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## MATH TEACHER PERCEPTIONS OF PRINCIPLES OF GUIDANCE AND COUNSELING SERVICES

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### **Abstract**

The results of mathematical learning have tended not optimal, this is indicated by learners whose math skills are still under Criterion Complete Minimal (KKM), hereinafter difficulty learning mathematics in the classroom has not been facilitated by his mathematics teacher when in the learning process, and the perception of the role of teachers Mathematics as a guide in learning mathematics difficulties is still not widely understood, so it is left to guidance and counselling teachers. The purpose of this study wanted to describe the teacher's perception of mathematics to the principles of guidance and counselling in terms of the factors causing the perceiver, the object or the Target, and The situation so the findings of this perception is expected to become a model of learning mathematics PAIKEM (Active Learning Creative Innovative Effective and Fun). The approach in research using a qualitative approach with survey methods. The instrument used was a questionnaire and its distribution to respondents via online (google form). The results of the data analysis show that the perceiver, the object or the target and the situation have an average perception of both the principles of guidance and counselling services, so it is hoped that these results can be used as the basis for the implementation of a mathematical learning model based on the principles of guidance and counselling services at the level of guidance and counselling services. Junior High School (SMP).

### **Keywords:**

Perception; Guidance and Counseling Service Principles; Perceiver; The Subject, The Target; The Situation.

### **PRELIMINARY**

Education is the foundation of life that should be built as quickly as possible from an early age even deeper education is an investment of a nation. In general, education is the process of learning the knowledge, skills and habits that carried an individual from one generation to another. This learning process through teaching, training and coaching is done by all components of education, both by teachers, learners and parents further education can also increase intelligence, character, personality and skills that are useful both for themselves as well as the general public.

This is in accordance with the Purposes of National Education as stipulated in the Law on National Education System No. 20 of 2003 is to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials in order to become a man of faith and fear God Almighty, has a noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen.

To achieve the goal of national education is one of them is qualified mathematics learning process, because it is based on the study of the experts say that mathematics is the king of science (the queen of science). Mathematics as the queen or her knowledge meant that mathematics is as a source of other sciences and the development is not dependent on other sciences. In other words, many of the sciences that rely on the discovery and development of mathematics. For example: many theories and branches of physics and chemistry are discovered and developed through the ideas of calculus. (Adminmatematika, 2016)

Wahyudin says that every child should get a lesson Maths and English in schools, because both of these subjects including essential lessons. Furthermore it is said that it is very difficult, or even might not be able to lead a normal life for so many sides of the world in the 21<sup>st</sup> century without the use of mathematics. (Wahyudin, 2002) Thus it can be said that most of the high ability learners in mathematics achievement, the learners will master the many other subjects. However, the fact the field of mathematics achievement of learning outcomes for this still tends to be less than satisfactory, as shown by the completeness of mathematics learning is still not optimal.

Rohaimis (2020) stated that the results of students of class IX 2 SMP Negeri 1 Lirik still below the minimum completeness criteria (KKM), only 48.3% of students who have completed the completeness limit to the value of 75, then Muslika (2014) stated that learning mathematics in schools today, especially in SMP Negeri 1 Jember Mumbulsari show learning outcomes are still low. This means that student learning outcomes are still under SKM (Complete Standard Minimum) that has been specified for mathematics courses at the school.

The factor that becomes an obstacle to the incompleteness of this mathematics learning is the difficulty of learning mathematics, then it is followed by the role of the mathematics teacher as a guide in the classroom when the teaching and learning process is still not carried out, most of the mathematics teachers in the class are still carrying out their duties as teachers and educators. Whereas in a formal juridical manner, according to the Regulation of the Minister of Education and Culture No. 111 of 2014, it is stated that the field of learning difficulties in subjects should be carried out by subject teachers based on the referral results of guidance and counselling teachers. Kartadinata (2008) in Cross-Cultural Counselling says that learning is ideal if the three fields are integrated in the implementation of the learning process, namely curricular, administration and student guidance. The field of student guidance is what is said to be the field of guidance and counselling services for learning difficulties that should be carried out by subject teachers.

