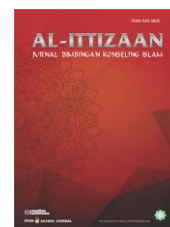




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Effect of Quality Guidance and Counseling Facilities on Student Perceptions and Service

Jannatun Aini¹, Hartini¹, Emmi Kholilah Harahap¹, Afriyadi Sofyan²

¹Institut Agama Islam Negeri Curup

²Universitas Negeri Semarang

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ABSTRACT

Guidance and counseling (GC) services play a pivotal role in supporting students' academic, personal, and social development. However, their effectiveness is often constrained by inadequate facilities and infrastructure, which may influence students' perceptions and the perceived quality of services. This study explicitly hypothesized that the completeness of GC facilities and infrastructure is positively associated with (1) students' perceptions of GC services and (2) the overall service quality. A quantitative correlational design was adopted, involving 302 students (178 females, 124 males) aged 15–18 years across science and social science tracks from grades X–XII at MAN 1 Lubuklinggau City. Data were collected through a 70-item questionnaire, validated through product–moment correlation ($r > 0.3338$) and found to be highly reliable (Cronbach's $\alpha = 0.972$). Analytical methods were selected based on the data scale and research objectives: Spearman correlation tested the strength and direction of ordinal associations, simple linear regression examined predictive effects, and multivariate analysis of variance (MANOVA) assessed the simultaneous influence of infrastructure completeness on both dependent variables. The results showed that the completeness of GC facilities significantly and positively predicted both student perceptions ($\rho = 0.681$, $p < 0.001$) and service quality ($\beta = 0.787$, $p < 0.001$). MANOVA confirmed a strong combined effect (Wilks' $\Lambda = 0.157$, $p < 0.001$; partial $\eta^2 = 0.604$), with 95% confidence intervals supporting the robustness of the findings. These results indicate that adequate physical and technological facilities substantially enhance students' experiences and perceptions of GC services. Practically, schools are encouraged to construct private counseling rooms that meet national standards, integrate e-counseling platforms (e.g., BK-Smart, Zoom), and allocate BOS/DAK funds for upgrading GC infrastructure and digital tools. The findings underscore that investment in comprehensive and technology-supported counseling infrastructure is crucial for achieving professional and student-centered GC services.



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Corresponding Author:

Jannatun Aini,
Institut Agama Islam Negeri Curup
Email: jannatunaini@iaincurup.ac.id

Introduction

Schools are not merely institutions for transferring academic knowledge but are also responsible for nurturing students' holistic development spiritually, emotionally, socially, and intellectually. Within this broader educational mission, guidance and counseling (GC) services play a strategic role in helping students navigate

academic, personal, social, and career challenges (Prayitno & Amti, 2018). In Indonesia, GC services are mandated to operate comprehensively and align with national education goals as outlined in the Ministry of Education and Culture Regulation No. 111 of 2014. However, the effectiveness of these services remains uneven, largely due to disparities in facilities and infrastructure across schools (Siregar, 2019; Yuca et al., 2017; Heriani et al., 2024).

Nationally, data from the Ministry of Education and Culture (Kemendikbud) and various local studies indicate that only around 43% of public schools have dedicated private counseling rooms that meet minimal standards, and less than 35% are equipped with digital media to support counseling activities. This situation illustrates that the limited availability of counseling rooms, administrative tools, and psychological assessment media is not an isolated issue but a systemic problem that affects the implementation of GC services in Indonesia (Heriani et al., 2024; Siregar, 2019).

To illustrate this condition at a micro level, preliminary observations were conducted at MAN 1 Lubuklinggau City between March and May 2024 using a short checklist and observation form adapted from the GC infrastructure standards (Permendiknas No. 24 of 2007). The results showed that while administrative facilities such as student ID cards, case recording forms, and documentation folders were adequately available, the school lacked a dedicated private counseling room. Counseling sessions were often held in shared spaces such as the library, compromising confidentiality and reducing students' willingness to participate. These findings provide initial contextual evidence that inadequate GC infrastructure directly affects students' comfort, trust, and perceptions toward GC services.

