



Student engagement in responding activities: Insights and impacts on guidance and counseling practices

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Abstract

Purpose - Perception is one of the variables included in individual characteristics that affect response activities in learning. The purpose of this study is to analyse the description of students' perceptions of responding activities in learning.

Method - Descriptive quantitative research method with a population of 480 students and a sample of 218 students with proportional random sampling technique representing all classes. Data analysis techniques used with percentages.

Result - The results showed that student perceptions of responding activities on average were in the positive category, as well as for the two indicators, namely perceptions of the purpose and benefits of responding activities, each also in the positive category.

Implication - Based on the results of research on students' perceptions, it can be used as a basis in the preparation of counseling programmes based on needs analysis to improve responding activities in learning. Furthermore, in the implementation stage of the programme, students' perceptions can be improved with various BK services, including basic services with various components such as classical guidance, group guidance and information media management regarding the purpose and benefits of responding.

Originality/Value - Novelty in this study is related to the description of student perceptions in responding activities that have never been studied by previous researchers in an analytical descriptive manner as well as its implementation of counseling services in schools.

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Keywords:

Persepsi mahasiswa,
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deskriptif, program
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Abstract

Tujuan - Persepsi merupakan salah satu variabel yang termasuk dalam karakteristik individu yang mempengaruhi aktivitas merespon dalam pembelajaran. Tujuan dari penelitian ini adalah untuk menganalisis gambaran persepsi mahasiswa terhadap aktivitas merespon dalam pembelajaran.

Metode - Metode penelitian deskriptif kuantitatif dengan populasi 480 siswa dan sampel 218 siswa dengan teknik proporsional random sampling yang mewakili semua kelas. Teknik analisis data yang digunakan dengan persentase.

Hasil - Hasil penelitian menunjukkan bahwa persepsi mahasiswa terhadap kegiatan merespon rata-rata berada pada kategori positif, begitu juga untuk kedua indikator yaitu persepsi terhadap tujuan dan manfaat kegiatan merespon masing-masing juga berada pada kategori positif.

Implikasi - Berdasarkan hasil penelitian mengenai persepsi siswa, dapat dijadikan dasar dalam penyusunan program BK berdasarkan analisis kebutuhan untuk meningkatkan kegiatan menanggapi dalam pembelajaran. Selanjutnya pada tahap implementasi program, persepsi siswa dapat ditingkatkan dengan berbagai layanan BK, termasuk layanan dasar dengan berbagai komponennya seperti bimbingan klasikal, bimbingan kelompok dan pengelolaan media informasi mengenai tujuan dan manfaat merespon.

Orisinalitas/Nilai - Kebaruan dalam penelitian ini terkait dengan gambaran persepsi siswa dalam kegiatan responding yang belum pernah diteliti oleh peneliti sebelumnya secara deskriptif analitis serta implementasinya terhadap layanan BK di sekolah.

Introduction

Learning in the era of disruption requires students to be able to develop critical thinking skills. In the context of learning, one of the important learning skills developed in students is higher-order thinking skills (Zohar & Dori, 2003). The teaching and learning activities used in the classroom are an important part of the learning environment. Creating a productive learning environment may be influenced by how teachers and students perceive the teaching and learning process (Matsko et al., 2024). Teacher and student perceptions of the teaching and learning process appear to influence each other (Mapulanga et al., 2024). For example, how students perceive the material and the learning environment or process. One of the student learning activities in the classroom is the activity of responding in learning. Responding activities in learning were first introduced in Indonesia by Prayitno as one of the learning skills that need to be developed in students and university students. Responding activities have at least three aspects of learning activities, namely asking questions, answering questions and expressing opinions (Prayitno, 2002). Furthermore, the development of a valid and reliable instrument of responding activities in learning was first conducted in Indonesia by Pohan, Daharnis & Bentri in 2013 (Pohan, 2021). So that until now it can be measured how the picture of student responding activities in learning.

Verbal responding is one of the indicators of success in learning. Student-generated questions are important in providing feedback from students to the teacher, allowing for adjustments to the structure of explanations in the learning process (Aguiar et al., 2010). So responding is something that needs to be developed in the learning process to ensure that learning in the classroom is successful and meaningful (Mazer & Stowe, 2016). When viewed from its position in the learning variables, the responding activity is included in the learning activity variable. As important as responding activities are in learning, it turns out that these skills are still a real problem. Especially in the context of online learning during the Covid 19 pandemic, the low verbal participation of students in responding is coupled with turning off the camera during learning, even though they have the perception that their silence has a negative impact on the flow of communication between students and teachers so that this low verbal response has an impact on low success in learning (Ho et al., 2023). Other studies have a different perspective to assess student engagement in the learning process, especially during discussions, they argue that the form of student engagement is not only assessed from verbal participation but also silent participation with three dimensions namely behavioral, emotional and cognitive (Shi & Tan, 2020). On the other hand, there are differences in student perceptions and engagement in the learning process using active student response techniques (Keim et al., 2023). Another study explains that Chinese students' habits during learning, sitting quietly following the teacher's instructions attentively without interacting or asking questions, are seen as passive engagement for fear of being ridiculed by classmates (Chan & Smith, 2024; Ng, 2009). So perception is one of the factors that plays a strong role in encouraging students to be able to respond actively in class.