The phenomenon of incomplete mathematics learning and the factor of teachers who mostly do not understand their role as a guide in the learning process, especially coupled with the perception of math subjects being scary, boring and making students headaches. Thus required an innovative development of learning that can address the problems of mathematical success, both in terms of cognitive, affective and skills through active learning model, innovative, creative, effective and fun.

To get to an active, innovative, creative, effective and fun learning model, change students' negative perceptions of mathematics, and change teachers' perceptions of guidance and counselling services that are still wrong, preliminary data on the perceptions of mathematics teachers about the implementation of mathematics learning so far are needed. perceptions of knowledge, experience and attitudes towards guidance and counselling services. This is reinforced by the results of research by Kadri (Sutirna, 2004:47) reporting the findings of his research on the role of the teacher as a guide in developing student creativity in the field of mathematics studies, including:

1. The teacher's behavior seems to be indifferent to the task of carrying out guidance.
2. There is a presumption that the only duty of subject teachers will be teaching field only.
3. Teachers do not understand the dual role that should be done is to teach and provide counselling services to their students.
4. Ability techniques are inadequate to implement the guidance.

Based on the above, it is to determine the level of perception of Teachers of Mathematics of the Guidance and Counselling Service in Region Commissariat Telukjambe District of Karawang necessary research using survey method. This study aims to describe (1) the influence factors of Perceiver (the person who gives perceptions) in terms of attitude indicators, motives, interests or concerns, experience and expectations, (2) ) the object or the target factor (the person or object being the target) in terms of indicators of something new (novelty), motion, sound, size, background, proximity and similarity and (3) the situation factor (the situation at which the perception is done) in terms of time indicators, work management, and social management of mathematics teachers towards guidance and counselling services.

The results of these surveys will be used as a math-based learning model development principle of guidance and counselling services which is an innovation in mathematics teaching model at the level of secondary school (SMP).

## **METHOD**

The research approach used is qualitative approach for the purpose of this study, there are three objectives, namely (1) Want to describe the perceiver (the person who gives the perception) in terms of the attitude indicator, motives, interest or attention, experience and expectations, (2) Want to describe the object or the target (the person or object that is the target) based on indicators of something new (novelty), motion, sound, size, background, proximity and similarity and (3) Want to describe the situation (the situation at which perception is done) in terms of time indicators, work management, and social management mathematics teacher to guidance and counselling services.

The subjects were mathematics teachers of SMP / MTs Private Group Areas' Working Group Principal (MKKS) Commissariat Telukjambe Karawang while the procedures for implementing this research through several stages, the first stage ask for permission to the Chairman MKKS simultaneously request data mathematics teachers through MGMPs Mathematics, the second stage is giving a questionnaire or questionnaire to mathematics teachers via online (google form), the third stage is analyzing the results of the respondent's perception of the answer, and the fourth stage is drawing conclusions.

Instruments used in the form of a questionnaire or a questionnaire with Likert scale with the option strongly agree (SS), agree (S), neutral (R), disagree (TS) and strongly disagree (STS), while the data collection technique using questionnaires through a google form later the results were analyzed using Statistical Product and Service Solutions (SPSS) -26 software to determine the percentage of approval for each respondent's answer.

## RESULTS AND DISCUSSION

### RESULTS

The results of the questionnaire to the principles of mathematics teachers' perception of guidance and Counselling in terms of Influence Factors Respondents by Robbin and Judge held on 6 - October 15, 2020 can be considered the following table:

**Table 1:**  
**Respondents Perception recapitulation Principles BK Service in terms of theory and Judge Robbin (Wibowo, 2013: 60)**