At the theoretical level, the framework guiding this study is the SERVQUAL model developed by Parasuraman, Zeithaml, and Berry (1991), which identifies five dimensions of service quality: tangibles, reliability, responsiveness, assurance, and empathy. Among these, the tangibles dimension referring to the physical evidence of service delivery forms the foundation for assessing the external quality of GC services. In this study, tangibles are conceptualized as the completeness of GC facilities and infrastructure, including counseling rooms, administrative tools, assessment instruments, and technological media. Theoretically, these physical elements influence two outcome variables: student perceptions (Daulay, 2015) and perceived service quality (Parasuraman et al., 1991). Student perceptions are defined as students' cognitive and affective interpretations of their experiences when interacting with GC services, while service quality is understood as the overall evaluation of service excellence based on the SERVQUAL dimensions.

Several empirical studies have supported the relationship between GC infrastructure and student outcomes. Purwasih and Syukur (2023) found a significant correlation between the completeness of GC facilities and student interest in participating in counseling services. Similarly, Amaliyah (2023) reported that infrastructure accounted for up to 60% of student satisfaction variance in learning contexts. Heriani et al. (2024) further emphasized that the availability of appropriate infrastructure enhances the professional image of counselors and improves the accessibility of services. However, most existing studies have examined only a single dependent variable either student motivation or satisfaction—without exploring the simultaneous influence of infrastructure on both student perceptions and service quality. Moreover, previous studies rarely included the specific context of Islamic senior high schools (*madrasah aliyah negeri*), where religious values, institutional characteristics, and ethical norms may shape perceptions differently from general schools.

This study fills that empirical and conceptual gap by systematically testing the dual influence of GC facility completeness on students' perceptions and the quality of GC services. The approach integrates the SERVQUAL model within the context of Islamic education while emphasizing the tangible dimension as a measurable indicator of service excellence. Methodologically, the study employs a quantitative correlational design, avoiding causal claims and instead focusing on the strength and direction of associations among variables. The sample was drawn exclusively from MAN 1 Lubuklinggau City, representing a single-site scope, so the results are interpreted contextually and not generalized to all schools.

Through this framework, the study aims to contribute empirically by quantifying how the adequacy of GC facilities and infrastructure relates to students' perceptions and service quality. Theoretically, it refines the SERVQUAL model by translating its tangible dimension into operational indicators relevant to educational and counseling contexts. Practically, the study seeks to provide evidence-based recommendations for schools and policymakers to strengthen GC service delivery, particularly through the provision of private counseling rooms, assessment tools, and technology-based media that meet both professional and ethical standards in Islamic education.

Method

Research Design

This study employed a quantitative correlational design to examine the relationship between the completeness of guidance and counseling (GC) facilities and infrastructure, students' perceptions, and the quality of GC services. This design was appropriate for identifying the strength and direction of associations

among variables without implying causality (Sugiyono, 2019). The analytical procedures included Spearman correlation, simple linear regression, and multivariate analysis of variance (MANOVA) to test the partial and simultaneous effects of the independent variable on both dependent variables. Spearman correlation was chosen because the questionnaire used ordinal Likert-scale data, while regression and MANOVA were used to assess predictive and combined effects (Parasuraman et al., 1991). All analyses were conducted using IBM SPSS Statistics version 25.

Participants

The study population consisted of 1,234 students enrolled at MAN 1 Lubuklinggau City during the 2023/2024 academic year. The sample size of 302 students was determined using Slovin's formula with a 5% margin of error, ensuring proportional representation across grade levels (X–XII) and majors (science and social studies). Although Slovin's formula is a simple estimation method, it was selected due to the clearly defined population, limited resources, and its suitability for proportional random sampling within a single school context (Sugiyono, 2019). We acknowledge that other methods, such as Krejcie & Morgan's table or power analysis, could offer more statistical precision, but Slovin's approach was deemed adequate for this study's scope.

Inclusion and exclusion criteria were clearly defined. Inclusion criteria comprised students who had (1) been enrolled for at least one semester, (2) attended school during data collection, and (3) provided informed consent. Exclusion criteria included students who submitted incomplete questionnaires or were absent during data collection. After screening, three incomplete responses were excluded, leaving 302 valid cases for analysis.

