are not consistently delivered or recognized throughout secondary education. One possibility is that career guidance has not been positioned as a systemic and continuous component within the school counseling curriculum, or that grade 12 students are more focused on entrance exam preparation than broader career exploration. This raises critical questions about the consistency and effectiveness of career guidance implementation in schools. Several studies emphasize that career counseling should support students in making informed career decisions by guiding them through a process of self-exploration involving their talents, interests, and personal values, and linking these to relevant career options (Yenes et al., 2021). Limited career exploration can narrow students' perspectives on post-school life, especially for those not pursuing higher education.

Although the data show a high level of awareness, awareness alone does not guarantee active engagement. Previous research suggests that students who are aware of services may not fully understand their practical benefits, and therefore may be reluctant to participate (American School Counselor Association, 2003; Scruggs et al., 1999). Thus, schools must not only socialize the availability of services but also foster student understanding and motivation to use them. This aligns with the delivery system principle in the ASCA National Model, which emphasizes that services must be systematically delivered and developmentally relevant to encourage student engagement in academic, social-emotional, and career domains (American School Counselor Association, 2003; Gysbers & Henderson, 2014). These findings also underscore the need for more student-centered communication strategies and regular evaluations of information delivery effectiveness to increase student participation.

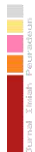
Chi-Square analysis of academic services revealed a significant difference ( $p = 0.000$ ) in use frequency between grade 11 and grade 12 students. Grade 12 students were more likely to not use the service at all (46.3%) compared to grade 11 students (35.1%). Conversely, grade 11 students reported higher use in the 4–6 times (17.2%) and more than 7 times (4.0%) categories, compared to grade 12 students (6.4% and 2.2%, respectively). This may reflect greater academic adjustment needs among grade 11 students in adapting to the high school curriculum.

For college preparation services, no significant difference ( $p = 0.149$ ) was found between grades. However, grade 12 students reported slightly more frequent use at 1–3 times (44.1%) and more than 7 times (3.2%) compared to grade 11 students (44.8% and 4.6%, respectively), indicating higher urgency among grade 12 students in planning for post-secondary education (Yulianto et al., 2019). This pattern aligns with global findings that guidance services are more intensively utilized during transitions to higher education (Harrison et al., 2022; Larran & Hein, 2024).

In career services, a significant difference ( $p = 0.000$ ) was observed. Grade 11 students used the services more frequently in the 4–6 times (10.9%) and more than 7 times (2.3%) categories compared to grade 12 students (3.5% and 1.5%). Meanwhile, a larger proportion of grade 12 students did not use the service at all (63.4%) compared to grade 11 students (43.7%). This suggests that use patterns correspond with students' developmental stages: grade 11 students engage in early career exploration, while grade 12 students focus more on goal setting and college preparation (Yulianto et al., 2019).

A significant difference ( $p = 0.000$ ) was also found in the use of personal, social, and emotional services. Grade 11 students reported more frequent use—4–6 times (13.2%) and more than 7 times (4.0%)—compared to grade 12 students (3.2% and 2.5%). Additionally, 61.6% of grade 12 students reported no use at all, versus 51.7% of grade 11 students. This suggests a higher need for personal and emotional support among grade 11 students.

Overall, grade 11 students reported more frequent use of academic and career services than grade 12 students, possibly due to their need to



adjust to academic demands and begin career exploration. In contrast, grade 12 students were more focused on college preparation (Ling et al., 2024).

These findings are consistent with the ASCA Delivery System framework (American School Counselor Association, 2003), which emphasizes that effective service use depends on how well the program is structured to meet the distinct needs of each grade level. Accordingly, differentiated service delivery based on grade level should be a core strategy in school counseling program management. Similar emphasis is found in Larran & Hein, who highlight the importance of developing context-specific counseling models that address the developmental characteristics and needs of students at different educational stages (Larran & Hein, 2024). This suggests that a needs-based, adaptive approach is both locally relevant and aligned with international best practices in school counseling.

Chi-Square analysis of academic services revealed a significant difference ( $p = 0.011$ ) in satisfaction levels between grade 11 and grade 12 students, with grade 11 students reporting higher satisfaction. This may be due to higher expectations among grade 12 students, who face increased academic pressure in their final year of high school.

No significant difference was found in satisfaction with college preparation services ( $p = 0.442$ ), though grade 12 students reported slightly higher levels of moderate satisfaction (29.7%) compared to grade 11 students (25.3%). This suggests that while both grades value college preparation services, grade 12 students may have more immediate needs for guidance on transitioning to higher education.

For career services, there was no significant difference in satisfaction ( $p = 0.112$ ). However, a greater proportion of grade 11 students reported being very satisfied (18.4%) compared to grade 12 students (14.9%), possibly because grade 11 students are in an earlier phase of career exploration, whereas grade 12 students focus more on college preparation.

A significant difference ( $p = 0.031$ ) was observed in satisfaction with personal, social, and emotional services, with grade 11 students reporting

greater satisfaction. This may reflect their greater need for psychosocial support during the mid-adolescence transition, while grade 12 students, facing increased academic and future planning pressures, may engage less optimally with such services.

In general, grade 11 students expressed higher satisfaction with academic and personal-social-emotional services than grade 12 students. This supports the view that students' perceptions of services are shaped by the urgency of their needs and the external pressures specific to their grade level. Higher expectations from grade 12 students, if unmet by the quality or responsiveness of services, may lead to reduced satisfaction (Gallant & Jing, 2011; Susilowati, 2014).