No.	Influence Factors	Components Indicators	/ Percentage	Category
1.	<i>Perceiver</i> , the person who gives the perception	<i>Attitude</i>	89.68	very good
		<i>Motives</i>	89.68	very good
		<i>Interest</i>	85.38	very good
		<i>Experience</i>	69.03	Good
		<i>Expectations</i>	80.22	very good
2.	The Object or The Target, person or object being targeted	<i>Novelty</i>	89.03	very good
		<i>Motion</i>	80.22	very good
		<i>Sounds</i>	83.23	very good
		<i>Size</i>	78.06	Good
		<i>Background</i>	74.19	Good
		<i>Proximity</i>	76.13	Good
		<i>Similarity</i>	77.85	Good
3.	The Situation, the state at which the perception is exercised	<i>Time</i>	67.31	Good
		<i>Work Setting</i>	83.87	very good
		<i>Social Setting</i>	79.78	Good

### DISCUSSION

Robbin and Judge (Wibowo, 2013: 60) said that there are three factors that influence a person's perception, namely the influence factor of Perceiver (the person who gives the perception) in terms of attitude, motives, interest or interest. , experience and expectations, (2) factors the object or the target (the person or object being the target) in terms of indicators of novelty, motion, sound, size, background, proximity and similarity and (3) the situation factor (the situation at the time the perception is carried out) in terms of indicators of time, work management, and social management mathematics teachers towards guidance and counselling services.

#### 1. Perceiver Influence Factors

Indicators attitudes of respondents to the statement the need for math teachers understand the principles of guidance and counselling services as the basis for implementing Learning Process (PBM) Mathematics Creative Innovative Active Learning Effective and Fun (PAIKEM) shows the percentage of 89.68%, this agreement included a category of perception Very good, which is shown by stating that 47 people strongly agree and as many as 45 people agree, meaning that mathematics teachers in terms of attitude indicators understand the BK Service Principles to be applied as the basis for implementing PBM Mathematics.

Kartadinata (2008) states in his writing that quality, effective or ideal education is one that integrates three main areas of activity in synergy, namely the administrative and leadership fields, the instructional or curricular fields, and the guidance and counselling fields. education that only carries out the administrative and instructional fields by ignoring the field of guidance and counselling will only produce counselees who are smart and skilled in the academic aspect, but lack the ability or maturity in the aspect of personality.

By paying attention to the results of the teacher's perception of mathematics and opinions on the above, it can be the common thread that understanding of the principle of guidance and counselling services for teachers of mathematics is very important, because the results of a study is not only seen on the cognitive aspects alone, but more than that in which aspects of personality too must be a measure so that it will create the expected students, namely having knowledge and a moral personality.

Motive is an impulse in humans that arises because of the needs that humans want to fulfill. (Wikipedia, 2020). Based on the understanding of this motive, the respondents were asked about the nature of students in dire need of guidance by mathematics teachers in understanding the material in class. The results of respondents' perceptions for motives from the questionnaire statement stated that 47 people strongly agree and agree as many as 44 people so that the percentage of approval is 89.68%, this is included in the respondents' perception is very good. This means that the respondent has understood that the difficulty of learning mathematics material is a student's need so that the related parties continue to motivate mathematics teachers so that the students' needs can be accommodated properly.

The theory of human needs according to Maslow explains that every human being has five basic needs. According to Maslow, the hierarchical level of Human Needs is described in the form of a pyramid. Maslow considers that the lowest needs must be met first, then the middle to the highest needs. An example of Maslow's theory in everyday life is that when physiological needs are met, such as eating, humans will continue to fulfill their next need, namely a sense of security. (Saputri, 2013)

Respondents' perceptions of interest indicators (interest or interest) showed very good with a percentage of approval of 85.38% in providing responses to the significant relationship between emotional and psychological with guidance and counselling services provided during the implementation of PBM Mathematics, this is supported by 30 people strongly agree and 59 people agree. In this case, if we analyze the scary, boring and creepy math sentences that so far have often become students' barriers to mathematics.

Syamsu (2017) states that a comprehensive guidance program is based on developmental characteristics, developmental tasks, or the potential of students. On that basis, in its implementation the guidance and counselling program in schools is oriented towards facilitating the potential of students, which includes personal (personal), social, academic, and career aspects; or related to the personal development of students as beings with Biopsychosociospiritual dimensions (biological, physical, social, and spiritual / religious intelligence).