The demographic profile consisted of 178 female (58.9%) and 124 male (41.1%) students, aged 15–18 years, distributed proportionally across grades X (31%), XI (34%), and XII (35%). This demographic information enhances the contextual understanding and representativeness of the sample.

Instruments

Data were collected using a structured 70-item questionnaire based on the SERVQUAL framework (Parasuraman et al., 1991) and adapted for the educational guidance and counseling context. All items were rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire blueprint ensured alignment between theory, construct, and indicators, thus enhancing content validity.

Validity testing employed the Pearson product–moment item–total correlation, with all items exceeding the minimum threshold of $r > 0.3338$ ($n = 30$; $\alpha = 0.05$), confirming adequate internal validity. Reliability testing using Cronbach's alpha yielded $\alpha = 0.972$, indicating a very high level of internal consistency. While these results confirm internal reliability, we acknowledge that no exploratory or confirmatory factor analysis (EFA/CFA) was conducted due to limited access to advanced statistical tools. Therefore, this limitation is explicitly noted, and future research is encouraged to apply EFA/CFA for stronger construct validation.

Data Collection Procedures

Data collection was conducted from March to May 2024. Prior to administration, formal permission was obtained from the school principal and counseling department. Students were briefed about the study's objectives and assured of confidentiality and voluntariness.

Questionnaires were distributed during class hours in sessions lasting approximately 20 minutes, supervised jointly by the researchers and school counselors to prevent rushed responses or social desirability bias. Standardized instructions were read aloud before distribution to ensure clarity and consistency across classes.

In addition to student questionnaires, triangulation was conducted through informal interviews with two guidance and counseling teachers and direct observation of the counseling facilities using a checklist adapted from the Ministry of Education and Culture Regulation No. 24 of 2007. These qualitative data enriched the interpretation of findings and reduced the potential for common method bias.

Data Analysis

Data screening was performed before statistical analysis. Questionnaires with incomplete responses ($n = 3$) were excluded. Outlier detection employed standardized z-scores (± 3) and boxplot inspection; no extreme outliers were found. Missing data were minimal and handled through listwise deletion since only complete cases were analyzed.

Normality was tested using the Shapiro–Wilk test and Q–Q plot inspection, both indicating non-significant results ($p > 0.05$), confirming normal distribution. Linearity was verified through scatterplots, indicating a linear pattern between variables. These tests justified the use of parametric models for regression and MANOVA.

The Spearman correlation assessed associations between ordinal variables, while simple linear regression examined predictive relationships. MANOVA tested the simultaneous influence of GC facility completeness (independent variable) on students' perceptions and service quality (dependent variables). Effect sizes were reported using partial η^2 , and significance was set at $\alpha = 0.05$.

Ethical Considerations

Ethical clearance for this study was granted by the Research Ethics Committee of Institut Agama Islam Negeri (IAIN) Curup. Written permission was also obtained from MAN 1 Lubuklinggau City. All student participants provided informed consent, and for minors, parental consent was secured. Participation was voluntary, and anonymity was maintained through coded identifiers. These procedures ensured compliance with ethical principles of confidentiality, beneficence, and respect for participants.

Data Integrity and Limitations

Data integrity was ensured through rigorous screening and controlled administration. However, the study was conducted within a single school site, and the infrastructure variable was measured based on students' perceptions rather than institutional audits. Consequently, results should be interpreted contextually and not generalized beyond similar settings. This limitation has been acknowledged in the discussion and future research sections.

Results and Discussions

Descriptive Analysis

Guidance and Counseling Facilities and Infrastructure

Based on data processing, the average score for guidance and counseling (GC) facilities and infrastructure was 73.2 (SD = 6.8), categorized as adequate according to the national standard classification (Ministry of Education and Culture Regulation No. 24 of 2007). The highest indicator was found in the availability of administrative tools such as student identity cards, assessment forms, and documentation systems indicating that administrative aspects were relatively well managed. However, the lowest indicator concerned the availability of private counseling rooms, a crucial deficiency since an ideal counseling space must ensure privacy and confidentiality, enabling students to safely disclose personal issues.