Grade 12 students under academic and emotional strain may assess services more critically, particularly in relation to college readiness and psychosocial support. This is consistent with Larran and Hein, who note that in Southeast Asia, counseling programs remain insufficiently responsive to the specific emotional pressures faced by final-year high school students (Larran & Hein, 2024). The findings highlight that individualized, developmentally appropriate counseling—particularly in the areas of academics, emotional support, and college preparation—has not been adequately addressed in existing policies and service practices. This lack of responsiveness is especially concerning given the increasing complexity of psychosocial challenges faced by Generation Z students, including issues related to boredom intolerance, social pressure, and nomophobia (Syafii, Purnomo, & Valero Matas, 2025).

Accordingly, these results have practical implications for school counseling service design, underscoring the need for differentiated interventions aligned with students' developmental stages and evolving needs. Emphasizing individualized support for grade 12 students undergoing academic and emotional transitions is increasingly relevant to enhance both satisfaction and service effectiveness. Such individualized support should not only address immediate academic concerns but also integrate broader psychological and developmental dimensions rooted in



both cultural and educational frameworks (Haryanto & Sila, 2022; Mahmud et al., 2024).

The analysis of the influence of service awareness and use on student satisfaction—focusing on college preparation and career counseling—revealed a negative coefficient for the service use variable. This indicates that students who more frequently use these services tend to report lower satisfaction. Conversely, the positive coefficient for service awareness suggests that students who are aware of the availability of services tend to report higher satisfaction with career counseling. This pattern may be attributed to the high expectations held by frequent service users, particularly when facing complex problems. When the services provided fail to meet these expectations, satisfaction may decrease (Batudaji et al., 2009). Additionally, frequent users may be more critical of the quality of facilities and counselor competence, which can further influence their level of satisfaction. This aligns with broader educational insights showing that unmet expectations in service delivery often correlate with declines in perceived trust and satisfaction among youth populations (Hopid et al., 2023).

To enhance the global relevance of these findings, comparisons can be drawn with international contexts. For example, challenges in the use of school counseling services have also been documented in countries such as Kenya (Godfrey, 2022) and Ethiopia (Arfasa & Weldmeskel, 2020), indicating that these issues are cross-cultural in nature. In Kenya, although students generally hold positive perceptions of school counseling services in supporting academic needs, their effectiveness is influenced by factors such as counselor workload, school type, student age, and grade level. In contrast, school counseling in Ethiopia faces more structural challenges, including the absence of professional counselors, inadequate physical infrastructure, lack of clear operational guidelines, and minimal support from school stakeholders. A significant proportion of students have never accessed counseling services, reflecting a gap between need and service availability. These two studies underscore that

challenges in implementing school counseling services are not merely local but indicative of broader systemic dynamics across developing countries. This highlights the need for more integrated and sustainable policy approaches (Mahmud et al., 2024; Mashuri, Futaqi, & Sulhan, 2024).

Findings from the present study can offer valuable insights for education systems in other countries facing similar challenges, such as student social integration and emotional support. For example, effective counseling service models in Indonesia may inform the development of similar systems in educational contexts experiencing comparable issues. Moreover, this study has the potential to influence global education policy by emphasizing the importance of comprehensive school-based counseling services. Cross-national collaboration in future research could also enhance the international relevance and applicability of these findings (Ehirim, 2025).

However, several limitations must be acknowledged. First, data were collected from a single city, which limits the generalizability of the findings to other regions. Second, the quantitative approach employed did not explore students' subjective experiences of counseling services in depth. Third, critical factors such as the quality of counselor-student interactions, perceptions of counselor competence, and the level of support from the school environment were not comprehensively analyzed.

#### **D. Conclusion**

This study provides a comprehensive overview of high school students' perceptions of guidance and counseling (GC) services in Indonesian secondary schools, focusing on three key dimensions: awareness, utilization, and satisfaction. The findings indicate that while students' awareness of available services is impressively high, this does not translate into consistent use or uniform satisfaction. Utilization rates remain moderate to low, particularly for career and personal-social-emotional services, and satisfaction tends to vary by grade level, with Grade 11 students generally reporting higher satisfaction than their Grade 12 counterparts.

The ordinal logistic regression analysis further revealed a paradoxical relationship: greater awareness is associated with higher satisfaction, yet



increased frequency of use correlates with lower satisfaction. This highlights a mismatch between service delivery and student expectations, especially among students with greater needs who engage more frequently with GC services. These results emphasize the urgent need for more developmentally responsive, student-centered, and quality-assured counseling services.

Moreover, the implications of this research extend beyond the national context. Similar challenges in the delivery and perception of school-based counseling services have been documented in various countries, underscoring the global relevance of this issue. The Indonesian experience offers valuable insights for other developing education systems facing comparable obstacles. It also contributes to the international discourse on equitable and effective student support systems, reinforcing the importance of policy reform and cross-country collaboration.

To enhance both effectiveness and equity, school counseling programs must adopt differentiated strategies tailored to students' developmental stages and contextual realities. This includes early and continuous career guidance, responsive academic support, and accessible psychosocial services. Ultimately, counseling services must evolve from being merely available to becoming truly transformative in supporting students' academic, emotional, and personal success.

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