Based on the results of respondents' perceptions and opinions above, it seems that the creepy and frightening and difficult math barcots will be erased by PBM Mathematics that takes into account emotional factors, child psychology and the principles of guidance and counselling services.

The respondent's experience influence factor in dealing with mathematics learning difficulties shows the heterogeneity of their perceptions when there are students who have math learning difficulties.

**Table 2. Frequency Table of Mathematics Teachers' Perceptions of Students with Mathematics Learning Difficulties is the Task of the Mathematics Teacher, Not the Task of the Guidance and Counselling Teacher**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	0	0.0	0.0	0.0
	2.00	26	23.0	28.0	28.0
	3.00	10	8.8	10.8	38.7
	4.00	46	40.7	49.5	88.2
	5.00	11	9.7	11.8	100.0
	Total	93	82.3	100.0	
Missing	System	20	17.7		
Total		113	100.0		
Total Score		321			
Percentage (%)		69.03			
Category		Good			

From this data, 11 people strongly agree, 46 people agree, 10 people hesitate and 26 people disagree so that the percentage of approval is only 69.03%, meaning that there is still half of the respondents handing over directly to the guidance and counselling teacher . Even though it is very

clear in the Regulation of the Minister of Education and Culture No. 111 of 2014 concerning Guidance and Counselling Implementation Guidelines, it is explained that for students who have difficulty learning subjects, it is the task of subject teachers with recommendations from guidance and counselling teachers, the term in service is called referrals. Thus it can be concluded that mathematics teachers and counselling and guidance teachers must coordinate or collaborate synergistically in order to facilitate students who have needs in learning mathematics or other subjects.

The purpose of guidance and counselling services has been regulated in the Decree of the Minister of Education and Culture No. 111 of 2014 which is divided into 4 objectives, namely personal, social, career and academic (learning) objectives which in general (Sudrajat, 2008) convey that the service objectives guidance and counselling seeks to help the counselee: (1) plan study completion activities, career development and life in the future; (2) develop all the potential and strength they have to the maximum; (3) adapt to the educational environment, community environment and work environment; (4) overcoming obstacles and difficulties faced in studies, adjusting to the educational environment, society, and work environment.

Then the goal of learning mathematics, Permendiknas Number 22 of 2006, states that students are able to:

1. Understand mathematical concepts, explain the relationship between concepts and apply concepts or algorithms in a flexible, accurate, efficient and precise way to solve problems.
2. Using reasoning on patterns and properties, performing mathematical manipulations in making generalizations, compiling evidence or explaining mathematical ideas and statements.
3. Solving problems which include the ability to understand the problem of designing mathematics modules, solving models and interpreting the solutions obtained.
4. Communicating ideas with symbols, tables, diagrams or balance sheets to clarify the situation or problem.
5. Having an attitude of appreciating the usefulness of mathematics in life, namely curiosity, attention and interest in learning mathematics, as well as a resilient and confident attitude in solving problems that are abstract, logical, systematic and full of symbols and formulas.

Noting Permendiknas No. 111 of 2014 concerning Guidance and Counselling Implementation Guidelines in secondary schools and Permendiknas No. 22 of 2006 regarding the objectives of learning mathematics in schools above is an ideal hope to be implemented by mathematics teachers in PBM Mathematics.

Based on the results of the analysis of respondents' perceptions, 17 people strongly agreed, 64 agreed, doubted as many people, 4 did not agree, and 0 people disagreed so that the respondent's perception of the purpose of guidance and counselling services implemented in PBM Mathematics was obtained the percentage of approval is 80.32% meaning in very good category. Perception analysis and the discussion above for the perceiver as seen from the indicators of attitude, motives, interests or concerns, experience and expectations provide opportunities to be used. the basis of implementing the principle-based mathematics learning model of guidance and counselling services.

## **2. Influence Factors The Subject or The Target**

Students are inherently unique, meaning that each student is different in all aspects, therefore the services are different, especially when it comes to learning mathematics difficulties. For mathematics teachers, the uniqueness of students is actually not new because they have known them from college, but in the implementation of facilitating services for learning difficulties in mathematics as a whole, most mathematics teachers are novelty for various reasons, including time, power. absorb curriculum and others.