The indicator for technological media utilization also scored low, revealing that digitalization of counseling services (e.g., e-counseling) had not yet been implemented. Nevertheless, advances in information technology provide opportunities to expand access to counseling services via platforms such as Zoom, Google Meet, or specialized e-counseling applications. These technologies can increase flexibility and accessibility while compensating for the lack of physical space.

These results indicate that school management still applies a conventional approach to GC services and has not yet adapted to the digital era. The lack of innovation in counseling practices can discourage service utilization, particularly among Generation Z students who are accustomed to digital environments. Therefore, schools must begin integrating technology-based counseling services to enhance efficiency, accessibility, and affordability while addressing the demands of 21st-century education.

Student Perceptions of Guidance and Counseling Services

The mean perception score was 70.5 (SD = 7.2), categorized as adequate. Dimensional analysis revealed that students perceived counseling services as effective for academic issues such as learning difficulties, time management, and exam preparation but less responsive when dealing with personal or social problems. This perception appears linked to the lack of private counseling rooms, which reduces students' comfort and willingness to disclose sensitive concerns such as family or peer conflicts.

Several students also reported that the limited promotion of GC services contributed to their incomplete understanding of the benefits offered. This highlights the need for proactive efforts by GC teachers to publicize and normalize counseling, for example, through orientation sessions, classroom outreach, and social media campaigns.

Theoretically, these findings align with the stimulus–response perception model (Daulay, 2015), which posits that the quality of the stimulus in this case, the counselor's environment and attitude influences individual interpretation. When stimuli such as comfortable counseling rooms and professional counselor behavior are suboptimal, students' perceptions tend to be negative. Hence, improving perceptions requires simultaneous enhancement of physical facilities and the professional image of counselors as trusted partners.

Guidance and Counseling Service Quality

The mean quality score was 72.1 (SD = 6.5), indicating an adequate level of service quality. Analysis based on the five SERVQUAL dimensions revealed a notable pattern: the Empathy dimension achieved the highest score (M = 76.4), suggesting that counselors are perceived as friendly, caring, and attentive to students' individual needs reflecting strong interpersonal competence. Conversely, the Tangibles dimension recorded the lowest mean (M = 68.2), underscoring deficiencies in physical facilities such as private counseling rooms, assessment tools, and media resources.

This mismatch creates a service gap between students' expectations and the actual conditions experienced. Other dimensions, such as Reliability and Responsiveness, fell within the medium range, suggesting room for improvement, particularly in response time and service follow-up. These results imply that while counselor empathy contributes positively to perceived service quality, it is insufficient without adequate

physical and technological support. Enhancing both material and human components is therefore crucial for comprehensive service improvement.

Table 1. Descriptive Summary of Main Variables

Construct	Mean (SD)	Category
Guidance and Counseling Facilities & Infrastructure	73.2 (6.8)	Adequate
Student Perceptions	70.5 (7.2)	Adequate
Service Quality	72.1 (6.5)	Adequate

Categorization was determined according to the internal benchmark adapted from the Ministry of Education and Culture Regulation No. 24/2007, where scores of 65–74 indicate Adequate, 75–84 indicate High, and 85–100 indicate Very High. Table 1 presents the descriptive summary of the three main constructs examined in this study: guidance and counseling (GC) facilities and infrastructure, student perceptions, and service quality. The results show that all three variables fall within the Adequate category, suggesting that GC implementation is functional but not yet optimal. Among the constructs, GC facilities and infrastructure recorded the highest mean score ($M = 73.2$, $SD = 6.8$), followed by service quality ($M = 72.1$, $SD = 6.5$) and student perceptions ($M = 70.5$, $SD = 7.2$). These findings imply that, although the existing facilities and services are reasonably sufficient to support counseling activities, further enhancement is needed to elevate them to the *High* category and fully meet the national standards for quality and effectiveness.

Inferential Analysis

Spearman Correlation Test

Given the ordinal nature of the Likert-scale data and the results of the linearity test ($p = 0.002 < 0.05$), the Spearman rank correlation test was used.