Perception is one of the variables included in student characteristics (Pohan, 2016). Perception is one of the factors that encourage students to be able to respond in learning, because perception contains a very strong motive for individuals to do something (Kalu et al., 2023). Student perceptions are directly related to learning behavior or activities in the classroom, one of which is the activity of responding to the teacher (Schenzle & Schultz, 2024). Research on Czech High School

Students in Language and Arts subjects explains linear data that student profiles with high levels of talk and high internal behavioral engagement produce the best performance, but high internal behavioral engagement does not guarantee student achievement if the engagement is not accompanied by high talk (Sedova & Sedlacek, 2023). In addition, research on university students in one of the universities in China also illustrates that perceptions have a significant impact on engagement in learning (Lu et al., 2022). Based on a preliminary study on high school students of state 8 Padang, it was found that 48% of students experienced problems in asking, answering and expressing opinions through the instrument of the Problem Identification Tool distributed by the researcher. Therefore, it is clear that perception has an important role as an internal variable that contributes to response skills, which of course also correlates with learning achievement. Perceptions about responding activities need to be known how the position and description so that guidance and counseling interventions can be carried out to improve or maintain it. Through positive perceptions about responding activities, it is expected that there will be verbal activeness between students and students and students and teachers. Conversely, if the learning atmosphere is passive then what happens is less meaningful learning.

This study will fill one of the research gaps related to responding activities in learning, namely describing students' perceptions of responding activities themselves. Because perception is the cognitive basis of individuals, it is important to know how the full picture of student perceptions related to responding activities in learning from various indicators that have been developed from valid and reliable instruments developed by Pohan, Daharnis & Bentri (Pohan, 2016). Thus, the novelty of this research is to know the description of students' perceptions of responding activities in learning to be used as a basis for the preparation of guidance and counseling programs in schools.

In the context of the epistemology and axiology of guidance and counseling services in schools, data on students' perceptions of responding activities become the basis for guidance and counseling teachers and school counsellors to develop programs in accordance with the needs assessment (Pohan & Siregar, 2020). So it is expected that the programmed prepared based on the needs analysis is in accordance with the principles of counseling services relating to students' self-conditions, service programs, objectives, and implementation of services for the development of daily effective life and handling of disturbed daily effective life (Prayitno, 2013). Comprehensively, the results of this study are also expected to be able to provide valuable insights for subject teachers to continue to innovate in the classroom with materials, technology and culture to increase response activities in learning. So, this study aims to find out the description of students' perceptions of responding activities in learning and their implications in the perspective of guidance and counseling services at school.

Research Methods

This research uses quantitative method with descriptive type. This research describes students' perceptions of responding activities. The population in this study is a limited population, namely all students of Class XI and XII of state senior high school 8 Padang who are registered in the 2015/2016 academic year as many as 480 students. The population data is spread over sixteen classes with details as shown in Table 1. Furthermore, the sample was drawn using Proportional Random Sampling technique. This technique is used for sampling from random and proportionally stratified population members because the population members are heterogeneous (not similar).

Then the sample size was determined using the Slovin formula. Based on calculations through the Slovin formula, the number of samples in this study was determined to be 218 students. Furthermore, to determine the size of the sample for each class, the Proportional Random Sampling technique was used so that the sample data was obtained according to Table 1. Furthermore, the withdrawal of samples in each class was carried out using the Simple Random Sampling technique in a random manner without regard to the strata of students.