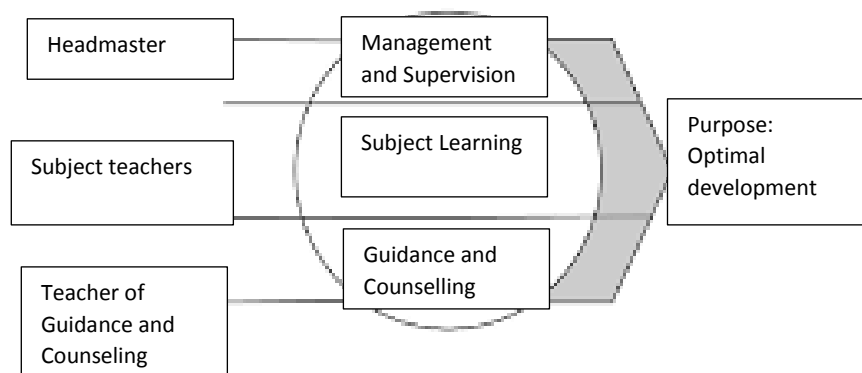
Based on the results of respondents' perceptions to facilitate or guide the difficulty of learning mathematics in a comprehensive or impartial manner, 45 people strongly agree, 46 people agree, and 1 each for doubting, disagreeing and strongly disagreeing so that the approval progression value is equal 89.03 this is in the very good category. Thus from these data it can be concluded that something new in facilitating students with learning difficulties in mathematics as a whole, the respondents already really understand the importance of paying attention to the uniqueness of students with differences in services.

Then the perception of respondents for motion indicators (movement) guidance and counselling services carried out in an integrated manner in PBM Mathematics stated that 21 people agree, 61 people agree, 3 doubt, disagree as many as 7 people and the remaining 1 person strongly disagrees. However, the percentage of approval was included in the very good category, namely 80.22%.

Based on the results of the respondents, it can be concluded that in general the respondents have understood that the implementation of guidance and counselling for mathematics teachers is very different from the guidance and counselling teachers, although some respondents stated that they did not agree with the implementation of integrated guidance and counselling services in PBM Mathematics, this is the task of the stakeholders to continue to enlighten about the importance of mathematics teachers in providing guidance and counselling services.

The sound indicator is a statement of support for the importance of guidance and counselling in the millennium as protection for students and the importance of mathematics for students to make logical decisions. The results of the respondents' perceptions stated that 29 people strongly agreed, 51 people agreed, 12 people doubted and 1 person disagreed, so the percentage of approval was 83.23%, this is included in the very good category, meaning that the statement conveyed in the questionnaire majority strongly agreed that guidance and counselling as well as mathematics is important for learners.

The importance of guidance and counselling services is explained in the Counsellor Professional Education Structuring Book and Guidance and Counselling Services on the Formal Education Pathway that the area of guidance and counselling is in the learning process. This is illustrated as follows:



Gambar 1. Bimbingan dan Konseling dalam Sistem Pendidikan

**Figure 1: Educational Process: Location of Guidance and Counselling**  
 (ABKIN, 2008)

By paying attention to the importance of Guidance and Counselling and Mathematics for students in this millennium era, for the size indicator that mathematics teachers do not need to understand the principles of Guidance and Counselling services because there are already guidance and counselling teachers, this is clearly very wrong and a wrong perception. . The results of respondents stated that 14 people strongly disagreed and 63 people disagreed. This means that most respondents understand that guidance and counselling services are not only the duty of counselling teachers, but also the duties of all teachers according to their capacities, although there are still 10 people who are hesitant, agree with 5 people and strongly agree 1 person. However, as a whole, the indicator size of respondents is in the good category (78.06%) on the importance of understanding the principles of guidance and counselling services for mathematics teachers.