Table 2. Spearman Rank Correlation Test

Correlation	ρ	95% CI	N	df	Sig. (2-tailed)
Facilities ↔ Student Perceptions	0.681	[0.61, 0.74]	302	300	< .001

Table 2 presents the results of the Spearman Rank Correlation Test, which examines the relationship between the completeness of guidance and counseling (GC) facilities and students' perceptions of GC services. The correlation coefficient ($\rho = 0.681$, 95% CI [0.61, 0.74]) indicates a strong positive association, suggesting that as the completeness of GC facilities increases, students' perceptions of the services become more favorable. The relationship is statistically significant ($p < .001$, $df = 300$), confirming that the adequacy of facilities plays a substantial role in shaping how students evaluate the quality and effectiveness of counseling services. Table 2 therefore demonstrates that facility completeness is not a secondary aspect but a critical determinant influencing students' overall perception and engagement with guidance and counseling programs in schools.

Simple Linear Regression

A simple linear regression analysis was conducted to examine the predictive relationship between GC facility completeness and service quality.

Table 3. Summary of Simple Linear Regression Analysis

Predictor	B	SE B	β	t (df = 300)	95% CI for B	p
(Constant)	11.550	2.449	—	4.717	[6.75, 16.35]	< .001
Facilities	0.463	0.021	0.787	22.085	[0.422, 0.504]	< .001

Table 3 presents the results of the simple linear regression analysis conducted to examine the predictive relationship between the completeness of guidance and counseling (GC) facilities (independent variable) and the quality of GC services (dependent variable).

The model was found to be statistically significant, $F(1, 300) = 487.7$, $p < .001$, indicating that the completeness of facilities meaningfully predicts service quality. The coefficient of determination ($R^2 = 0.619$) shows that approximately 61.9% of the variance in service quality can be explained by the completeness of GC facilities and infrastructure, while the remaining 38.1% is influenced by other factors such as counselor competence, empathy, and responsiveness.

The unstandardized coefficient ($B = 0.463$) indicates that for every one-unit increase in the completeness score of GC facilities, the quality of GC services increases by 0.463 units, assuming other variables remain constant. The 95% confidence interval [0.422, 0.504] confirms the precision of this estimate. The standardized beta coefficient ($\beta = 0.787$) demonstrates a strong positive association, reflecting that facility completeness is a powerful predictor of perceived service quality.

The constant value ($B = 11.550$) represents the baseline level of service quality when the facility score is zero. Although this condition is theoretical, it serves as a statistical intercept in the regression equation. The

t-values (4.717 for the constant and 22.085 for the predictor) with $p < .001$ indicate that both coefficients are significantly different from zero.

Table 3 demonstrates that the completeness of GC facilities and infrastructure has a strong and statistically significant positive relationship with service quality. This finding reinforces the theoretical proposition of the SERVQUAL model (Parasuraman et al., 1991), where the tangibles dimension physical evidence and supporting infrastructure plays a crucial role in shaping perceptions of service excellence. Accordingly, schools that invest in adequate physical and technological facilities are likely to achieve higher levels of service quality, thus enhancing students' trust, comfort, and engagement with guidance and counseling services.

Table 4. Linear Regression (Dependent Variable: Service Quality)

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	F(1, 300)	p
1	0.787	0.619	0.618	3.85	487.70	< .001

Table 4 presents the model summary of the simple linear regression analysis that tested whether the completeness of guidance and counseling (GC) facilities significantly predicts the quality of GC services. The results show that the model is statistically significant, $F(1, 300) = 487.70$, $p < .001$, which indicates that the regression equation meaningfully fits the observed data. The correlation coefficient ($R = 0.787$) denotes a strong positive association between GC facility completeness and service quality.

The coefficient of determination ($R^2 = 0.619$) indicates that approximately 61.9% of the variance in GC service quality can be explained by the completeness of facilities and infrastructure. The Adjusted R^2 (0.618) confirms that this explanatory power remains stable even after accounting for sample size and number of predictors. The standard error of the estimate (3.85) suggests that the observed values of service quality deviate by an average of 3.85 units from the predicted regression line, which is considered acceptable for behavioral research.