Table 1. Research Population and Sample

Class	Population	Sample
XI IPA 1	31	14
XI IPA 2	31	14
XI IPA 3	31	14
XI IPA 4	31	14
XI IPS 1	32	15
XI IPS 2	31	14
XI IPS 3	30	14
XI IPS 4	39	13
XII IPA 1	32	15
XII IPA 2	33	15
XII IPA 3	33	15
XII IPA 4	32	15
XII IPS 1	23	10
XII IPS 2	25	11
XII IPS 3	30	14
XII IPS 4	26	11
Jumlah	480	218

The research instrument used in this study to measure students perceptions of responding activities in learning from the theory of Wade & Tavis (2007) which was developed by themselves by going through instrument development procedures so as to produce valid and reliable instruments for use in research. The results of the instrument validity test were 0.442 and its reliability was 0.735. Thus the instrument developed has fulfilled the criteria of validity and reliability. Next, data was collected by using the instrument to the entire sample. The research data were analysed using descriptive techniques with the percentage formula. Furthermore, in doing categorisation, data intervals are needed. After obtaining the interval of each research variable, then the categorisation and percentage of each research variable were made. To find out the categorisation and percentage of students' perceptions of responding activities with 17 statement items, the highest score is 85 and the lowest score is 17 can be seen in Table 2.

Table 2. Scoring Categorization and Percentage of Student Perceptions of Responding Activities

Categorization of Student Perceptions of Responding Activities	Interval	
	Score	Average Percentage
Very Positive	≥ 71	≥ 84%
Positive	57 - 70	68% - 83%
Positive Enough	43 - 56	52% - 67%
Negative	29 - 42	36% - 51%
Very Negative	≤ 28	≤ 35%

Results and Discussion

Based on verification of the research data obtained from the results of administering the instrument, it can be concluded that all data are suitable for processing, namely the entire sample of 218 students. The description of data on students' perceptions of responding activities can be seen in Table 3. The data normality test also shows that the data is normally distributed.

Table 3. Description of Data on Student Perceptions of Responding Activities

Score Interval	Category	Frequency	Percentage
≥ 71	Very Positive	77	35.4
57 – 70	Positive	115	52.7
43 – 56	Positive Enough	24	11
29 – 42	Negative	2	0.9
≤ 28	Very Negative	0	0
Total		218	100

Table 3 shows that most students have a positive perception of responding activities, namely 52.7%, some other students have a very positive perception of 35.3%, then 11% have a fairly positive perception, and 0.9% of students have an unfavorable perception of responding activities in learning. More details can be seen in Table 4.

Table 4. Description of Average and Percentage of Students on Responding Activities Based on Indicators

Indicators	Score				Mean	%	SD	Desc
	Ideal	Max	Min	Σ				
Purpose of the responding activity (5)	25	25	14	4515	20.71	82.84	2.816	P
Benefits of responding activity (12)	60	60	26	10124	46.44	77.40	7.243	P
Overall	85	84	41	14639	77.05	79.00	8.500	P

Description: P= Positive

Table 4 shows that on average from all indicators, students have a positive perception of responding activities, which is 79.00%. This can be seen from the results of data analysis on each indicator, including students perceptions of the purpose of responding activities are in the positive category, namely 82.84% and students perceptions of the benefits of responding activities are in the positive category, namely 77.40%.

Based on the results of research data analysis, on average, the overall perception of students about responding activities is in the positive category. In addition, the results of achievement on each indicator show that students' perceptions on all indicators, namely the purpose and benefits, are in the positive category. Students have a positive perception of responding activities because they are able to know, recognize, distinguish, and classify objectively regarding aspects of the purpose and benefits of responding activities in learning (Pablo-Lerchundi et al., 2023). At the recognizing stage as found in instrument statement item Number 7 that: "Asking questions can

increase curiosity in learning", on average students have a positive perception of this. This indicates that students have realized the purpose of responding in learning, one of which is to answer curiosity. This high curiosity certainly encourages students to find a solution, namely by responding in learning.

Positive student perceptions require a process of stages of thinking processes in cognitive that have been trained from various levels through high school. Students being able to perceive responding activities well is not an easy process. But in it there are various higher-order thinking processes that take so long to go through (Resnick, 2023). High school students have been studying for at least ten years, this is certainly a valuable experience for them that good perceptions will encourage good learning activities as well, one of which is responding activities in learning. At the time of reaching the peak of secondary education, high school students' perceptions of responding activities can be stated to have been perfectly formed. Students already understand that responding is an important and necessary activity in the learning process, because it contains motivation to find out more about the subject matter being studied. The integrity of this perception is reflected in the achievement of research indicators in the positive category regarding the purpose and benefits of responding activities in learning. This is a strong basis for high school students to be able to continue their education in college. Because when continuing to college, students are accustomed to thinking at a higher level (Álvarez-Huerta et al., 2024). This positive perception is a strong basis, because if students are accustomed to students having more positive perceptions of academic ability, they are likely to be motivated to continue to higher education (He et al., 2023).