The background of the respondents on average has a bachelor's degree in mathematics and in general the respondents have experienced, heard and studied guidance and counselling both during education or since the respondent worked as a teacher at school, so that the perception was when there was a statement that students had low abilities In mathematics, directly submitted to the counselling teacher, the results of the perception of respondents stated that 10 people disagreed, 61 people agreed, 8 people doubted, 13 agreed and 1 person strongly agreed. It turns out that 13 respondents agreed to submit directly to the counselling teacher if students have low math skills, but when the perception of this statement is cumulative the percentage of approval is 74.19%, which means that the respondent already understands his role as a guide in in PBM Mathematics.

Furthermore, in the questionnaire it was conveyed that mathematics subjects had nothing to do with guidance and counselling services, the results of the respondents' perceptions stated that 11 people strongly disagreed, 65 people disagreed, 13 people hesitated and 4 people agreed. Even though there are still respondents who agree about there is no relationship between mathematics and counselling guidance, but cumulatively the percentage of agreement is 76.13% which means that the respondent has a good perception.

Chabibah (2018) said in his writing that with Guidance and Counselling a Mathematics Teacher will know various kinds of knowledge in dealing with, preventing, and approaching students so that students feel comfortable and like mathematics as a fun and enjoyable subject.

The roles of all teachers are generally the same, namely the roles of educators, teachers and mentors. However, based on the author's experience and observations, most of the teachers still act as educators and teachers, while the role of mentors is often neglected due to the presence of guidance and counselling teachers in schools. The results of the respondent's answers to the questions of students who have problems in learning mathematics in class should not be the task of

the mathematics teacher, because it will waste time PBM Mathematics? It turns out that most of the respondents rejected the statement or in other words disagree, this is indicated by the percentage of approval of 77.85%, meaning that the respondents' similarity indicator is in the good category.

With the results of the respondents above showing that the role as a guide is very important for mathematics teachers, this is according to the opinion of Chabibah (2018) in his article which states that with Mathematical Guidance and Counselling, it will change from confusing to addictive, from difficult to easy, from scary to fun and from sad to longing.

Based on the analysis of the results of respondents and discussion of the factors of the subject or the target, it is seen from the indicators of something new (novelty), motion, sounds, size, background, proximity and similarity. It can be concluded that the average percentage of the respondents' perceptions agreement is in the good category, therefore the application of a mathematics learning model based on the principles of guidance and counselling services has the opportunity to be implemented by mathematics teachers as a learning model development.

### **3. The Situation Influence Factors**

The influence factor of a person gives the perception that it will be influenced by the situation and conditions when the respondent will provide answers. There are three situations, namely time indicators, work arrangements, and social arrangements.

Optimal development and complete independence of students takes a very long time, not in PBM Mathematics. The results of respondents' perceptions about this stated that 7 people disagreed, 46 disagreed, 18 doubted, 18 agreed and 4 strongly agreed. Thus regarding this time indicator the percentage of approval for the time indicator is only 67.41% because there are still those who agree and disagree, meaning that there are respondents who agree to carry out development and independence guidance, there are also respondents who disagree by submitting directly to school counselling teacher. These respondents' perceptions are equally strong, for the perception that they agree to be submitted to the counselling teacher, this is in accordance with what Suherman (2017) said that guidance and counselling teachers should help students to foster their independence and responsibility in order to achieve development. optimal, achieving the goals and expectations of life. However, at the end of the article it also states that in helping to develop independence and responsibility in student learning, counselling teachers need to collaborate with homeroom teachers and subject teachers so that they can help achieve effective learning.

Thus, for this time indicator, a synergistic collaboration between mathematics teachers and counselling teachers is needed so that the achievement of optimal development and independence of students can be achieved in accordance with the objectives of learning mathematics and the objectives of Guidance and Counselling services.

Indicators of work setting for mathematics teachers in carrying out their role as classroom counsellors do not mean that they are a substitute for school counselling teachers, if this becomes the paradigm for most mathematics teachers, there will be overlapping of main tasks and functions between mathematics teachers and counselling teachers. . Therefore, to explore the above conditions, the respondent's perception of the tutoring conducted by the math teacher in the classroom was asked only to students who often asked questions.