In addition, the effect size ($f^2 = 1.62$), calculated from $R^2/(1 - R^2)$, indicates a large practical effect, signifying that the completeness of GC facilities is a substantial determinant of perceived service quality. This strong statistical relationship reflects the pivotal role of tangible infrastructure such as private counseling rooms, adequate media, and administrative tools in shaping the overall quality and professionalism of guidance and counseling services.

Although non-physical service aspects such as reliability, responsiveness, and empathy also contribute to service quality, the findings highlight that these dimensions cannot fully compensate for inadequate facilities. In other words, the presence of well-equipped, confidential, and technologically supported counseling spaces establishes the foundation upon which high-quality service experiences are built. This conclusion aligns with the SERVQUAL model (Parasuraman et al., 1991), which identifies tangibles as one of the five critical dimensions of service quality. Similarly, Amaliyah (2023) emphasizes that the adequacy of educational facilities directly enhances students' satisfaction and engagement. Hence, adequate physical and technological infrastructure represents not merely a supporting factor but a fundamental prerequisite for achieving excellence in school-based guidance and counseling services.

Multivariate Analysis (MANOVA)

A MANOVA was conducted to examine the combined relationship between GC facilities (independent variable) and both student perceptions and service quality (dependent variables).

Table 5. Multivariate Test (Wilks' Lambda)

Statistic	Value	F	df (hyp, err)	Sig.	Partial η^2
Wilks' Λ	0.157	89.31	(2, 299)	< .001	0.604

Table 5 presents the results of the Multivariate Analysis of Variance (MANOVA), which was employed to test whether the completeness of guidance and counseling (GC) facilities has a simultaneous multivariate association with the two dependent variables students' perceptions and the quality of GC services.

The Wilks' Lambda value ($\Lambda = 0.157$) and the corresponding F statistic ($F(2, 299) = 89.31$, $p < .001$) indicate that the multivariate model is highly significant. This means that, taken together, the two dependent variables differ significantly across levels of facility completeness, confirming that the independent variable contributes meaningfully to the overall multivariate variance structure.

The partial eta squared ($\eta^2 = 0.604$) represents the effect size, showing that approximately 60.4% of the total multivariate variance in the combined dependent variables is associated with the completeness of GC facilities and infrastructure. According to Cohen's (1988) guidelines, this value represents a very large effect, signifying that facilities play a substantial role in shaping both students' perceptions and their evaluation of service quality.

In practical terms, this finding implies that improvements in physical and technological facilities such as private counseling rooms, adequate assessment instruments, and digital media are consistently linked with more positive perceptions and higher reported quality of GC services. The strong multivariate relationship

further demonstrates that students' experiences and evaluations of counseling services are interconnected outcomes, both of which are heavily influenced by the adequacy of the service environment.

The results from Table 5 reinforce the theoretical foundations of the SERVQUAL model (Parasuraman et al., 1991), particularly emphasizing the tangibles dimension as a key determinant of service evaluation. They also complement previous studies (e.g., Purwasih & Syukur, 2023; Mudjijanti, 2022), which found that physical resources and infrastructure improvements enhance not only student satisfaction but also their willingness to utilize counseling services.

Table 5 confirms that the completeness of GC facilities and infrastructure has a strong, statistically significant, and practically meaningful multivariate association with both student perceptions and the perceived quality of counseling services underscoring the importance of institutional investment in facilities as a cornerstone of effective and professional school counseling delivery.

Table 6. Tests of Between-Subjects Effects (Univariate Follow-Ups)

Dependent Variable	F	df (1, 300)	Sig.	Partial η^2
Student Perceptions	68.57	(1, 300)	< .001	0.673
Service Quality	72.31	(1, 300)	< .001	0.735

The multivariate analysis confirms a strong combined association between GC facility completeness and both dependent variables (*Wilks' Λ* = 0.157, *p* < .001). Effect sizes (partial η^2 ranging from 0.673 to 0.735) demonstrate that the associations are large to very large.