The integrity of students' perceptions of the benefits of responding activities can be seen in instrument statement items Number 6, 10, 11, 12, 13, 15, 16, and 17 with positive average achievements. On average, students have realized the benefits of responding activities are for themselves without the need to make negative thoughts from within or outside themselves an obstacle to being able to respond well. This perception process does not only pass through the sensory process, but more broadly also involves mental processes in it related to positive learning experiences so as to create positive perceptions (Melovitz-Vasan et al., 2018). This is also in accordance with Sternberg's opinion which states that individual perception of something does not only come from mental actions, but involves a long process starting from recognizing, organizing, to understanding responses through sensory captures received from the surrounding environment (Jin et al., 2023; Spialek et al., 2023).

Based on the average achievement of students' perceptions of positive responding activities, it provides further insight into the depth of important perceptions that are very important to achieve. Depth is the attention and expectations towards responding activities by students. This is because perception alone is not enough to encourage students to respond well in the learning process. There are still various other variables that contribute to responding activities such as self-concept and achievement motivation (Pohan et al., 2018). In addition, another internal factor that interferes with students to respond other than positive perceptions is anxiety which is included in the mental aspect (King & Aono, 2017). On the other hand, teacher care is also a factor that determines the process of forming a positive perception process in students (Ramberg et al., 2019). So that, various internal and external factors that support the learning process give rise to a good and correct understanding related to learning material. This condition is explicitly illustrated from the

statement of instrument items Number 1, 3 and 5 that on average students have a positive perception and realize the purpose of responding directly can increase knowledge and value in learning. In other words, the existence of good and correct learning objectives about responding is the fruit of this positive perception process. Because after all, various previous studies have stated that student verbal participation is the key to success in learning (Ho et al., 2023).

The process of forming perceptions is long enough that other factors that influence it are needs (Mäkipää, 2024). Students in the learning process realize how important it is to understand and master the subject matter. Asking questions is the first step in overcoming ignorance, answering questions is a way to ensure the truth of the knowledge they already have, and expressing opinions is the ability to conformation the knowledge they have so as to get a broader perspective on the material being studied (Pohan, 2016). If high curiosity about the subject matter exists in students, then students need a way to achieve one of them by responding. The more students consider responding important and make it a necessity in learning, the easier it will be for students to perceive responding activities positively (Dabija et al., 2024). In addition, other interpersonal dynamics also have a significant role in encouraging students to respond verbally because based on research that student silence shows a relationship between low oral participation, anxiety, and social inhibition, especially in language lessons (Maher & King, 2022).

Furthermore, instrument item No. 8 needs to be a concern for teachers related to the statement about: "I ask questions to test the teacher" with an average of medium achievement. This needs to be a special concern for counseling teachers or counselors to change students' perceptions of the role of teachers in the learning process with a variety of models, materials and more creative counseling techniques (Pillay et al., 2020). Subject teachers need to prepare more creative and interesting lessons to encourage students to respond well on the basis of positive perceptions, of course (Şendurur et al., 2018). In addition, the development of the competence of guidance and counseling teachers or counsellors needs to be improved because it has a strategic role to develop, change students' perceptions to be more positive about responding activities in learning, especially for Generation Z students (Lambie & Haugen, 2021). Thus, the formulation of programs and interventions based on the results of the needs analysis is very important, especially in changing student perceptions to be more positive towards learning. If this effort is done comprehensively and continuously, learners will be able to master the skills to respond well to all subject matter, which ultimately leads to their academic success.

Various types of services that can be provided by guidance and counseling teachers to develop students' perceptions of responding activities such as group guidance services. Based on the research that group guidance can significantly improve responding activities in learning (Darmayanti et al., 2022; Pohan & Indra, 2020). This service allows students to share experiences and get feedback from peers in a supportive atmosphere, which can help them develop positive perceptions towards responding activities.

In addition, in terms of media, Wardani has also developed a module that is feasible and effective for increasing response activities in learning, which includes material on developing positive perceptions of responding activities (Pohan, 2023; Wardani, 2022). This module can be used as a tool by counseling teachers or counselors in providing counseling services that are more structured and focused on developing student response skills.

On the other hand, active learning exercises using technology to improve learning comfort and oral communication skills were perceived positively by the students (Gioiosa & Kinkela, 2019). The use of technology in learning not only makes the learning process more interesting, but also allows students to be more involved and active in the process. Technology can be used to provide various interactive activities that can encourage students to respond and participate in class discussions more often.