The results of the perception analysis of the respondents' answers turned out that 64 people disagreed and 65 people strongly disagreed with this statement, while overall for this social arrangement indicator the percentage of approval was 83.87%, which was in the good category, meaning that most of the respondents had understood about services that do not discriminate in accordance with the principles of guidance and counselling services.

Solider.id (2013) wrote in an article entitled "Realizing a World of Education without Discrimination" as follows:

Education in Indonesia still adheres to the selective cutting system. There are some students who get adequate facilities but there are many students who do not get good facilities. They seem alienated from national scale education services. Education is like an expensive and luxurious item that every child cannot experience. Our constitution, the 1945 Constitution, has guaranteed the right to education for all, without exception. Every citizen has the right to receive the same education, must be away from discriminatory actions, including students with disabilities, both physically and mentally. Based on the law, all forms of exclusivity in education should be eliminated from all levels of education from early childhood to tertiary education.

Furthermore, for indicators of social setting with a questionnaire statement that at the time of PBM Mathematics all elements that will affect the success of PBM are ignored, because it will consume energy and time? It turns out that the majority of respondents' perceptions stated that they disagreed (66 people) and strongly disagreed (16 people) with a percentage of approval of 79.78% meaning that they were in the good category of their perceptions. From these results it can be concluded that the respondent has understood many factors that will affect the success of a learning, therefore the respondent stated that his perception does not agree if he ignores the factors that will affect the success of the learning process. In the principle of guidance and counselling services

referred to as guidance must be flexible by identifying the needs felt by the individuals they supervise.

Based on the tabulation of the frequency of respondents and the discussion above, it can be concluded:

1. Perceptions of Perceiver, people who provide perceptions about mathematics teachers on the principles of guidance and counselling services in terms of attitudes, motives, interests or interests, experiences, and expectations indicate very good perceptions.
2. Perceptions of the object or the target, the person or object being the target provide perceptions about the mathematics teacher on the principles of guidance and counselling services in terms of novelty, motion, sounds, background, proximity and similarity indicators showing the percentage of good perceptual approval.
3. Perceptions of the situation, at the time this perception was carried out, where respondents gave perceptions about mathematics teachers towards the principles of guidance and counselling services in terms of time indicators, work arrangements and social arrangements showed that the perception of the percentage of approval was good.

### CONCLUSION

Based on the answers of questionnaires and discussion of results answers about mathematics teachers' perception of the principles of guidance and counselling, it can be concluded that:

1. Perceptions of mathematics teachers in terms of Perceiver (people who provide perceptions) of the principles of guidance and counselling services, most of whom have understood the principles of guidance and counselling services, this is indicated by the percentage of approval for attitude indicators 89.68% (very good), motive 89.68% (very good), interest 85.38% (very good), experience 69.03% (good), and hope 80.22% (good). Based on these data, the Mathematics Learning Model based on the Guidance and Counselling Service Principles is likely to be implemented by mathematics teachers as a development of a learning model that has not been touched so far.
2. The perception of mathematics teachers in terms of The Object or The Target (the person or object that is the target) of the principles of guidance and counselling services, most of them have understood the principles of guidance and counselling services, this is indicated by the percentage of approval for novelty indicators (something new) 89.03% (very good), motion (movement) 80.22% (very good), sounds 78.06 (good), background 74.19% (good), proximity 76.13% (good), and similarity 77.85% (good). Based on these data, the Mathematics Learning Model based on the Guidance and Counselling Service Principles is likely to be implemented by mathematics teachers as a development of a learning model that has not been touched so far.
3. Perceptions of mathematics teachers in terms of The Situation (when perceptions are made) of the principles of guidance and counselling services, most of them have understood the principles of guidance and counselling services, this is indicated by the percentage of approval for indicator time 67.31% (good), work settings 83.87% (very good) and social settings 79.78% (good). Based on these data, the Mathematics Learning Model based on the Guidance and Counselling Service Principles is likely to be implemented by mathematics teachers as a development of a learning model that has not been touched so far.

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