Data Integrity

Prior to analysis, all data were screened. Three incomplete questionnaires were removed, leaving 302 valid cases. No extreme outliers were detected ($|z| \leq 3$). Normality was verified using the Shapiro Wilk test (*p* > .05), and scatterplots confirmed linearity, ensuring the appropriateness of regression and MANOVA assumptions.

Discussion

Associative Mechanisms

The findings reveal a strong and statistically significant association between the completeness of GC facilities and both students' perceptions and service quality. While the design is correlational (not causal), the association suggests that physical and technological environments create psychological mechanisms that shape students' comfort, trust, and willingness to engage in counseling.

Private counseling rooms play a crucial role in ensuring confidentiality and reducing students' anxiety during counseling sessions, allowing them to express personal issues more openly and without fear of exposure (Prayitno, 2014). Likewise, the integration of digital tools enhances the responsiveness and accessibility of guidance and counseling (GC) services, providing flexible platforms that accommodate students' needs beyond traditional face-to-face interactions (Ifdil et al., 2025; Muhammad, 2024). Together, these findings reinforce the relevance of the SERVQUAL framework (Parasuraman et al., 1991), particularly the Tangibles and Responsiveness dimensions, which capture the essence of perceived professionalism, efficiency, and reliability in service delivery.

Within the SERVQUAL dimensions, a distinct pattern emerges. The Tangibles dimension records the lowest performance, highlighting a functional gap in the provision of private spaces and digital facilities despite the availability of adequate administrative resources. This imbalance reflects how infrastructural limitations can undermine the overall image and effectiveness of counseling services. The Reliability and Responsiveness dimensions show moderate outcomes: counselors demonstrate competence in addressing academic issues, yet they remain less responsive to personal and emotional problems, often constrained by environmental and privacy challenges. The Assurance dimension reveals that while students generally acknowledge their counselors' professional abilities, lingering doubts about confidentiality persist due to inadequate private spaces. In contrast, the Empathy dimension achieves the highest score, illustrating that counselors' interpersonal warmth, compassion, and sensitivity toward students serve as compensatory strengths that partly offset infrastructural deficiencies (Mudjijanti, 2022; Harahap, 2024).

Taken together, these findings reveal a dual dynamic: while emotional and relational strengths enhance trust and comfort, tangible and environmental shortcomings continue to limit service effectiveness. A balanced integration of empathetic interaction and supportive physical infrastructure is therefore essential to achieving comprehensive, high-quality counseling services in educational settings.

This pattern indicates that while empathy enhances satisfaction, emotional support alone cannot offset structural inadequacies, echoing Parasuraman et al. (1991). The results are consistent with Purwasih and Syukur (2023) and Amaliyah (2023), who found that facility completeness strongly correlates with students' motivation and satisfaction. International comparisons reinforce these findings: the OECD (2022) reported that private counseling rooms increase student engagement by up to 40%, and Zainudin et al. (2021) found satisfaction levels nearly double in schools with adequate facilities.

However, compared to international contexts, Indonesian Islamic high schools still face budgetary and cultural barriers, influencing both infrastructure and openness in counseling participation. The low tangible scores despite good administrative systems reveal a structural imbalance: documentation processes are well established, but private space and technological modernization remain lacking. Moderate student perceptions may also result from limited counsellor student interaction time and inadequate service promotion (Daulay, 2015). Thus, facility adequacy must be integrated with active communication strategies and consistent counselor visibility to strengthen perceptions of relevance and professionalism.

The findings of this study underscore several practical and policy implications that are essential for improving the quality and professionalism of guidance and counseling (GC) services in schools. First, schools should prioritize the development of private counseling room standards that comply with Regulation No. 24/2007, ensuring that each counseling space is soundproof and equipped with clear privacy signage. Such facilities will guarantee confidentiality and foster a secure environment in which students can comfortably share personal issues without fear of exposure.

Second, digital integration must be considered a strategic direction in modernizing GC services. The adoption of e-counseling platforms such as BK-Smart, Zoom, or Google Meet can increase access, flexibility, and responsiveness, particularly for students who face logistical or emotional barriers to in-person sessions. Integrating these technologies also aligns with current educational transformations toward digital and hybrid learning environments.