Based on the analysis of previous research on changing students' perceptions to be more positive regarding responding activities, the key is collaboration and contribution from all parties, including subject teachers, guidance and counseling teachers, and the overall classroom climate. This concept is based on the framework of the counselling system in schools that no longer sees the limitations of the model on students as an individual problem, but rather conceptualizes it as an organizational problem that must be addressed to ensure all students have equal access to counselling services (Savitz-Romer & Nicola, 2022). This is called the support system in the developmental model of comprehensive guidance and counseling.

In the comprehensive guidance and counseling development model, the role of guidance teachers or counselors is vital (Xiong et al., 2023). They are responsible for providing a structured and sustainable program that aims to change student perceptions of responding activities. The program should include various activities that can help students develop positive responding skills, such as interactive exercises, group discussions, and the use of technology in learning. In addition, it is important for BK teachers or counselors to continuously improve their competence through training and further education in order to provide the best service to students.

Subject teachers also play an important role in developing positive student perceptions of responding activities. They should design engaging and challenging lessons, which can encourage students to respond more actively. The use of diverse teaching methods, such as project-based learning, class discussions, and interactive humor-filled activities, can help create a supportive and enjoyable learning environment for students (Tong & Tsung, 2020; Zielińska et al., 2024). Thus, students will feel more motivated to participate in responding activities and make positive contributions to learning.

In addition, classroom climate also plays an important role in developing positive student perceptions of responding activities. A supportive, safe and inclusive classroom climate can help students feel comfortable and confident to participate in class discussions and respond to teacher questions (Ramírez Hernández et al., 2024; Wang et al., 2024). Teachers should create a positive classroom atmosphere and value each student's contribution, so that students feel valued and motivated to continue participating in responding activities.

To achieve this goal, collaboration between subject teachers, guidance teachers or counselors, and other school parties is essential. All parties must work together to formulate effective programs and interventions, based on the results of the student needs analysis. The program should be designed in a comprehensive and sustainable manner, with the aim of changing students' perceptions to be more positive towards responding activities. Thus, students will be able to master good responding skills, which will ultimately contribute to their academic success.

In addition, it is important to involve parents in this process. Parents should be given an understanding of the importance of responding activities in learning and how they can support their children in developing these skills at home (Straffon et al., 2024). With good support from parents, students will feel more motivated and confident to participate in responding activities at school (Aurora et al., 2024). Overall, developing positive perceptions of students towards responding activities is important. With coordinated and collaborative efforts, it is expected that students can develop good responding skills, which will help them achieve academic success and develop into active and participative individuals in the learning process.

The implication is that the results of this study can serve as the basis for the need assessment of school counselors in developing guidance and counseling programs, especially in the learning domain. By comprehensively understanding student perceptions of responding activities, specific interventions can be designed to improve these activities. The program developed from this needs analysis should be implemented in collaboration with subject teachers and parents. The subject teacher plays an important role by utilizing the perception data to provide appropriate stimuli to students during the learning process, so as to foster positive perceptions of the material being taught and encourage positive responses consciously (Skora et al., 2024). In addition, subject teachers should implement strategies to improve students' perception of responding to activities through digital platforms, communicative approaches, and fostering interpersonal relationships (Chan & Smith, 2024; Pohan et al., 2024). Parents also have an important role in reinforcing these efforts at home. By understanding the interventions and strategies used by teachers, parents can provide consistent support and encouragement, creating a cohesive environment that promotes positive learning experiences. This partnership between school and home ensures students receive a unified message about the importance of active participation and positive responses to learning activities. This holistic approach involving educators and parents will help achieve learning objectives that aim to increase active participation of students in the classroom in the affective, cognitive and psychomotor domains.

Conclusion

Perceptions of State Senior High School 8 Padang students about responding activities in learning are in the positive category. This is reflected in both indicators: perceptions of the purpose and benefits of responding activities, which are each in the positive category. The results of this study illustrate that positive student perceptions encourage students to engage more effectively in responding activities during learning. School counselors can manage and maintain these positive student perceptions by developing programs based on a priority scale-based needs analysis. Services provided by guidance and counseling teachers, such as group guidance and classical guidance using module media or technology, can support this effort. Subject teachers can further enhance student perceptions by creating opportunities for students to respond during the learning process, providing reinforcement, and innovating teaching methods. These actions directly contribute to more positive student perceptions of responding activities in learning. Parents also play a crucial role in this process. By understanding and reinforcing the strategies and interventions implemented by the school, parents can provide consistent support at home. This collaboration ensures that students receive a unified message about the importance of active participation and positive response in learning activities. Finally, system support is recommended to effectively

implement programs related to student perceptions of responding activities in learning. This holistic approach, involving school counselors, subject teachers, and parents, will foster a conducive learning environment that promotes active student participation and positive learning outcomes.

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