Third, funding allocation needs to be strengthened through more effective use of government support mechanisms. Specifically, schools should direct BOS and DAK funds toward upgrading physical counseling rooms, procuring psychological assessment tools, and expanding digital media infrastructure. This financial commitment will ensure that GC services meet both national facility standards and contemporary technological needs.

Fourth, ongoing capacity building is crucial to sustain service quality improvements. Counselors should be trained in hybrid counseling models (Halqim, 2024; Setyorini et al., 2024) that combine empathy and interpersonal sensitivity with technological literacy. By mastering these approaches, counselors can deliver flexible, student-centered guidance that remains effective across both face-to-face and virtual modalities.

Finally, policy reform should include accreditation criteria that incorporate clear indicators of GC infrastructure adequacy into madrasah accreditation standards. Embedding these requirements within institutional evaluation frameworks will enhance accountability and ensure that counseling services are recognized as a vital component of holistic educational quality. Collectively, these strategies are expected to enhance student engagement, promote counselor professionalism, and align GC services with national education priorities and the challenges of the digital era.

Despite its valuable contributions, this study has several limitations that must be critically acknowledged. It was conducted at a single site, namely MAN 1 Lubuklinggau City, and all variables including the completeness of facilities were measured based on students' perceptions rather than through institutional audits. As such, the findings should be interpreted within the contextual boundaries of this particular setting and should not be generalized across all schools without caution.

In addition, potential nested data structures, where students are grouped within the same school environment, were not statistically modeled. This limitation may influence variance estimates and restrict the precision of inferences drawn from the data. Future studies should therefore consider adopting multi-site, multilevel, or mixed-methods research designs to provide a more comprehensive understanding of how GC infrastructure interacts with diverse school contexts. Triangulating data with perspectives from counselors and administrators would also enhance the robustness of future findings.

The study suggests that more sophisticated analytical techniques, such as Structural Equation Modeling (SEM), could be employed to explore mediating and moderating factors including student satisfaction, engagement, or trust in counsellors that may explain the pathways between facility adequacy and perceived service quality (Heriani et al., 2024; Naini et al., 2024). Such analytical developments would enable researchers to identify the indirect effects and interaction patterns that shape students' counseling experiences in greater depth. These reflections highlight both the contextual specificity and methodological limitations of the present study. Nonetheless, they also point toward promising avenues for future inquiry, particularly in advancing empirical and theoretical understandings of how physical and technological resources contribute to the effectiveness and sustainability of guidance and counseling services in educational institutions.

Conclusions

This study concludes that the availability of guidance and counseling (GC) facilities and infrastructure at MAN 1 Lubuklinggau City is moderately adequate but still falls short of national standards. The absence of private counseling rooms, psychological assessment tools, and digital media reduces students' comfort,

confidentiality, and trust in GC services. Although the overall quality of services is considered moderate, the empathy dimension scores the highest, while the tangible dimension remains the weakest, indicating a gap between students' expectations and the reality of service delivery.

The findings confirm that both tangible and relational aspects are interdependent in determining the quality of counseling services. Empathy and counselor competence alone cannot compensate for the lack of adequate facilities. Therefore, proper infrastructure is not merely a supporting element but a fundamental requirement for effective and trustworthy school-based counseling practice. Practically, schools should prioritize investments in physical and technological infrastructure, ensuring the provision of private, well-equipped counseling rooms that guarantee confidentiality and comfort. Policymakers are encouraged to allocate targeted funding for upgrading counseling spaces, procuring psychological instruments, and developing digital platforms to support e-counseling. Counselors must also enhance their professional and technological competencies by adopting hybrid approaches that integrate empathy with digital innovation. Furthermore, including infrastructure indicators in accreditation standards would promote accountability and ensure sustained service improvement.

Future research should employ multi-site and mixed-method designs to broaden generalizability and capture richer experiential insights. More advanced analytical models may also be used to explore complex interrelationships among factors influencing service quality. Adequate guidance and counseling facilities and infrastructure are essential structural foundations for effective, ethical, and student-centered counseling services that combine professionalism, empathy, and technological advancement to meet the demands of modern education.

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